

**A study of employee passion at a technology business
incubator in KwaZulu-Natal**

By

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Declaration

This is to declare that the work is the author's original work and that all the sources have been accurately reported and acknowledged, and that this document has not in its entirety or in part been submitted at any university in order to obtain an academic qualification.

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Abstract

Employees who are passionate about what they do will be both happier and more productive at work (Robertson-Smith & Markwick, 2009). Their passion stems from caring deeply about what they do or where they work and being personally invested in and motivated by its mission.

This qualitative study investigated the passion(s) of seven employees of a technology business incubator in Durban, KwaZulu Natal, South Africa. The objectives of this study were to explore how the employees of this business incubator define passion, to explore whether they were / are passionate about their jobs / careers and finally to explore whether these employees experience / experienced any barriers to pursuing their passion(s).

The participants in this study found it difficult to define passion(s). They mostly defined passion(s) in terms that reflected strong positive emotions. Most participants were ambivalent about their passion for their jobs / careers. Background and personal circumstances have played a significant role in preventing many of the participants in this study from pursuing their passion(s). Following this study, it is recommended that further research be conducted to further our understanding of the role of passion(s) for employees of business incubators in order to enhance employee passion and organisational performance.

Keywords: employees, passion, business incubator, barriers and organisational performance

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Acronyms

CFC.....	Child and Family Centre
DMP.....	Dualistic Model of Passion
DUT.....	Durban University of Technology
EPS.....	Employee Passion Survey
HP.....	Harmonious Passion
OP.....	Obsessive Passion
SDT.....	Self Determination Theory
SEDA.....	Small Enterprise Development Agency
SME.....	Small, Medium Enterprises

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Chapter 1: Introduction

1.1 Introduction

In our technology-fuelled, digitally connected world where new products, competitors and business models seem to emerge overnight, one of the few competitive advantages an organisation possesses is its people (Zigarmi & Conley, 2019). The level of skill, talent, creativity, innovation and passion in the workforce of an organisation can mean the difference between mediocre and exceptional results (The Ken Blanchard Companies, 2009). The same is true for innovation and technology business incubators throughout the world.

An innovation and technology business incubator situated in Durban aims to assist start-up businesses in various technology sectors. For the employees of this business incubator to successfully assist these entrepreneurs and for this business incubator to be successful they require a level of skill, talent, creativity, innovation and passion.

This chapter provides a short background to the business incubator. This chapter also describes the problem statement and the importance of the study. The key research questions are highlighted in this chapter, as well as the methodology used. The delimitations of the study are outlined in this chapter too. The chapter concludes with an outline of the remaining chapters in the dissertation.

1.2 Background

Today, most large technology companies are faced with the market expectation to rapidly bring a wide range of new value propositions, products and services to the market in ever increasing clock speed (KPMG International Cooperative, 2015). Meanwhile, fierce competition and new entrants are commoditising these new values at an increasingly rapid rate (KPMG International Cooperative, 2015). The combination of increased speed of innovation and intensity of competition creates great opportunities and countless complications for companies. To keep up with the speed and seize the opportunities, companies need amongst other skills a passionate workforce.

In this study, an attempt was made to investigate passion amongst employees of an innovation and technology business incubator in KwaZulu-Natal which will be referred to as IBI, a pseudonym which will be used to maintain confidentiality. IBI is an innovation and technology business incubator situated in Durban. It is a non-profit organisation that is funded by Small Enterprise Development Agency (Seda) and supported by Durban University of Technology (DUT). IBI aims to be a leading incubator in Africa, driving innovative businesses in the green technology, digital and creative technology, food technology and agricultural impacting technology sectors, assisting entrepreneurs with converting their innovative concepts into commercially viable enterprises (IBI, 2018). As an important partner and participant in building and assisting businesses in South Africa to excel and be competitive, this incubator and its employees are an interesting and important population to study.

1.3 Problem statement

Recently released statistics by StatsSA report that unemployment in the country lies at 27.6% (StatsSA, 2019). Furthermore, reports by Fin24 suggest that the economy is growing at a really slow pace with some economic experts arguing that South Africa is still at risk of falling into a recession (Smith, 2019). Small businesses, much like many of the businesses run by entrepreneurs, have been noted as key partners in improving the unemployment problem in South Africa (Brink & Cant, 2003). In this daunting environment small businesses have become sources of attention in South Africa as they are considered as possible tools for improving the employment levels in South Africa and consequently other social and economic ills (Lose & Tengeh, 2015). Incubators like IBI, which assist small businesses and entrepreneurs thus represent key partners in the efforts to help fight and alleviate many of the difficulties facing South Africans today. Passions and passionate employees have been found to be key to improving the efficiency and performance of organisations (Hagel, Brown, Ranjan & Byler, 2014; The Ken Blanchard Companies, 2009; Zigarmi & Conley, 2019).

Despite this, there are very few studies that exist in South Africa that have looked into exploring the passions of workers of business incubators such as IBI. This study hopes to contribute to the literature looking at the passions of employees in an organisation tasked with supporting the entrepreneurial efforts of many in a slow growing economy.

1.4 Importance of research

Small, Medium Enterprises (SMEs) are acknowledged globally for their unique contribution to economic development and creating employment opportunities (Katua, 2014). In recent years developing countries have realised that SMEs are their gateway to stimulate their economic growth and address the severe poverty they are faced with (Dhanah, 2016).

Over the last decade, SMEs have turned to business incubators to grow their businesses. The concept makes a lot of sense for entrepreneurs that want to leverage a defined process for success and transition to a sustainable enterprise (Tyre, 2019). For business incubators to assist enterprises, they require a level of skill, talent, creativity, innovation and passion in the workforce (Zigarmi & Conley, 2019). A workforce that consists of employees with a level of skill, talent, creativity, innovation and passion can advise, assist and motivate entrepreneurs. Such a workforce can drive a business incubator to success consequently achieving a business incubators mission and vision.

It is therefore important to further investigate and explore the concept of passion with the employees at IBI. It is vital to determine whether the workforce being studied is passionate as this is one of the factors that will determine whether this business incubator is achieving its mission and vision and is able to perform efficiently.

1.5 Objectives

The objectives of the study include the following:

1. To explore how employees at IBI define passion.
2. To explore whether employees at IBI are passionate about their job / careers.
3. To explore the barriers to pursuing passions for the employees of IBI.

1.6 Research questions

The research questions for the study were the following:

1. How do IBI employees define passion?
2. Are IBI employees passionate about their jobs / careers?
3. What are the barriers to pursuing passions for the employees of IBI?

1.7 Definition of terms

This study contains key concepts. Although these constructs are discussed in detail in chapter 2, they are briefly introduced in this chapter of the thesis to allow the reader to make sense of what is presented in the subsequent chapters.

Passion: There are many definitions of passion, however, the definition assumed for the purpose of this study is a strong liking (or even love) for an activity, object or concept (Vallerand, Blanchard, Mageau, Koestner, Ratelle, Léonard, Gagné & Marsolais, 2003).

Work passion: Work Passion is an individual's persistent, emotionally positive, meaning-based state of well-being stemming from reoccurring cognitive and affective appraisals of various job and organisational situations, which results in consistent, constructive work intentions and behaviours (The Ken Blanchard Companies, 2009).

Employee passion: Employee passion is “the state of mind resulting from perceptions of worthwhile work, autonomy, collaboration, growth, fairness, recognition, connectedness to colleagues and connectedness to leader” (The Ken Blanchard Companies, 2009, p. 7).

1.8 Brief description of methodology

This study assumed an interpretive paradigm (Guba & Lincoln, 1994). This paradigm was assumed to be appropriate for this study because of the objectives of the study which included exploring the passions of employees of a business incubator in the province of KwaZulu Natal. A qualitative research method was used (Silverman, 2000). This methodology was in line with the paradigm and the objectives of this study. An exploratory research design (Terr Blanche, Durrheim & Painter, 2006) was used. This design was consistent with the paradigm and the objectives of the study. A purposive sampling method (Polkinghorne, 2005) was used. Semi-structured interviews (Gill, Stewart, Treasure, & Chadwick, 2008) were used to collect data. An interview schedule was the primary instrument used in the study. The data in this study was analysed using thematic analysis (Braun & Clark, 2006).

1.9 Delimitation and scope of the study

This study investigated the passions of employees of a technology business incubator in KwaZulu Natal, South Africa. This study is limited to the KwaZulu Natal region in its scope. The findings from this study cannot be extended to other employees and business incubators [because the goal of this study was not to generalise but rather to provide a rich, contextualised understanding \(Polit & Beck, 2010\) of passion through the intensive study of employees that work at a technology business incubator.](#)

1.10 Outline of the study

Chapter one presents a brief overview of what this study intends to do and serves as an introduction to the whole study. The background to the study is set out and an overview of the structure of the dissertation is provided.

Chapter two provides a detailed account of the literature reviewed on passion, employee passion, theories on passion and the importance of passion for organisations. The purpose of the literature review was to understand the concept of passion, specifically employee and work passion in depth.

Chapter three provides a description and discussion of the paradigm, research method and research design that were used in the study. The sampling procedure used is also described and discussed together with the data collection methods and analysis of the data collected. The chapter discusses how reliability, validity and transferability were ensured in this study. The chapter concludes with a discussion on the ethical considerations taken in the exercise of completing this study.

Chapter four presents the findings of the study. Several different themes responding to the three research questions are explored in detail.

Chapter five provides a discussion of the findings. As the findings are disclosed, the chapter also reverts occasionally to the theoretical lenses in order to relate the literature and the theoretical framework back to the findings.

The dissertation concludes with *Chapter six*. The chapter provides a summary of the main findings from the study, limitations identified in the execution of the current study and recommendations for future studies.

1.11 Conclusion

This chapter outlined the background, problem statement and importance of the study. This chapter also outlined the objectives of the study and the research questions that were addressed in the study. The key terms in this study were briefly defined. The methodology for the study was briefly described. This was followed by the delimitation and scope of the study. Lastly, an outline of the contents of the different chapters in this study was provided. The following chapter is a review of the relevant literature that was used in the study.

Chapter 2: Literature Review

2.1 Introduction

This chapter provides a detailed account of the literature reviewed on passion. The review defines and discusses passion, studies on passion, theories on passion, work passion, employee passion, the importance of passion, the factors that affect passion as well as the barriers to pursuing passion(s).

2.2 Brief background

In an increasingly fast paced and ever-changing world, companies are required to operate in excellence, encompass innovation, consider risks, constantly evolve to stay competitive and relevant in their industry and be able to compete globally (Hagel et al., 2014).

In our technology- fuelled, digitally connected world where new products, competitors and business models seem to emerge overnight, one of the few competitive advantages an organisation possesses are its people (Zigarmi & Conley, 2019).

For most companies to succeed, passionate workers are needed because such workers can drive and sustain performance. Passionate workers are committed to continually achieving higher levels of performance (Hagel et al., 2014). Passionate workers are understood to have both personal resilience and an orientation toward learning and improvement that helps organisations develop the resilience needed to withstand and grow stronger from continuous market challenges and disruptions (Robins, 2017). The level of skill, talent, creativity, innovation and passion in the workforce of an organisation can mean the difference between mediocre and exceptional results (Zigarmi & Conley, 2019).

According to (Hagel et al., 2014) up to 87.7 percent of America's workforce is not able to contribute to their full potential because they do not have a passion for their work. According to Smit and Goolab (2018) approximately 85 percent of South Africa's workforce are disengaged. According to Leblebici (2012), an alarming number of workers in South Africa are not focused on their job. Many South African workers are disinterested, unmotivated and uncommitted (Zigarmi & Conley, 2019). Many of these workers only do the bare minimum at work, they do not put in any extra effort to care for customers and are a drain on organisational

resources and productivity. Drawing from Zigarmi and Conley's (2019) assertions it is highly probable that these South African workers are also not passionate about their work.

In recent years, there has been a rapid rise in the launching of innovation and technology business incubators globally and South Africa is not left behind. Entrepreneurs are a vital part of any thriving economy (Brink & Cant, 2003). Not only do they have the potential to lessen unemployment and poverty, they are also well positioned to boost the economy's and make them more productive (Sappin, 2016). Technology incubators, a variant of more traditional business incubation schemes, assist technology-oriented entrepreneurs in the start-up and early development stage of their firms by providing workspace, shared facilities and a range of business support services (Isabelle, 2013).

Like the organisations and businesses referred to above, business incubators such as the one that is the focus of this study require passionate workers to ensure that they remain competitive and thrive in a very competitive corporate environment. With the 4th industrial revolution already on the heels of our development and economy, one can only imagine the value that incubators such as IBI will play going forward.

2.3 Defining Passion

The term "passion" has been studied over the years in philosophy, theology, science, sociology, psychology and various other disciplines (Cardon, Wincent, Singh & Drnovsek, 2009). According to Villarroel (2015) passion is an intangible concept that is difficult to measure, assess or even define. Similarly, due to its intangibility everybody can have an idea of what passion is and how you can identify it from people around you, however, it is difficult to define (Villarroel, 2015). Passion is also one of those words that have so many meanings because it's different for every person and thus making it difficult to define.

Throughout history, passion has taken on different popular meanings and definitions (Cardon et al., 2009). It is useful to look at these, as they provide some valuable information regarding how passion has been perceived as well as evolved over the years. Such a diversity of definitions may explain the popularity of the term "passion" in everyday life.

Passion can refer to suffering. Vallerand (2015) describes this as the emotional state that one experiences when they are passionate about something that can also have the effect of or be compared to a state of suffering. What is implied here is that being passionate about something

may lead one to experience a sense of suffering because of their passionate object or activity (Vallerand, 2015). Another popular definition of passion is that it is a state of intense emotions either positive or negative (Cardon et al., 2009). These intense emotions could include anger, hatred, hope and / or pride. Another definition that has been attached to passion is that of a strong liking or even love for an activity, object or concept (Vallerand et al., 2003). This definition represents a more contemporary perspective and would appear to be the one most commonly used (Vallerand, 2015). This definition of passion refers to more than simply love for an activity, it also includes high valuation of the activity and an important commitment toward it (Vallerand et al., 2003). This definition of passion will be used in this study. The reason for choosing this common definition is because it is the one most likely understood and known by the participants in this study as well as the one most consistent with the positive reported benefits when associated with workers.

2.4 Studies on passions: international and continental (Africa)

Results of several studies conducted with a variety of participants, activities, and outcomes provide support for passion. These studies clearly support the significant role of passion in people's lives. A few of these studies are presented below.

There is an assumption that engaging in an activity one is passionate about leads to feeling life is worth living for (Seligman & Csikszentmihalyi, 2000). Existing research in passion has explored this phenomenon using a qualitative research methodology, and by tying an individual's passion to a specific activity (Halonen & Lomas, 2014). In one study, passion was explored in semi-structured interviews with 12 participants from London, United Kingdom (Halonen & Lomas, 2014). The qualitative grounded theory analysis revealed a passionate way of being, with passion being located in the individual rather than in a specific activity. A new phenomenon to positive psychology, a passionate way of being is about having a purpose, creating positive impact, and pursuing variety (Halonen & Lomas, 2014). Instead of limiting passion to an activity, it shows that a passionate way of being can be implemented and expressed across people's lives (Halonen & Lomas, 2014). It presents passion in a new light and shows that people can pursue a varied life passionately.

Stanford psychologists Carol Dweck and Gregory Walton conducted a series of laboratory studies that examined the belief systems that lead people to succeed or fail (Hess, 2018). The

researchers recruited participants from two categories: those who were passionate about science, technology, engineering and math, and those who were passionate about humanities and the arts (Hess, 2018). The researchers observed a total of 470 participants over five experiments as they read articles and watched videos on subjects that interested them and on subjects that did not interest them (Hess, 2018). Participants who were deeply interested in only one topic were less likely to finish and understand the materials. The researchers concluded that popular mantras like “follow your passion” make people think that pursuing a passion will be easy (Hess, 2018). Believers are then more likely to give up when they face challenges or roadblocks.

In another study, the aim was to understand the moderating role of passion between purpose and performance (Pradhan, Panda & Jena, 2017). A structured questionnaire was administered to 307 officials working in the eastern zone of Indian Railways on the eastern Indian subcontinent. A positive relationship was evident between purpose and performance. Passion was found to be positively moderating the relationship between purpose and performance (Pradhan, Panda & Jena, 2017). The results explored that the effect of purpose on performance was more indirect than direct in nature. Along with purpose, employees needed to be fuelled with passion on a continuous basis to drive performance (Pradhan, Panda & Jena, 2017). The findings of the study were expected to instil purposeful engagement and strategies to propel the passion among working executives (Pradhan, Panda & Jena, 2017).

There are mounting concerns that seem to suggest that students in Nigeria no longer engage in school-related activities as they ought to (Enwereuzor, Ugwu & Ugwu, 2016). Recent observation has revealed that students are spending excessive amounts of time participating in internet gambling with their smartphone during school time. This trend could have far-reaching consequences on their schoolwork engagement and by extension, academic performance (Enwereuzor, Ugwu & Ugwu, 2016). Drawing on the Dualistic Model of Passion (DMP), this study examined the mediatory role of smartphone addiction in the gambling passion - schoolwork engagement relation. A cross-sectional design was adopted. 278 male undergraduates of a large public university in Nigeria who engage in internet gambling participated in the study (Enwereuzor, Ugwu & Ugwu, 2016). They completed self-report measures of gambling passion, smartphone addiction, and schoolwork engagement. The results revealed that harmonious gambling passion was not related to smartphone addiction whereas it was positively related to schoolwork engagement. Obsessive gambling passion had positive

and negative relations with smartphone addiction and schoolwork engagement, respectively (Enwereuzor, Ugwu & Ugwu, 2016). Smartphone addiction was negatively related to schoolwork engagement and mediated only the obsessive gambling passion - schoolwork engagement relation but not that between harmonious gambling passion and schoolwork engagement (Enwereuzor, Ugwu & Ugwu, 2016).

A study was conducted where 48 teachers at schools in South Africa were interviewed on their passion for teaching. A case study research design was selected to obtain in-depth descriptions on the teachers' views about their passion for teaching (Rampa, 2012). The results showed that teachers' reasons for choosing teaching as a career vary and are attributed to altruistic, intrinsic and extrinsic motives (Rampa, 2012). The results showed that extrinsic motives were dominant determinants for teachers to choose teaching as a profession. The motives for teaching were influenced by the status of the profession and these motives need to be considered especially where teaching has a poor image (Rampa, 2012). Many respondents who chose teaching as a profession were less passionate because of circumstances in their environment, such as school culture, physical, emotional and intellectual challenges (Rampa, 2012). It is concluded that initial passion or passion for teaching may diminish, either as a result of circumstances such as school culture, age factor of teachers and the process itself. However, passion remains at the core of teaching. Based on the inner qualities of teachers, such as motivation, care and courage as they relate to passion, their symbiotic relationships need to be protected, nurtured, developed and sustained for an enduring sense of efficacy (Rampa, 2012).

2.5 Theories of passion

The key theory associated with passion is Self-Determination Theory (SDT). According to SDT people engage in various activities throughout life in the hope of satisfying the basic psychological needs of autonomy (a desire to feel a sense of personal initiative), competence (a desire to interact effectively with the environment), and relatedness (a desire to feel connected to significant others) (Deci & Ryan, 2000). While we don't have much choice over engaging or not in some activities such as school and work (we all have to study and work at some point in life), we do over other activities that we engage in especially during leisure time (e.g., sports, chess, music etc.). This theory will be elaborated on later in the review when discussing the theoretical framework for this study.

2.6 Work Passion

Whilst people are encouraged to have a passion, passion is not only important during leisure time. A great amount of time is spent at work. According to Diener and Seligman (2004) more money does not necessarily mean an increase in life satisfaction. Therefore, being passionate about one's work is important. Work passion is an individual's persistent, emotionally positive, meaning-based state of well-being stemming from reoccurring cognitive and affective appraisals of various job and organisational situations, which results in consistent, constructive work intentions and behaviours (The Ken Blanchard Companies, 2009).

Therefore, it is paramount that organisations provide its employees with a sense of meaning beyond simply making a profit; the autonomy and flexibility for individuals to give their all at work; opportunities for growth, collaboration, and recognition; and connectedness, while being mindful that processes and procedures are fairly and consistently applied to all employees. While it may seem like a daunting task, organisations that support the development of work passion will be rewarded by employees who are dedicated to creating devoted customers, sustainable growth, and increased profits (Zigarmi, Houson, Witt & Diehl, 2011).

When work is highly valued, is meaningful and has been freely accepted as important by the employee, it will be internalised in the employee's identity, leading to the experience of harmonious passion (Houliort, Fernet, Vallerand, Laframboise, Guay & Koestner, 2015; Vallerand et al., 2003). This type of internalisation is intrinsic and integrative to the authentic defining of self. With harmonious passion, the employee does not feel that their activities are uncontrollable, but rather it has been freely chosen by them. The passionate activity occupies a significant space in the employee's identity, but without becoming overwhelming and leaving space for other life activities, being in harmony and in balance with other aspects of their life. Hence, employees with harmonious passion can perform their professional activity in a flexible, mindful and open manner leading to positive experiences (Vallerand, Houliort & Forest, 2014). The employee can fully engage in the activity with enough freedom to experience the world in a non-defensive way (Vallerand, 2012). Harmonious passion also leads the employee to invest sustained efforts, allowing them to develop and acquire new skills, developing their own natural strengths, and improving feelings of competence and personal effectiveness. This would be important for the employees at IBI to be both happier and more productive at work.

2.7 Employee passion

Most of the research on “passion” has been done outside the context of work and has not been specific to employees. However, recently, passion has received increasing attention from various organisations, and it has been incorporated in the workplace (Perttula, 2004; Martin, 2005). This is because the work environment has become competitive and there is mounting pressure to perform. Passion is the trait that makes the most difference in employee output and commitment to a company.

According to The Ken Blanchard Companies (2009, p. 7), employee passion is “the state of mind resulting from perceptions of worthwhile work, autonomy, collaboration, growth, fairness, recognition, connectedness to colleagues and connectedness to leader”, all of which lead to standards of behaviour that include discretionary effort, long-term commitment to the organisation, peak performance, low turnover and increased tenure with the organisation (The Ken Blanchard Companies, 2009). Employee passion is a complex concept, dependent on, and achieved through a balance of these eight critical success factors.

It is important to explore the passion(s) of the employees at IBI because we can then determine whether they are pursuing their passion(s). If they are pursuing their passion(s), this will mean they are committed to continually achieving higher levels of performance which is important for an innovation and technology business incubator. It will mean they can drive and sustain performance. They will also strive to reach new heights, handle stress well and have a growth mindset where they are always learning and growing.

2.7.1 Importance of Employee Passion

Organisational researchers and leaders have noted the importance of employee passion in the workplace (Chang, 2000; Boyatzis, McKee & Goleman, 2002). Passionate employees are focused, engaged and committed to doing their best in everything they do. As a result, they deliver exceptional value to customers, whether they are external or internal.

According to (Chang, 2000) employees who are passionate exhibit innovative behaviour and perform at higher levels. In this way, passion leads organisations to an improvement in innovation and creativity because passionate employees tend to seek out novel sources of knowledge, as a result they can adapt easily to new challenging situations (Rupali & Rajnish,

2015). This is important for workers of a technology incubator because they are required to assist entrepreneurs develop their innovative products in a technology advanced world. The workers of a technology incubator therefore need to be knowledgeable and current on the latest technologies and innovations.

When employees work for companies and organisations where worthwhile work, autonomy, collaboration, growth, fairness, recognition, connectedness to colleagues and connectedness to leader are at play, employee passion will be maximised (The Ken Blanchard Companies, 2009). When employee passion is maximised, employees experience satisfaction, employees display higher levels of wellbeing and employees' performance is improved, as a result, employees can deliver excellent customer service, which in turn leads to devoted customers, sequentially resulting in sustainable growth and profits.

The recent preponderance of research on the topic of employee passion suggests that many employers are recognising the importance of employee passion for the long-term success of their organisations (Hardgrove & Howard, 2015) because passion is the trait that makes the most difference in employee output and commitment to your company. An employee may unhappily continue with their work for a while and get the job done, but if they lack passion for the work, then they're missing the key ingredient for sustained, long-term performance (Hardgrove & Howard, 2015). If passion merely becomes a buzzword that is thrown around without a basic understanding of the factors that can either promote or destroy passion, then the word itself loses meaning and becomes redundant to the employees who repeatedly hear the word, but who see no evidence in the culture of the organisation that passion is genuinely prized.

However, passion can be ignited, and the fires of creativity released when employees are respected for the talents they bring to the table, are given meaningful positive feedback, and are afforded the opportunity to excel at what they love (Hardgrove & Howard, 2015). The key is, in part, about creating a culture that feeds the passion of employees, rather than feeding on the passion of employees. Employees who are encouraged to discover, explore, and expand their talents and abilities will yield high returns for the organisation and they will experience a harmony between their work life and their personal life. This then, truly becomes a win-win work environment for employee and employer.

2.7.2 Factors influencing Employee Passion

According to The Ken Blanchard Companies (2009), there are eight key factors that influence employee passion. These factors must be present in the work environment for employee passion to be optimised. The factors include, meaningful work, collaboration, fairness, autonomy, recognition, growth, connectedness with leader and connectedness with colleagues.

Meaningful work relates to an organisation where people feel that their work is worthwhile and are connected to both the organisation and a larger purpose. When doing meaningful work, individuals understand how their work adds value to their organisation and its customers. Steger (2016⁷) states that meaningful work speaks to people's personal experience that their jobs, work or careers are purposeful and significant. Meaningful work is viewed as a way to bring harmony, if not balance to the busy lives of workers, providing workers with passion at the office and providing organisations with enhanced productivity, performance and dedication (Steger, 2016⁷).

Collaboration refers to creating an environment that is motivating and inspiring and where people work together to help one another succeed (The Ken Blanchard Companies, 2009). A key trait of high performing organisations is shared power and high involvement where participation, collaboration, and teamwork are the way of life (The Ken Blanchard Companies, 2009). In addition, it is important for colleagues and leaders to support one another on tasks and to express appreciation for one another's ideas. This produces passion. In this study, it was important to explore whether a corporate culture that encourages sharing and team spirit exists since it is essential to creating collaboration, which in turn will contribute to employee passion.

The concept of fairness refers to an environment where pay, benefits, and workload are fair and balanced and in which people treat each other with respect and leaders act in an ethical manner (The Ken Blanchard Companies, 2009; Zigarmi, Houson & Witt, 2009). In this study, it was important to explore if employees perceive that justness and fairness are present / not present in their organisation as this will have an impact on employee passion.

Autonomy involves creating an environment where management style is collaborative and participative, allowing people to feel empowered to make decisions about their work and tasks (The Ken Blanchard Companies, 2009; Hardgrove & Howard, 2015). Autonomy is providing the tools, training, support, and authority to individuals to allow them to make decisions. In this study, it was important to explore whether employees have input and influence over how their tasks are performed and whether they feel that they have the ability and information

necessary to make decisions about their work as this will lead to employee passion.

Most people appreciate being praised and appreciated, or otherwise recognized for their achievements (The Ken Blanchard Companies, 2009; Subramoniam, 2013). Individuals also value monetary recognition as well as verbal and written recognition and they can find intrinsic recognition in the fact that they are doing work that improves relationships with people (Zigarmi, Houson & Witt, 2009; The Ken Blanchard Companies, 2009). In this study, it was important to determine if employees are being recognised for their accomplishments by team members and their leader(s) as this will increase their levels of passion and in turn improve their levels of productivity.

Having opportunities to learn and grow professionally and develop skills that lead to advancement in one's career are core to the concept of growth. Having a manager and organisational systems that provide these opportunities as well as being in an environment or department where colleagues can learn from one another, or coach each other are important dimensions that support individual growth (Hardgrove & Howard, 2015; The Ken Blanchard Companies, 2009). In addition, individuals need to feel that they are part of the process in terms of career planning. In this study, it was beneficial to determine if employees have the ability to learn from co-workers to enhance their current job, have opportunities to grow and improve, and have the ability to influence their own career path as this will result in satisfaction in the workplace as well as increased passion.

Having a solid relationship with one's leader and colleagues that is based on integrity and trust is a key component in creating employee passion (The Ken Blanchard Companies, 2009). A leader who takes an interest in his or her employees and shares personal information is more likely to establish and maintain connectedness in the workplace (Zigarmi, Houson & Witt, 2009; The Ken Blanchard Companies, 2009). In this study, it was important to determine if employees have leaders who share information and make an effort to build rapport as this increase's employee passion.

Just as a solid relationship with one's leader impacts employee passion, so too does a strong relationship with colleagues and co-workers (Zigarmi, Houson & Witt, 2009; The Ken Blanchard Companies, 2009). People want to care about others, and they want others to care about them. There is a human need to connect. In this study, it was important to determine if employees have a personal connection with their co-workers in addition to a professional work

relationship as this will contribute to employee passion.

2.8 The passion deficit

Passionate employees do whatever it takes to delight customers. These emotionally committed employees are passionate about their work, and the organisation they work for. It is important for leaders to create a work environment where employees are passionate about the organisation they work for and the job they do.

Intégro Leadership Institute was launched in 2011. They focus their research on employee engagement, leadership development, workplace passion and workplace trust. Their work is important in this study because they have conducted research on why people are passionate about their work but not passionate about the organisation they work for which may be useful in trying to understand the employees at IBI and their passion(s).

Intégro Leadership Institute developed an employee passion survey (EPS) in 2010 to measure employee's overall levels of passion for their job and for their organisation (Ayers & Cahill, 2014). Using the EPS, a sample of 3064 employees were sampled at various stages in their career development and across various industries.

The survey measured employee passion on two levels: Passion for the job: the degree to which employees are emotionally connected to their work and are committed to doing their best (Ayers & Cahill, 2014). Passion for the organisation: the degree to which employees are emotionally connected to the purpose, values, and vision of the organisation and its senior leadership (Gill, 2018). The findings revealed that 86.5% of respondents were passionate about their job and the work they do. Of the 86.5% that were passionate about their jobs, just under half of them identified themselves as not passionate about their organisation (Ayers & Cahill, 2014). This means there is a lack of passion in the workplace. Employees are passionate about their jobs and the work they do; however, they are not passionate about the organisations they work for. The findings are significant for this study as this may be also true for the employees at IBI, they too may be passionate about their job and the work they do but not about their organisation or vice versa.

Establishing an environment in which employees will be passionate about the organisation requires consistent action on the part of leaders (Gill, 2018). This is important for IBI since bridging this gap can be the difference between having a team of highly capable people, but

average customer service and high employee turnover and having a team of passion advocates who excel in what they do and drive new business by offering an unbeatable customer experience (Ayers & Cahill, 2014). It was therefore important for this study to determine whether the employees at IBI were / are passionate about their job / career, the work they do and their organisation.

In South Africa there are no studies on employee passion for the job and employee passion for the organisation. However, the Gallup survey on employee engagement produced alarming findings, it was found that only nine percent of the South African workforce is actively engaged (Visser, 2017). Of the 91 percent who were disengaged, 45 per cent were actively disengaged, meaning that they were very negative about their job and work environment, and likely to spread that negativity to co-workers (Kelly, 2019). Only the most highly educated South Africans, and those in professional job categories, reported balanced levels of engagement (i.e. about 50 percent engaged and the other 50 percent disengaged) (Kelly, 2019).

2.9 Barriers to pursuing Passions

Motivation acts as a barrier or promoter to pursuing one's passion. According to Vallerand (2012, p. 42) motivation can be defined as "the hypothetical construct used to describe the internal and / or external forces that produce the initiation, direction, intensity, and persistence of behaviour". Vallerand (2012) states that people are passive organisms who merely react to internal or external stimuli. The internal or external stimuli can either act as a barrier to pursuing a passion or promote the idea of pursuing a passion.

The internal stimuli could include meaningful work, autonomy, collaboration, fairness, recognition, career growth, connectedness to colleagues, and connectedness to leader which would promote the idea of pursuing a passion in the workplace (Zigarmi, Houson, Witt & Diehl, 2011). The employee internalises the importance of meaningful work, autonomy, collaboration, fairness, recognition, career growth, connectedness to colleagues, and connectedness to leader in the workplace. An absence of either could hinder them from pursuing their passion in the workplace.

The external stimuli could include company changes and workplace deviance (Patrick, 2019). When employees wilfully engage in conduct that puts the business / organisation or its employees at risk, it is called workplace deviance. Stealing, laziness and hostility are

appropriate examples of workplace deviance (Patrick, 2019). Employees that witness deviance are reluctant to pursue their passions at work. An advancement in technologies like new machinery, updated computer systems or new inventory applications can confuse and infuriate workers (Patrick, 2019). Changes in staffing and reshuffling of duties can affect the workplace environment preventing employees from pursuing their passions.

According to Deci and Ryan (1985) there are two major classes of motivated behaviour. The first deals with behaviour performed for itself, in order to experience pleasure and satisfaction inherent in the activity and has been called intrinsic motivation. The second, which involves performing behaviour in order to achieve some separable goal such as receiving rewards or avoiding punishment, has been termed extrinsic motivation (Deci & Ryan 1985). These two types of motivated behaviour fits in well with the definition of motivation where factors both inside and outside the individual are hypothesised to affect the person's motivation.

Intrinsic motivation can be associated with harmonious passion. Harmonious passion is the result of the internalisation of the autonomous activity into the individual's identity. The accomplishment of this task is freely accepted and it is not mediated by contingencies other than the person's own motivation [Gómez-Salgado, Navarro-Abal, López-López, Romero-Martín & Climent-Rodríguez, 2019](#)). The participation is voluntary, developing a sense of will and personal support. Therefore, the activity holds a significant place in the life of the person, but it allows for harmonising activities with the other life areas. Harmonious passion will lead to more positive and less negative affect during the time dedicated to the task.

Extrinsic motivation can be associated with obsessive passion. Obsessive passion is the result of an internal level of control of the activity developed. The person feels self-imposed pressures as well as those from others. A sense of pathological dependence is developed, which consequently brings the impossibility of avoiding the performance of the desired task. Therefore, the activity that was initially a pleasure becomes an obligation that must be under control.

The two classes of motivated behaviour were important in this study as well as the internal or external stimuli that can either act as a barrier to pursuing a passion or promote the idea of pursuing a passion. The class of motivation, the type of stimuli and the type of passion the

employees have will determine their passion in the workplace and whether its hindered or promoted.

2.10 The need for business incubation

The world is amid a technological revolution. Advances are occurring at an accelerating pace bringing about radical changes to all dimensions of life. Technology is increasingly recognized to play the key role underpinning continued economic growth and prosperity, by creating greater levels of productivity, and creating new products and services (Organisation for economic co-operation and development, 2007).

Moreover, there is growing interest in the relationship between technological innovation (and entrepreneurship) and how it can promote global growth and development (Organisation for economic co-operation and development, 2007). Entrepreneurship is able to create wealth from their entrepreneurial ventures, in turn creating jobs and improving the conditions for a prosperous society (Sappin, 2016). As a result, small, medium enterprises (SME) are being encouraged and promoted.

SMEs, however, require a supporting and enabling environment for their business ideas to develop and become successful, and thus business incubation is an important mechanism to support growth-oriented entrepreneurs (Aashish, 2017). It understands the innovation and technology space and is knowledgeable about the tools required to support SME development.

Business incubators, globally, are perceived to have considerable potential for promoting social and economic development, just by supporting SMEs and ensuring that they become competitive (Al-Mubarak & Busler, 2011). An increasing number of government organisations in developing countries have introduced business incubators as a means of facilitating and promoting a culture of innovation. For example, China launched a business incubator in the early 1990s, which has contributed towards driving the country's strategic focus on generating rapid economic growth through investing in technological firms (Lalkaka, 2001). Since 1994, South Africa has created an extensive network of more than 110 business incubators, with 78% of these being government-funded. The government has recognised that business incubators are a key instrument that can be used to support and develop newly established start-ups (Brink & Cant, 2003).

Studies have proven that business incubators help emerging businesses improve business

survival during the early stages of the enterprise lifecycle (Amezcuca, 2010). For example, an experiment that was conducted in Germany, where several SMEs were placed in the business incubator training process while the control group had no training. Post a six-month training, business success was measured and the group that received the training had shown improvement in terms of turnover, profit and an increase in employment while the control group remained the same (Amezcuca, 2010). In South Africa, a study was conducted on twelve incubators spread across the country to determine their success in assisting start-ups. The findings showed that the incubators were able to provide start-ups with access to science and technology expertise and facilities, secure funding for their businesses and provide them with networking opportunities (Buys & Mbewana, 2007).

In South Africa, it was found that SMEs appear to be less innovative in comparison to SMEs operating in developed countries (Lalkaka, 2001). Another challenge that impedes growth within the SME sector relates to a skills shortage. The majority of the small business owners operate businesses out of necessity and do not have the necessary skills on how to build sustainable businesses. They therefore need the assistance of business incubators and in order for business incubators to competently assist SMEs, they require passionate employees.

2.11 Business incubators need a passionate workforce

For most companies to succeed, passionate workers are needed (Hagel et al., 2014). The same is true for business incubators. A critical factor in the success of every business incubator that is often overlooked is its staff. In order for an incubator to be able to assist emerging entrepreneurs, it is paramount for employees of the incubator to have, (1) the ability to effectively market the incubator to potential clients, sponsors, and stakeholders, (2) the ability to identify clients' needs, coach clients effectively, and facilitate their access to outside resources and (3) the ability to work with the board to impart the incubator's vision and mission to the general public and, through the selling of that vision, enlist support (Lose & Tengeh, 2015). In order to do this, incubator staff need to be passionate, resilient, hardworking, persistent and determined in order to successfully carry out the abovementioned, especially since the work force of business incubators tends to be small.

The incubation space in South Africa is recent. Due to the high unemployment rate in South Africa, small businesses are expected to play a major role in boosting job creation and thus economic growth in South Africa (Lose & Tengeh, 2015). The novelty surrounding business

incubation and the importance of it in South Africa provides an exciting opportunity to study how business incubation can effectively achieve all that it intends to achieve. As a result a wide array of organisation's constantly find themselves having to figure out how to create an environment where employees want to come to work and do their best every day, how to ensure that employers get the most from their employees and how to create a team of passionate employees because incessantly improving performance is critical in a business environment that is increasingly characterized by mounting pressure to perform, constant change, and disruption, where companies must take on new roles, develop new capabilities, and essentially shift their relationships with customers and partners.

Therefore, passion is one area that is crucial to improving employee performance in an organisation like IBI, which requires employees to have high levels of employee passion to deliver the best services to its clients in the innovation and technology space. It is therefore vital and necessary to explore the aspect of passion amongst IBI employees.

2.12 Theoretical framework

2.12.1 Dualistic Model of Passion

Vallerand and his colleagues (Vallerand, 2008; Vallerand, 2010; Vallerand et al., 2003) developed a model of passion that addresses the dualism inherent in passion. In line with self-determination theory (SDT) (Deci & Ryan 2000), the dualistic model of passion (DMP) posits that individuals are motivated to explore their environment in order to develop as individuals. In so doing, they engage in a variety of activities. Of these, only a few will be perceived as particularly enjoyable, important, and to have some resonance with how people see themselves (Vallerand et al., 2003). From these few activities one or two will eventually be preferred and engaged in on a regular basis and turn out to be activities that one is passionate about. Thus, Vallerand et al., (2003) defined passion as a strong inclination toward a self-defining activity that one likes (or even loves), finds important, and in which one invests time and energy on a regular basis.

Vallerand and his colleagues (Vallerand et al., 2003) proposed the dualistic model of passion, identifying two types of passion, harmonious and obsessive passion. Obsessive passion (OP)

refers to a controlled internalization of an activity in one's identity that creates an internal pressure to engage in the activity that the person likes. Harmonious passion (HP) refers to an autonomous internalization that leads individuals to choose to engage in the activity that they like (Philippe, Vallerand & Lavigne, 2009).

The last decade has seen a mounting interest in positive psychology and in the quest for what makes life fulfilling and worth living (Seligman & Csikszentmihalyi, 2000). According to Vallerand (2008) this can be found in passions and activities that people are passionate about. Indeed, people who frequently engage in an activity that they deeply love and value may feel good about this activity and experience positive emotions during task engagement. In addition, they may also come to feel more zest and meaning in their life than people who are not passionate about anything in their life, because passionate people have something to look forward to when they rise in the morning (Philippe, Vallerand & Lavigne, 2009).

Passion for work is most commonly conceptualized as a strong inclination toward work that one loves, considers highly important and a vital part of one's self-concept, and in which one invests significant amounts of time and energy (Vallerand, 2008). According to Vallerand et al. (2003, p. 756) "passion can fuel motivation, enhance well-being, and provide meaning in everyday life". However, as they also point out, passion can arouse negative emotions, lead to inflexible persistence, and interfere with achieving a balanced, successful life.

HP and OP can also be related to work passion. Harmonious passion in relation to work passion refers to a controllable inclination towards work where work is important and fun, and a part of one's identity, yet not completely consuming (Vallerand et al. 2003). HP has been associated with a range of beneficial outcomes, including in-role performance, wellbeing, flow, organisational commitment, and positive affect (Vallerand et al., 2003). In contrast, obsessive passion in relation to work passion refers to an internal pressure that forces the individual into working (Vallerand et al. 2003). With OP, the person also loves their work and considers it part of her or his identity, but they also feel compelled to engage in it because of internal contingencies that come to control them (e.g. the need for social status or self-esteem) (Vallerand et al. 2003). OP has been associated with a range of negative outcomes such as burnout, rumination, role conflict, and work / family conflict.

The dualistic model of passion is relevant for this study, helping us understand the passions of employees at the incubator. This model helps us identify whether the employees at the

incubator have a passion for their work. If they do have a passion for their work, the model helps us understand if they have harmonious or obsessive passion. The type of passion they have towards their work will help us to understand whether they find their work to be important, fun and a part of their identity or whether they feel forced into working. The type of passion the employees have will also determine their performance in the organisation, if they have harmonious passion, their performance levels are likely to be higher whereas if they have obsessive passion, this is likely to lead to negative outcomes and possibly lower levels of performance.

A study sought to determine the role of the two types of passion in various cognitive and affective states associated with dependence and problems with gambling (Ratelle, Vallerand, Mageau, Rousseau & Provencher, 2005). The study recruited 412 participants at the Montréal Casino and given a questionnaire measuring passion toward gambling, as well as consequences associated with dependence and problem gambling. Results showed that obsessive passion for gambling predicted poorer vitality and concentration in daily tasks, as well as increased rumination, anxiety, negative mood, guilt, and problem gambling (Philippe & Vallerand, 2007). These relations were not found for harmonious passion for gambling (Vallerand et al., 2003).

A study was designed to evaluate the application of the Dualistic Model of Passion to recreational marijuana consumption (Davis & Arterberry, 2019). Using web-based recruitment and data collection procedures, an online sample of 524 frequent marijuana consumers were administered a modified version of the Passion Scale (Marijuana-Harmonious and Obsessive Passion Scale; M-HOPS) (Davis & Arterberry, 2019). Results from a canonical correlation analysis indicated that obsessive passion scores were significantly positively associated with past 30-day consumption, average number of sessions per day, craving, and number of consumption-related problems, while controlling for gender, ethnicity, and harmonious passion scores (Davis & Arterberry, 2019). Additionally, harmonious passion scores were significantly negatively associated with number of consumption-related problems and positively associated with life satisfaction, while controlling for ethnicity, gender, and obsessive passion scores (Davis & Arterberry, 2019).

A sequence of determinants and affective experiences of passion toward sport was proposed and tested in several studies. In line with the dualistic model of passion (Vallerand et al., 2003), results from research suggest that activity valuation and personality orientations represent

important determinants of harmonious passion and obsessive passion toward sport activities. Findings revealed that high levels of activity valuation and autonomous personality predict harmonious passion whereas high levels of activity valuation and a controlled personality predict obsessive passion (Vallerand, Mageau, Elliot, Dumais, Demers & Rousseau, 2008). The results also suggest that athletes with a harmonious passion toward sport are more likely to experience positive affective experiences in their sport than athletes with an obsessive passion.

2.13 Conclusion

This chapter discussed passion, employee passion and work passion. The theories on passion as well as studies on passion were also discussed. The importance of passion, the factors affecting employee passion and the passion deficit were discussed. The need for passionate employees in an incubator and the barriers to pursuing passions were also expounded on. The chapter ended with a discussion on the dualistic model of passion and its importance and relation to the study. The following chapter describes and discusses the study methodology.

Chapter 3: Methodology

3.1 Introduction

This chapter outlines the research process. It provides information on the method that was used in undertaking this research as well as a justification for the use of this method. The chapter also describes the sampling method used in the study, the data collection method used as well as the instrument, and the data analysis method and process. The chapter concludes with a detailed discussion on the issues of validity, reliability and transferability. The ethical issues that were considered in the study are also discussed.

3.2 Research Paradigm

This study assumed an interpretive paradigm. Interpretivism leans towards qualitative research and therefore its use was appropriate for this study. Interpretivism emphasises that social reality is viewed and interpreted by the individual according to the ideological positions that she or he holds (Dean, 2018). Therefore, knowledge is personally experienced rather than acquired from or imposed from outside. The interpretivist paradigm believes that reality is multi-layered and complex, and a single phenomenon can have multiple interpretations (Guba & Lincoln, 1994).

Dean (2018) argues that precise, systematic and theoretical answers to complex human problems are sometimes not possible. According to (Creswell, 2007), every cultural and historical situation is different and unique and requires analyses of the uniquely defined contexts in which it is embedded (Dean, 2018). Because of the specific social, political, economic and cultural experiences underpinning each context, findings cannot be generalised; they do, however, provide greater clarity on how people make meaning of phenomena in a specific context, thus aiding greater understanding of the phenomenon (Punch, 2013). In this study, participants have their own understanding of passion(s) and they have experienced unique barriers that have prevented them from pursuing their passion(s). It is therefore important to understand passion(s) based on participants understanding, context, cultural situation and historical situation.

Human life is best understood from within (Guba & Lincoln, 1989). An interpretivist paradigm therefore focuses on people's subjective experiences, on how people "construct" the social world by sharing meanings, and how they interact with or relate to each other (Guba & Lincoln, 1989).

The interpretivist paradigm was a useful paradigm for this study because the researcher was interested in how the participants defined passions, whether they were passionate about their jobs / careers and the barriers that have kept them from pursuing their passions. These objectives could only be achieved through an interpretivist paradigm.

3.3 Research Method

All research must involve an explicit, disciplined, systematic approach to finding things out, using the method most appropriate to the questions being asked. A qualitative research method was used in this study. A qualitative research method is often used to gain insights into people's feelings and thoughts, which can facilitate further understanding of the meaning that people ascribe to their experiences (Silverman, 2000). A qualitative research methodology is often used to understand some social phenomena from the perspectives of those involved (Silverman, 2000). Qualitative research methods are also concerned with developing explanations of social phenomena. It aims to help us understand the social world in which we live and why things are the way they are from the perspectives of those who live in it.

A strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given phenomenon of interest. It provides information about the "human" side of an issue – that is, the often-contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals (Hammarberg, Kirkman & Lacey, 2016).

This study used the qualitative approach, which was relevant to address the research questions to understand participants' interpretation of passion. The multifaceted nature of qualitative research enables the researcher to develop a holistic picture of the phenomenon in question. Respondents are also able to freely disclose their experiences, thoughts and feelings without constraint.

3.4 Research Design

A qualitative exploratory research design was used in this study. This design is often used in studies where the topic has not been studied in much detail (Terr Blanche, Durrheim & Painter, 2006; Creswell, Plano Clark, Gutmann & Hanson, 2003).

An exploratory research design was used in this study to explore the concept of passion relating to employees that work for an innovation and technology business incubator. This design also provided the researcher with detailed information to better understand the employees' understanding of passion. This design was also used as it allowed the researcher to be flexible and approach the study creatively in order to get the greatest amount of depth and insight.

3.5 Sampling

A purposive sampling method was used in this study. In qualitative research, purposeful sampling is used by the researcher to intentionally select participants who could serve as providers of significant accounts of phenomenon under investigation (Polkinghorne, 2005; Gentles, Charles, Ploeg & McKibbin, 2015). This nature of selection of the participants will deepen the understanding of the central phenomenon in the study and provide information-rich cases for study.

Purposive sampling was used in this study based on specific characteristics of the population and the objectives of the study. The population required for the study was employees of a business incubator. One of the main objectives of the study was to understand passion(s) of employees of a business incubator in Durban. Purposive sampling therefore assisted in recruiting participants that would provide the researcher with the information they required based on their knowledge and experience of working in the particular business incubator.

3.6 Sampling Procedure

The first step in sampling is defining your sample (Baxter & Jack, 2008). The sample for this study was employees of a business incubator. The participants in the study were purposively sampled because they are employees of the business incubator and they would be able to respond to the research questions in the study. The second step in sampling is to obtain a

sampling frame (Baxter and Jack, 2008), this is a list of the population from which the sample is selected. A list of all the employees was obtained. The sampling frame included seven of the eight employees that work at the business incubator. The third step is determining the sample size needed (Baxter and Jack, 2008). The study required as many participants as possible to gain an in-depth account from multiple perspectives. Thus, seven employees were the selected sample for the study. The seven participants were carefully chosen to ensure that their knowledge and experience fully encompass the scope of the study.

The participants were informed of the study. They were informed that appointments would be scheduled to conduct the interview. Participants were also asked to attend an interview scheduled for approximately 45-60 minutes. An appointment was scheduled with each of the participants to conduct the interview. They all engaged in the process of informed consent, had signed an informed consent contract (see appendix D) and had agreed to participate in the study. The setting for interviews was a space separate from the work offices where participants felt safe sharing their feelings and thoughts. The venue allowed for privacy and minimal distraction. Interviews were audio recorded for later transcription and analysis.

3.7 Participants

There were seven participants in the study. Of the seven participants that participated in the study 57% (n=4) were between the ages of 18-35 and 43% (n=3) were over the age of 35 years. Five of the participants were Black and two were Indian. Most of the participants were female 71% (n=5) whilst males made up 29% (n=2) of the sample size. These participants operated at different levels of the organisation.

Figure 1: Distribution of sample by gender

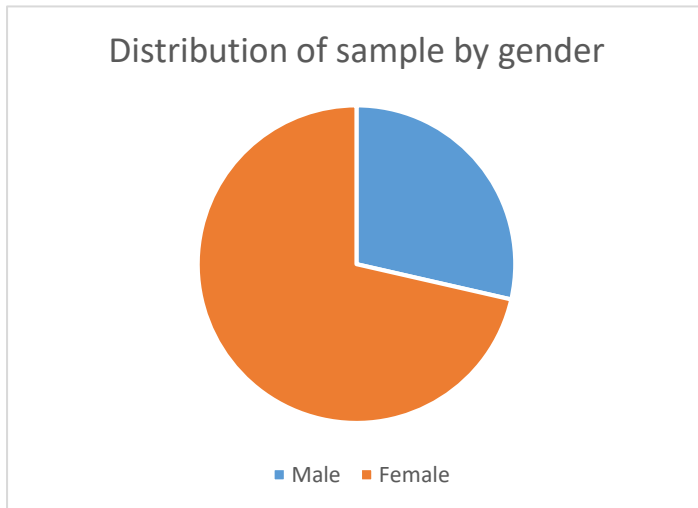


Figure 2: Distribution of sample by race

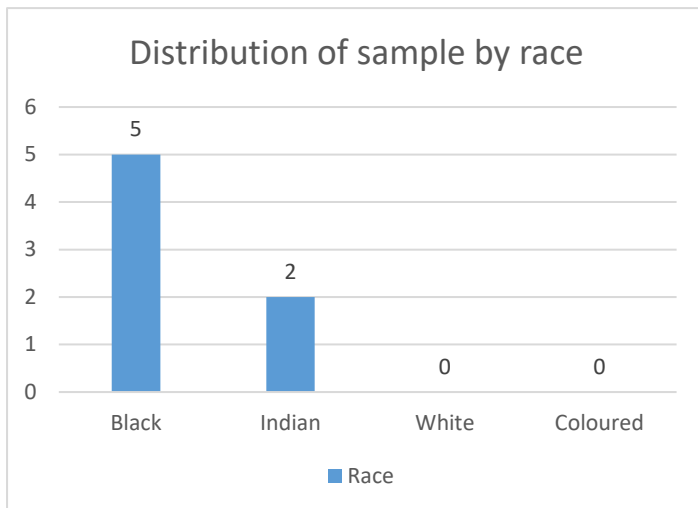
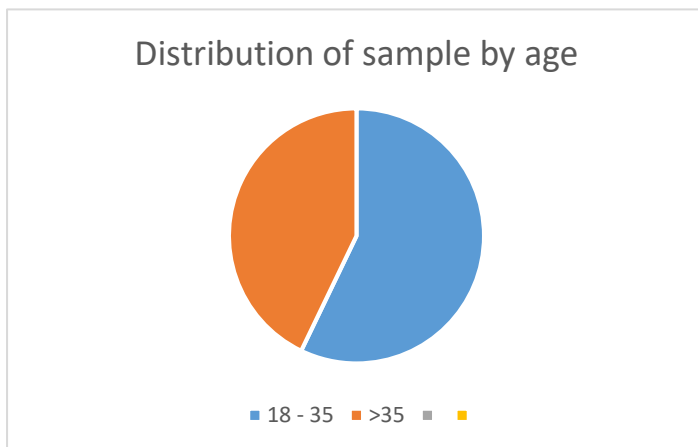


Figure 3: Distribution of sample by age



3.8 Data collection

Semi-structured interviews were used to collect data in this study. The purpose of the interview is to explore the views, experiences, beliefs and / or motivations of individuals on specific matters (Gill, Stewart, Treasure, & Chadwick, 2008). Interviews are also believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods. Data was collected for this study using semi-structured interviews designed to explore participant's passions and barriers to these.

A semi-structured interview is a qualitative method of inquiry that combines a predetermined set of open questions with the opportunity for the interviewer to explore themes or responses further (Nieuwenhuis, 2007). This data collection method was useful for this study as it allowed the researcher to ensure that participants were able to freely and openly as possible discuss their passions and the barriers to them with the least amount of interference. This method was also chosen so that respondents could answer in as much detail as they wanted. The semi-structured interviews also allowed for probing further into specific lines of enquiry (Nieuwenhuis, 2007).

3.9 Instrument

An interview schedule (see appendix A) was the primary instrument used in the study. This specific interview schedule draws on passion and was selected to assist the researcher in trying to understand participants passion and the barriers that have prevented participants from pursuing their passions.

The development of the interview schedule is an important first step in the construction of the interview process. The schedule or guide is determined by the structure of the interview, the nature of the research and the aims and objectives of the study (Ryan, Coughlan, Cronin, 2009). Easy, non-threatening questions such a demographic information is useful for starting off the interview in a relaxed sensitive manner which the researcher did do. Section 1 of the interview schedule entailed basic demographic information. Essential questions which directly concern the main focus of the study should follow which did happen as section 2 of the interview schedule aimed to explore participants understanding of passion. More sensitive questions

should be kept for when rapport and trust have been established and the interviewee is relaxed (Trochim, 2005) which the researcher did follow.

3.10 Transcribing

Transcription is a practice central to qualitative research. The Jefferson system (Auer, Couper-Kuhlen, Günthner & Meier, 1998) of transcription notation was used to transcribe the audio recordings. This was done because this method allows the researcher to not only see what was said but also the way in which it was said (Braun & Clarke, 2006). The process is a selective one whereby certain phenomena or features of talk and interaction are transcribed (Davidson, 2009). This system of notation works well with thematic analysis since it allows the researcher to better identify themes and as a result forming suitable linkages between the themes and the research questions.

3.11 Data analysis

Data analysis is central to credible qualitative research. Indeed, the qualitative researcher is often described as the research instrument insofar as his or her ability to understand, describe and interpret experiences and perceptions is key to uncovering meaning circumstances and contexts (Maguire & Delahunt, 2017).

The data in this study was analysed using thematic analysis. Thematic analysis was used to analyse the interview responses. Thematic analysis, according to Braun and Clark (2006) is a method for identifying, analysing and reporting themes within the data. Braun and Clarke (2006) outline six phases of analysis that one can go through when doing thematic analysis.

The first phase requires the researcher to familiarize him / herself with the data (Braun & Clarke, 2006; Maguire & Delahunt, 2017). The researcher thoroughly read and reread the transcribed interviews to identify with the data and to acquire a sense of each individual and his or her background and experiences. The researcher actively searched for similarities and differences between the different participants' in relation to the research questions. The researcher scrutinised the participants' responses for various meanings and patterns that could assist in answering the research questions.

The second phase entails generating initial codes (Braun & Clarke, 2006; Maguire & Delahunt, 2017). A code identifies an aspect of the data that may appear interesting to the analyst. Through the use of highlighters, the researcher initially noted all these aspects of the data / transcripts that seemed interesting.

The third phase entails arranging the codes into clusters which allows themes to emerge whilst gathering all data extracts that are relevant to each theme. This was done by linking the data to the research questions. Several possible themes were identified and that seemed to speak to the respective research questions. This meant that some of the themes were presented as part of specific research questions or objectives. There were instances where some themes seemed to speak to more than one research question i.e. research question one and two. However, despite this, the themes were still appropriately presented as a response to the research question they spoke mostly to.

The fourth phase requires the researcher to review the themes to check whether the themes do in fact relate to the coded extracts (Braun & Clarke, 2006). This is an important phase, as the coded extracts have to relate to the themes, which have to be supported by the data. The researcher ensured the themes relate to the codes and the various extracts. This was done by reading and each extract and code repeatedly to ensure that the themes were an accurate reflection of the data gathered and could be supported by the identified extracts.

The fifth phase involves defining and naming themes (Braun & Clarke, 2006). At this point, the researcher defines and refines the themes she / he will present for analysis. The researcher named the different themes that answered the research questions. The naming of these themes was done in manner that would best illustrate what the theme represented. At times this was done by borrowing from some of the language used by the participants, but at other times the researcher was forced to interpret from what the participants were saying names and labels that would accurately represent the theme that emerged.

The sixth and final phase of analysis is producing the report (Braun & Clarke, 2006). After the researcher had identified the themes from the data, they were able to write a report on the study. This required the researcher to read and re read their objectives for the study and the data that they had gathered and the themes they had identified to ensure that what was reported on was an accurate representation of the data.

3.12 Transferability, Reliability and Validity

Transferability is established by providing readers with evidence that the research study's findings could be applicable to other contexts, situations, times, and populations (Lincoln & Guba, 1985). It is difficult in qualitative studies to fully ensure that the findings in this study will be applicable / transferable to other sites. This was particularly the case with a study that looked at a concept such as passions which is very personal. However, the researcher ensured that they described in much detail the research methods and processes that they followed that may be helpful in enhancing, to some degree, the transferability of the findings in this study to other organisations operating in a similar field to IBI.

Validity refers to the accuracy and truthfulness of the findings. A valid study provides an accurate representation of what was found in the study. (Creswell, 1998; Popey et al., 1998). Validation is thus dependent on the transparency with which the data collection and analysis procedures are presented. Similarly, Koch (1994) argues that the trustworthiness of the research process can be determined by the extent to which the research provides information and the process by which the end product has been reached. The discussion of data collection, research methodology and data analysis processes outlined in this chapter is in keeping with this hallmark of ensuring validity during the research process.

In quantitative research reliability measures the extent to which the research findings will remain consistent across repeated investigations in different circumstances with different investigators and the extent to which such findings are generalisable (Gibbs, 2002). In qualitative research there are multiple realities and people have different experiences at different times. As a result, it is not possible for data to remain consistent across repeated investigations with different participants. Qualitative research therefore refers to dependability rather than reliability (Golafshani, 2003). According to Lincoln and Guba (1985) the process of allowing for external audits is aimed at fostering the dependability of the data presented during the research process. Allowing an external person to evaluate the accuracy and to evaluate whether the findings, interpretations and conclusions are supported by the data allows researchers to ascertain the extent to which the presented data is dependable. To ensure that the data was dependable the analysis of the interview texts was discussed with the supervisor of this study, who made his own interpretation of information gathered and questioned some of the analysis made.

3.13 Ethical Considerations

In any research where human participation is necessary, it is vital that the utmost care is taken to protect those individuals from any harm and ensure that consideration of their contribution to the construction of knowledge is acknowledged at each stage of the research design (Wassenaar, 2006). The welfare of study participants guided all stages of this research.

Due to the sensitive nature of the study, there are several ethical considerations that were attended to in some detail. The seven elements that were adhered to in this study as suggested by Emanuel, Wendler and Grady (2000) to guide the research design with ethical practice in mind are discussed below.

3.13.1 Social Value

The element of social value necessitates that research be valuable (Emanuel et al., 2000). It is important for employees of business incubators to be passionate in this sector for the reason that business incubators assist the emerging entrepreneurs in the country and are therefore required to operate in excellence, encompass innovation, consider risks and constantly evolve to stay competitive and relevant in their industry and be able to compete globally. For this to happen, business incubators need to ensure that they have employees that are passionate about the incubators they work for and the jobs they do. In line with this ethical consideration, the research believed that the study did meet the necessary threshold of social value. This study and its proposal were adjudicated by the Humanities and Social Science Research Ethics committee (UKZN) who did not identify this study to lack social value.

3.13.2 Scientific Validity

The element of scientific validity refers to research being constructed in a methodologically rigorous manner (Emanuel et al., 2000). This study made use of and adhered carefully to the research methods commonly used in qualitative studies. These include the sampling method, instruments used, and data analysis methods used.

3.13.3 Fair Subject Selection

Subject selection refers to selecting participants fairly for a study. In other words, selecting participants must not lead to the exclusion of stigmatized or marginalized individuals or the

inclusion of the powerful and rich (Emanuel et al., 2000). For the purposes of this study the researcher sampled 7 of the workers at a business incubator. Given the objectives of the study this was the most appropriate sampling method for the study.

3.13.4 Favourable Risk-Benefit Ratio

This element refers to minimizing the risks and maximizing the benefits for participants in a study (Emanuel et al., 2000). There was very little risk that was identified in this study given the nature of it. However, to minimize all risk participants were made aware (see Appendix D) that all data from the study would be kept confidentially and their identities would be anonymized using pseudonyms in all documents relating to this study. Participants were also referred to the Child and Family Centre (UKZN) (see Appendix C) should they experience any discomfort from participating in this study.

3.13.5 Independent Review

This element ensures that participants are treated ethically and that others in society won't benefit to the detriment of those participants taking part in a study (Emanuel et al., 2000). The protocol for this research study was subject to the UKZN Research Ethics Committee and did not proceed without such approval (See Appendix E).

3.13.6 Informed Consent

The element of informed consent ensures that participants are accurately informed of the purpose, risks and benefits of a study to decide whether he / she will take part in a research study. Informed consent is imperative in that it allows for participants and their autonomous decisions to be respected (Emanuel et al., 2000). Participants were fully informed as to the nature and purpose of the research and had to indicate their understanding of such by signing a consent form (Cooper & Schindler, 2011) (See Appendix D).

3.13.7 Respect for potential and enrolled subjects

This element refers to participants being respected before, during and after the research is conducted. Should a participant either refuse to take part in the study or withdraw from the study, they must be permitted to do so. It is also important for participants' identity's to be kept confidential. I adhered to this ethical consideration by ensuring participants that confidential information would not be disclosed to other participants taking part in the study. As a formalisation of confidentiality, I entered into a formal agreement with participants, giving

them full assurance that all information would remain strictly confidential. Published findings would adopt pseudonyms and generalized, delinked demographic data for participants so as to protect their identity and to decrease the chances of self-identification (Cooper & Schindler, 2011).

3.14 Conclusion

In this chapter a detailed description of the research design, methodology, study sample and the research instruments used to collect data in the study was provided with the aim of obtaining answers to the research questions presented and introduced in Chapter 1. The reason for conducting interviews was discussed as an appropriate course for collecting data. The purposeful decisions surrounding the selected sample, subjects, access, and setting were outlined. The wellbeing of the participants and integrity of process guided this dissertation effort. The process and procedures utilized to analyse the data were presented in detail. Lastly, the issues surrounding transferability, validity and reliability for the study were discussed. The following chapter will present the findings of this study.

Chapter 4: Results

4.1 Introduction

In this chapter the findings of the study will be presented. The themes are organised according to the objectives and the research questions of this study and will be presented as such.

Table 1: Themes

Research Question	Themes
How do IBI employees define passion?	Theme 1: Passion as contentment and confidence in action
Are IBI employees passionate about their jobs / careers?	Theme 2: Ambivalent association Theme 3: Affirmative feelings of accomplishment and satisfaction Theme 4: Employee connectedness deficit Theme 5: Inadequate opportunities for growth and development Theme 6: Disregard by leadership (management)
What are the barriers to pursuing passions for the employees of IBI?	Theme 7: Contextual barriers

4.2 How do IBI employees define passion?

Theme 1: Passion as contentment and confidence in action

This theme represents how the participants in this study defined passion(s). From the study it seemed as though defining passion(s) was not an easy exercise for the participants. When they did define it, most of the participants defined passion(s) in terms that reflected strong positive emotions, an intense desire or boundless enthusiasm towards an activity. There was also an indication that one is able or confident about their ability to participate in the activity they are passionate about. Examples of this are presented in the extracts below from participant 2, 6 and 7.

Interview Extract – Participant 7

Interviewer: Um:: how would you define passion?

Participant 7: ((Unclear)) ((laughs)) passion for?

Interviewer: Well just passion in general.

Participant 7: Passion passion is what you (.) eh:: I will say passion is what I li not like (0.3) uh:: its wha okay I'm trying to think of the way I can actually

Interviewer: Okay.

Participant 7: (0.2) if I joyfulness fulfilment doing something you understand you are passionate about gives you joy at the [end of the day I don't know if I'm you you get that

Interviewer: [Right [no that's fine

Participant 7: [Ya ya I think I'll say so something that makes you feel at ease something that you happy to do something that you eager to work on you so passionate about it *angithi (isn't it)*. Ya I [think.

Interviewer: [Okay.

Interview Extract – Participant 6

Interviewer: Okay. How would you define passion?

Participant 6: (0.1) passion (0.3) mmm:: *konje* (what is) what is passion (0.9) its its something that it's done by a person? Passion. Mmm?

Interview Extract – Participant 2

Interviewer: Okay. Mmm:: How would you define passion?

Participant 2: Passion I'd define if if you like happy and you love something that you do.

Interviewer:

[Mmm::

Participant 2: Passion [something you comfortable in something you wanna do↑ is passion.

From the extracts above one is able to see that many of the participants struggled to define passion. The constant pauses seen in most of the responses from the participants and the use of interjections illustrated this. For instance participant 6 in her response struggles to even begin to define passion, it seems as though she has to think carefully before she responds when she says “*konje (off course) what is passion*” which is preceded by two pauses and another after the utterance. Participant 6 also seems to seek for assurance when she asks, “*its something that it's done by a person?*”. It is unclear why the participant does this, but the answer could lie in the unexpected question and the possibility that most people, including the participant, take the concept and its definition for granted.

Similarly, with participant 7 who in her response starts off confidently but this soon diminishes when she makes use of an interjection “*eh*” and then reverts to stating that she will make use of her definition by saying “*I will say...*”. It takes the interviewers acknowledgement “*okay*” to help the participant recover her confidence displayed earlier. Participant 7 makes use of words such as joyfulness and fulfilment in her definition which are similar to the words used by participant 2 when she makes use of words such as “*happy*” and “*love*” and “*comfortable*”.

Furthermore it was noted that all seven participants associated the term passion to an activity, something one does which indicates that passion (according to the participants) is associated to or is an inclination towards an activity, it is something that people want to fully engage in, want to perform and are possibly good at.

4.3 Are IBI employees passionate about their jobs / careers?

There were a number of themes that seemed to emerge related to this theme.

Theme 2: Ambivalent association

A distinction between a job and career was not made in this study which has affected the responses in this study. The terms “*job*” and “*career*” were used interchangeably. This theme

represents participant's perceptions regarding their passions for their careers/jobs. Many of the participants in this study seemed to be ambivalent about their passion regarding their careers/jobs. Examples of this are presented in the extracts below from participant 1 and 5.

Interview Extract – Participant 1

Interviewer: Okay um:: are you passionate about your job?

Participant 1: Mmm:: sometimes ((laughs)) sometimes.

Interviewer: Why are you saying sometimes?

Participant: Mmm:: it can be hectic like with the employees that we have at ((IBI)) and things like that↓ so sometimes it becomes hectic.

Interviewer: Okay.

Participant 1: But other than that I'm fine with it.

Interviewer: Okay↓. On a scale of one to ten [how would you rate your passion for your current job?

Participant 1: [Mmm::

Participant 1: Mmm:: seven.

Interviewer: ((Laughs)) why have you chosen seven?

Participant 1: Mmm:: it's not like something that I really to wake up to come to every morning on some days and ya sometimes it's just there↓.

Interview Extract – Participant 5

Interviewer: Okay ↓ (0.2) are you passionate about your job?

Participant 5: (0.1) I am passionate about ((laughs)) working with people so that is:: part of what I'm doing so yes I'm good.

Interviewer: So you are passionate about your job?

Participant 5: [Yes.

Interviewer: On a scale of one to ten how would you rate your passion for your current job?

Participant 5: (0.1) Um::

Interviewer: [one being the lowest and ten being the highest.

Participant 5: I would say five ↓

The extracts above provide accounts of participant's perceptions regarding their passion for their careers/jobs. Their responses to the first part of the question seem to vary to their responses in the second part of the question. For instance, participant 1 in her response to the first part of the question stated that she is passionate about her job "*sometimes*". However, when asked to rate her passion for her current job, she gave a rating of seven and when asked why she had chosen seven she ironically stated that "*it's not like something that I really to wake up to come to every morning on some days and ya sometimes it's just there*↓." The participant in her response seems to separate aspects of her work with some aspects speaking more to her passions and others not. Furthermore, the participant even when they are times when they are passionate about their work do not seem to be excited about it judging from the lowering tone towards the end of that statement.

Similarly, with participant 5 who in her response to the first part of the question says that she is "*passionate about ((laughs)) working with people...*" and paradoxically gives a rating of five when asked to rate her passion for her current job. The laughter seems to be her way of dismissing the question or rather not wanting to deeply engage the topic too much. When she does respond she chooses to focus on the people that she works with than with the actual work that she does at IBI.

It is unclear why participants seemed to respond in this way. It is possible that the rating of passion on a scale of one to ten simplified a very personal and subjective phenomena in a way not easily understood by the participants. The scale forces or forced participants to commit to a perspective and view that they may not have been ready to commit to or want to commit to. Nonetheless, it does seem that there is a degree of ambivalence in the responses of participants on this question.

The possible ambivalence identified in the participants' responses seems to demonstrate the complexity of the phenomena for the participants, especially in relation to how participants view their jobs/careers. Participants in their responses seemed to suggest that although there are aspects of their careers/jobs that they enjoy this was not entirely enough for them to categorically say they are passionate about their careers/jobs.

Theme 3: Affirmative feelings of accomplishment and satisfaction

This theme represents the participant's responses to how they felt about their work. From the study it seemed as though participants do find their work interesting and meaningful. Examples of this are presented in the extracts below from participants 4 and 5.

Interview Extract – Participant 4

Interviewer: Would you say that your work gives you a feeling of personal accomplishment?

Participant 4: Definitely.

Interviewer: Explain.

Participant 4: Uh;; we work with uh:: young (.) adults and uh:: my experiences seem to (.) be of much value to them not to anyone else so it's a good feeling to accomplish something with them taking a (.) product from concept and watching a business grow.

Interview Extract – Participant 5

Interviewer: K would you say that your work gives you a feeling of personal accomplishment?

Participant 5: I think it does cause I've always known that I love working with people which is what I'm doing which is why I did marketing in the first place so ya because I love:: educating people I love empowering people so yes.

From the extracts above one can see that some participants found their work to be interesting and fulfilling. This contrasts with what the participants say later about working for IBI. This seems to speak to the ambivalence noted earlier. Participant 4 shares his feeling of accomplishment which comes from adding value to young adults. Participant 4 refers to this accomplishment as a “*good feeling*” which reveals a sense of meaningfulness. Ironically and interestingly, participant 4 after saying that his experiences seem to be of much value to them (young adults), he goes on to add “*not to anyone else*” which almost suggests that he feels undervalued and insignificant or his contribution is limited to only young adults.

Participant 5 begins by saying “*I think it does*” which indicates unsureness. She also shares her passion – working with people, empowering people and educating people. Participant 5 also makes use of the word “*love*” several times which portrays her strong feelings of personal accomplishment and satisfaction.

Theme 4: Participant connectedness deficit

This theme represents how participant's connectedness with their co-workers affects passion. From the study it appears as though participants do not have a strong emotional connection with their colleagues. Examples of this are presented in the extracts below from participants 1, 5 and 7.

Interview Extract – Participant 5

Interviewer: Do you feel a part of the ((IBI)) family?

Participant 5: (0.5)

Interviewer: You do

Participant 5: ((Laughs)) I think so even though I think the ey there a lot that's still needs to be done in terms of building that team:: spirit. Some people they understand that some don't so I think there's there's there's a there's a lot that still needs to be done when it comes to that.

Interview Extract – Participant 7

Interviewer: Do you feel a part of the ((IBI)) family?

Participant 7: Hai:: no.

Interviewer: Why do you say no?

Participant 7: Mmm:: cause hai:: we don't work as a team as much as so I can't say ya this is my family we are family when it suites you [you know. We are family when we need to just laugh for that moment but we don't have that unity [it's not there.

From the extracts above one can see that many of the participants do not have a strong emotional connection with their colleagues. The responses of participants seem to indicate a lack of connectedness amongst colleagues in the workplace.

Participant 5 and 7 are very clear in their responses that a lot of work still needs to be done to promote and enhance connectedness between employees. Both participants in their responses seem to suggest that unity is something that is valued by some of them, but it is not really a reality. It is likely that the use of the word family used in exploring this aspect of connectivity also influenced the responses of the participants. Workspaces can be spaces of closeness and unity but many seldom meet the threshold of family. This must be taken into consideration when interpreting this theme.

Theme 5: Inadequate opportunities for growth and development

This theme represents participant's perceptions regarding the opportunities they are provided with for personal growth. It would seem from the responses that participants gave that failure to make opportunities of growth and development available for employees was one of the biggest reasons why they did not find much satisfaction and were not particularly passionate about their work at IBI.

Interview Extract – Participant 1

Interviewer: Does ((IBI)) provide you with plenty of opportunities for personal growth?

Participant 1: No not really.

Interview Extract – Participant 2

Interviewer: And do does ((IBI)) provide you with plenty of opportunities for personal growth?

Participant 2: (0.1) No.

Interviewer: Why are you saying no?

Participant 2: Because um:: i in terms of ((position/title)) here it's like stable it's in one position [so so far I I haven't like I don't feel the room for growth here [it's basically just one [so [but I'm learning I'm learning a lot of things

Interview Extract – Participant 4

Interviewer: Okay. Does ((IBI)) provide you with plenty of opportunities for personal growth?

Participant 4: No.

Interviewer: Can you explain a bit.

Participant 4: Well there's no um:: (0.1) there's no uh:: promotion within there's no career paths uh:: training and studying obviously uh:: it's arbitrary we told we not gonna get it and all of a sudden we can and its limited as well but we also judged on our training and our studies [so it's a catch twenty two s uh:: uh:: sector but ah:: promotions there's no > < promotion within ah there's no um:: de staff development in the sense that normally uh:: you would groom and groom people to certain positions to take over certain positions and I come from a corporate environment where (.) if a client uh:: where every single employee must have a career path and if that person not promoted within three years the manager should be fired for one that person

might not have had the skills that should have been got rid of a long time ago or the managers not doing the job of promoting that person.

From the extracts above one can see that participants 1, 2 and 4 shared the same thoughts on opportunities for personal growth at IBI. The candid responses from the participants illustrated this. For instance participant 1 in her response answered by saying “*no not really*” when asked if she was provided with opportunities for personal growth and participant 2 in her response said “*...I don’t feel the room for growth here...*” when asked if she was provided with opportunities for personal growth. Participant 4 provides a great deal of detail about why he feels he’s not provided with opportunities for personal growth. He mentions several areas that he feels need to be addressed for personal growth to happen within an organisation i.e. promotions, training, studying and grooming. He also makes use of words like “*limited*”, “*judged*” and “*fired*” in his response which are robust and appear to be representing the participant’s emotions, possibly unhappiness, frustration and anger.

Theme 6: Disregard by leadership (management)

This theme represents the views of the participants about management listening to their opinions when making decisions. From the study it seemed as though the opinions of participants at IBI are not listened to by management when making decisions. Examples of this are presented in the extracts below from participant 1, 2, 4 and 5.

Interview Extract – Participant 1

Interviewer: Is your opinion listened to by management when making decisions?

Participant 1: Mmm:: yes sometimes↓.

Interview Extract – Participant 2

Interviewer: Alright. And is your opinion listened to by management when making decisions?

Participant 2: Yes:: because they have to.

Interview Extract – Participant 4

Interviewer: Is your opinion listened to by management when making decisions?

Participant 4: [Nope > <

Interview Extract – Participant 5

Interviewer: Okay. Is your opinion listened to by management when making decisions?

Participant 5: (0.2) ((Laughs)) I doubt no I don't think so ((laughs)) um:: sometimes most of the time I don't even voice out my opinions because um:: I feel that management would be:: would think my opinions they don't matter or they stupid or so I rather keep it to myself.

From the brief responses, it seems as though the participants are demoralised and do not even want to engage the question. From the extracts above one can see that many of the participants felt that their opinions were not listened to by management when making decisions. If management did listen to their opinions, it was mandatory to do so. For instance, participant 1 in her response made use of an interjection and said "*yes sometimes*" which suggests that her opinion is not always listened to by management when making decisions. Participant 2 said "*yes:: because they have to*" which implies that because of her position in the company, management is forced to listen to her opinions when making decisions. Participant 4 promptly responds and interrupts the interviewer by saying "*nope*". Participant 5 in her response pauses and then goes on to laugh, which may suggest discomfort in answering the question. She then responds by saying "*I doubt no I don't think so*". Her response also indicates a lack of confidence "*I feel that management would be:: would think my opinions they don't matter or they stupid or so I rather keep it to myself*". Her response suggests that management is not welcoming of participant opinions which leads participants to refrain from sharing their opinions. Her response suggests that because her opinions are not listened to when making decisions has led to her feeling demotivated and discouraged to give her opinions.

It is surprising that a leading question like the one above did not prevent participants from disclosing their displeasure with management. There is a sense of brevity in the responses to this question. It appears as if participants were comfortable answering the question, disclosing their displeasure with management and perhaps hoping that their responses would make a difference to in organisation

4.4 Summary

The themes presented above for the research question "are IBI employees passionate about their jobs / careers" indicate that the employees are indecisive about their passion for their jobs / careers. The employees do find their jobs / careers to be interesting and meaningful. They do not have a strong emotional connection with their colleagues. The failure to make opportunities of growth and development available for employees was one of the biggest reasons why they did not find much satisfaction and were not particularly passionate about their work at IBI. The opinions of the employees at IBI are not listened to by management when making decisions

4.5 What are the barriers to pursuing passions for the employees of IBI?

There were several barriers to pursuing passions for the employees of IBI. Below is a presentation of the barriers to pursuing passions that were found in this study. Some of these barriers seem to be connected to some of the responses that the participants provided about why many of them are not passionate about their jobs/careers.

Theme 7: Contextual barriers

This theme represents what seems like a major barrier for some of the participants in pursuing their passion(s). This barrier is contextual in the sense that the contexts that the participants find themselves in are seen or understood by them as being the cause of them being unable to pursue their passions.

Interview Extract – Participant 1

Interviewer: Okay and what has kept you from pursuing your passions?

Participant 1: Mmm:: well currently it's like the experience that I have and then it's like basically my family is here in Durban.

Interviewer: Okay.

Participant 1: And most of the positions are in Joburg.

Interviewer: Okay.

Participant 1: Mmm::

Interview Extract – Participant 4

Interviewer: Okay. What has kept you from pursuing your passions:?:

Participant 4: In other sectors? Um:: (0.2) well me it's:: one KZN there's not much opportunities for what I do as a systems analyst which means that I it would meant me moving to Johannesburg and I've got responsibilities in Durban.

Interview Extract – Participant 5

Interviewer: Okay. What has kept you from pursuing your passions?

Participant 5: (0.1) Uh:: firstly I think it will be (0.2) if you look at um:: the background of most um:: Black children they are not encouraged to follow (0.1) uh:: their passions and secondly it will be that what I'm passionate about it's not something that will bring me like money every month so for example I love:: music um:: I love exercising so when we were growing up um:: we didn't have any career guidance at school so the career path were only limited to being teacher, a nurse, um:: and that's it.

The responses above speak to participants' identity and background. From the extracts above one is able to see that of the four participants, two participants (1 and 4) believe that they are not able to pursue their passions because they are located in Durban, KwaZulu Natal. According to participant 1, experience is also a reason that has kept her from pursuing her passions. According to participant 4, there aren't "*much opportunities*" in Durban and he has responsibilities in Durban which are reasons that have kept him from pursuing his passions.

The constant pauses and the use of prolongations in the response from participant 5 seems as though she has to think carefully before she responds. According to participant 5, the upbringing of Black children limits them from pursuing their passions. She also raises the issue of money and the fact that pursuing a passion doesn't necessarily pay the bills and as a result she is left with pursuing a career that she isn't necessarily passionate about, but it does bring home the money. She also indicates that a lack in knowledge "*we didn't have any career guidance at school so the career path were only limited to being teacher, a nurse, um:: and that's it*" has kept her from pursuing her passions

4.6 Summary

There is a strong connecting between the responses to question 2 and question 3. Participants in their responses seemed to suggest that although there are aspects of their careers / jobs that they enjoy, feelings of accomplishment and satisfaction, employee connectedness deficit, inadequate opportunities for growth and development and disregard by leadership (management) do act as barriers to being passionate about their careers / jobs, therefore this was not entirely enough for them to categorically say they are passionate about their careers / jobs.

4.7 Conclusion

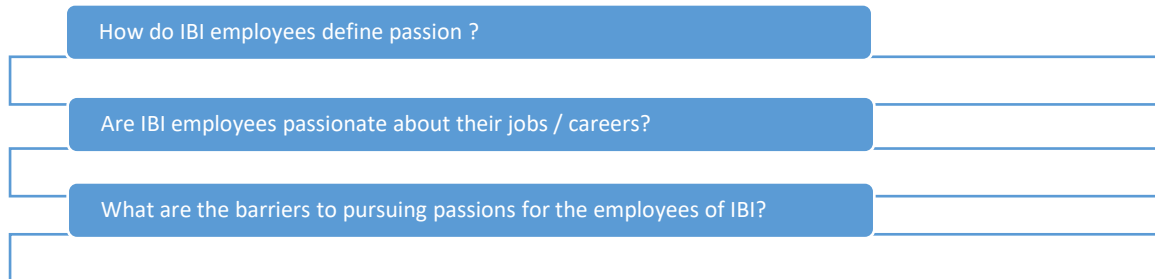
In this chapter the results of the study were presented. The themes identified in this study included; passion as contentment and confidence in action, ambivalent association, affirmative feelings of accomplishment and satisfaction, employee connectedness deficit, inadequate

opportunities for growth and development, disregard by leadership (management) and contextual barriers. Each of these themes spoke to the research questions and objectives of this study. The following chapter will be a discussion of the results from this study.

Chapter 5: Discussion

5.1 Introduction

Chapter five provides a discussion of the main findings from this study. These findings will be discussed in relation to the research questions and the relevant literature.



5.2 Exploring how employees at IBI define passion.

The first research question explored participant's definitions of the term passion(s). The findings indicated that participants in this study found it difficult to define passion(s). The findings support what has been reported in the literature. According to Villarroel (2015), passion is an intangible concept that is difficult to measure, assess or even define. Similarly, due to its intangibility everybody can have an idea of what passion is and how you can identify it from people around you, however, it is difficult to define. Furthermore, passion is one of those words that have so many meanings because it's different for every person and thus making it difficult to define (Villarroel, 2015). Therefore, throughout history, passion has taken on different popular meanings and definitions (Cardon et al., 2009).

Passion as contentment and confidence in action

Most participants defined passion(s) in terms that reflected strong positive emotions. The elements that were present in the definitions included feelings, emotions, enthusiasm and preferences. The respondents associated passion(s) with features such as (1) happiness; (2) love and (3) comfort which evidently indicates these strong positive emotions. The words joyfulness and fulfilment were common in the findings. This correlates with findings from a study carried out by Villarroel (2015) where a survey was administered to the West Point Corps of Cadets, a military academy in the United States of America where they were requested to propose an original definition for the term passion. The most recurrent words that the cadets used to build

up their own definitions were enthusiasm, love, excitement, motivation, care, enjoyment, desire and internal drive (Villarroel, 2015). Majority of the participants in this study defined passion(s) using similar words.

The majority of participants also defined passion(s) as an activity that the person likes. This relates with Vallerand et al., (2003) definition of passion which is a strong inclination or desire toward a self-defining activity that one likes (or even loves), finds important (high valuation) and in which one invests time and energy and which comes to be internalized in one's identity. The participants definitions prove that Vallerand et al., (2003) definition is the one most commonly used (Vallerand, 2015).

Vallerand et al., (2003), argue that for an activity to become a passion, an individual will perceive the activity as valuable, devote significant time and energy to it, hold mastery goals, choose to engage in challenging tasks, experience positive outcomes during task involvement (i.e., positive emotions, flow, and concentration), and incorporate the activity into his or her identity. In the same light most participants defined passion(s) as an activity that they love, something they find comfortable and / or confident at doing, something they find important and would invest time and energy in.

5.3 Exploring whether the employees at IBI have a passion for their jobs / careers

The second research question explored whether respondents were passionate about their careers / jobs. Unfortunately, a distinction between a job and a career was not made in this study which has affected the responses in this study. The terms “job” and “career” were used interchangeably. According to Wrzesniewski, McCauley, Rozin and Schwartz (1997) a job is a regular activity in exchange of payment. A career is defined as the occupation endeavoured by a person for an important period of his life. It is the series of jobs that a person has done during his / her life. A career is not confined to a job only, but it is a course of life, in which a person employs his knowledge, skills, education and competencies (Wrzesniewski, McCauley, Rozin and Schwartz, 1997).

Ambivalent association

For majority of the participants their responses to the first part of the question seemed to vary with their responses to the second part of the question. In the findings it seemed as though participants were ambivalent about their passion for their careers / jobs. It is possible that the rating of passion on a scale of one to ten simplified a very personal and subjective phenomena

in a way not easily understood by the participants. The scale forces or forced participants to commit to a perspective and view that they may not have been ready to commit to or want to commit to. Nonetheless, it does seem that there is a degree of ambivalence in the responses of participants on this question. The possible ambivalence identified in the participants' responses also seems to demonstrate the complexity of the phenomena for the participants, especially in relation to how participants view their careers / jobs.

The second research question also explored whether respondents were passionate about their careers / jobs by asking participants to respond to questions looking at (1) meaningfulness and fulfilment, (2) connectedness, (3) opportunities for growth and development and (4) leadership (management) at work (The Ken Blanchard Companies, 2007) which speak to passion.

Affirmative feelings of accomplishment and satisfaction

The findings indicated that most respondents found their work to be interesting and fulfilling. A number of respondents displayed affirmative feelings of accomplishment and satisfaction in their responses. According to The Ken Blanchard Companies (2009), this implies that respondents feel that their work is worthwhile and meaningful, they feel connected to a larger purpose, and they understand how their work adds value to the organisation and its customers. The Ken Blanchard Companies (2009) state that employee passion is achieved through meaningful work which will in turn result in increased job satisfaction, quality performance, low levels of turnover and low levels of absenteeism (Steger, 2017).

Interestingly, one of the respondents that displayed affirmative feelings of accomplishment and satisfaction reveals that he also feels undervalued and insignificant. Referring back to the previous theme, this ambivalence is present possibly because this respondent has a passion for his job or the work he does but not for the organisation he works for. Ayers and Cahill (2014) have explored this passion deficit. They have pointed out the importance of bridging this gap to ensure a team of highly capable people and a team of passion advocates who excel in what they do (Ayers and Cahill, 2014).

Employee connectedness deficit

The findings revealed that most respondents do not have a strong emotional connection with their colleagues. A strong relationship with one's leader(s) and colleagues impacts employee passion (The Ken Blanchard Companies, 2009; Zigarmi, Houson & Witt, 2009). People want to have a personal connection with their co-workers in addition to a professional work

relationship. People want to care about others, and they want others to care about them. When employees enjoy their work environment and have a positive attitude towards their work, they have higher levels of passion and their production levels are usually higher.

Several participants indicated that they do not feel a part of the IBI family. It appears as if respondents lack a personal connection with their colleagues. According to (Zigarmi, Houson, Witt, & Diehl, 2011), when employees feel a deep, strong connection, they are more likely to spend extra energy for one another, to give more to the organisation, and to be more positive in the things they say both at work and away from it. As a result, passion increases, and in turn effort, attention to quality and detail and performance increases and generally so do profits (The Ken Blanchard Companies, 2009). Their responses also give us the impression that their work environment is not one where they trust their colleagues and make an effort to form an interpersonal connection with them. The Ken Blanchard Companies (2009) states that interpersonal relationships at work have an advantageous impact on both organisational and individual variables. Research has demonstrated that friendships at work can improve job satisfaction and job commitment (The Ken Blanchard Companies, 2009).

Inadequate development

The findings revealed that respondents were not provided with plenty of opportunities for personal growth. All the respondents said “no” when asked if they were provided with opportunities for personal growth. Participant 4 mentioned the importance of having opportunities to learn and grow professionally and develop skills that lead to advancement in one’s career.

Organisations are facing increased competition due to the rapid advancements in technology (Organisation for economic co-operation and development, 2007). Business incubators are required to stay abreast with the latest information and technology in the innovation and technology space. They are also required to be trained on the most recent tools required to support SME development. It is therefore imperative for organisations and business incubators to train their employees as one of the ways to prepare them. It is therefore in every organisation’s best interest to enhance the job performance of its employees and implement trainings and focus on employees’ career development. An emphasis on training and development plays a pivotal role in improving performance as well as increasing productivity. Through training and development employees can experience direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent

capabilities (The Ken Blanchard Companies, 2009). The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organisations. According to Hardgrove and Howard (2015), there are so many benefits associated with training. Firstly, employees who receive training have increased confidence, passion and motivation. Secondly, trained employees eliminate risks because trained personnel can make better and economic use of material and equipment thereby reducing and avoiding waste (The Ken Blanchard Companies, 2009). Lastly, training brings about a sense of security in the workplace which results in lower levels of absenteeism.

Disregard by leadership (management)

The findings revealed that there was a disregard by leadership (management). Many participants felt that they were not listened to by management when making decisions.

When employees are given freedom to participate in organisational decision making, there are high chances of mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. Unfortunately, many workers are scared to offer constructive feedback to their superiors because they think that by doing so they will fall out of their boss's good graces. However, when organisational culture encourages employees to give upward feedback, companies benefit in many ways. Employee passion increases. Teams never have to wonder about whether their bosses care about their ideas and suggestions and might even get to see their ideas put into practice (The Ken Blanchard Companies, 2009). Over time, work becomes more enjoyable because employees have more to say and therefore feel more passionate. Profitability increases. When bosses are informed by employees where changes need to be made and follow through on those suggestions, teams become happier and more productive – which translates into more sales (The Ken Blanchard Companies, 2009).

An interesting aspect of the findings is the fact that there were so many themes associated with whether employees are passionate about their jobs / careers. It is evident that employee passion is a concept that includes but is not limited to satisfaction and performance. It is a complex end state, dependent on, and achieved through, a balance of the eight critical success factors. The Ken Blanchard Companies (2011) first study was designed to examine the degree to which respondents felt that certain variables that influenced employee passion existed within their organisation. Data was collected from more than 2,000 human resources (HR) and training

leaders and line managers. At least eight key factors were found to be responsible for driving employee passion. These include meaningful work, autonomy, collaboration, fairness, recognition, career growth, connectedness to colleagues, and connectedness to leader. Organisations must provide meaningful work, autonomy, and opportunities for growth, encourage collaboration and recognition, and address the concept of fairness in order to maximize employee passion. When employee passion is maximized, it leads to improved performance, which results in higher profits.

In summary, participants in their responses seemed to suggest that although there are aspects of their careers / jobs that they enjoy this was not entirely enough for them to categorically say they are passionate about their careers / jobs.

5.4 Exploring the barriers to pursuing passion(s)

Contextual barriers

The findings revealed an array of reasons as to what has kept participants from pursuing their passions. There are internal and external stimuli that has kept them from pursuing their passion(s).

The internal stimuli include some of the themes discussed in question 2 such as opportunities for growth and development, connectedness and disregard by leadership which have served as barriers to participants pursuing their passion(s). The external stimuli include participants belief of who they are, and their background / personal circumstances have played a significant role in preventing them from pursuing their passion(s).

According to Deci and Ryan (1985) there are two major classes of motivated behaviour. The first deals with behaviour performed for itself, in order to experience pleasure and satisfaction inherent in the activity and has been called intrinsic motivation. The second, which involves performing behaviour in order to achieve some separable goal such as receiving rewards or avoiding punishment, has been termed extrinsic motivation (Deci & Ryan 1985). These two types of motivated behaviour fits in well with the definition of motivation where factors both inside and outside the individual are hypothesised to affect the person's motivation.

The internal and external stimuli have affected participant's motivation which in turn has affected the initiation, direction, intensity, and persistence of their behaviour (Vallerand, 2012). Their background, personal circumstances, a lack of opportunities for growth and development, a lack of connectedness and a disregard by leadership have acted as barriers to pursuing their passion(s).

According to the two major classes of motivated behaviour Deci and Ryan (1985) mention, it appears as though most employees at IBI have extrinsic motivation since the jobs they are doing are largely influenced by external forces. This is important because it appears as if most employees at IBI are not too passionate about their jobs / careers and do not do their jobs to experience pleasure and satisfaction, but instead do their jobs due to reasons which include their personal backgrounds and circumstances.

These findings can be related to theoretical framework for this study where Vallerand et al., (2003) proposes a dualistic model of passion. The findings reveal that the employees at IBI that do have a passion for their jobs / careers seem to have obsessive passion, a controlled internalisation of their work in their identity that creates an internal pressure to engage in their work. Some of the employees enjoy their work and consider it part of their identity, but they also feel compelled to engage in it because of internal contingencies that come to control them like their personal backgrounds and circumstances.

Conclusion

The themes discussed in this chapter included; passion as contentment and confidence in action, ambivalent association, affirmative feelings of accomplishment and satisfaction, employee connectedness deficit, inadequate opportunities for growth and development, disregard by leadership (management) and contextual barriers. Each of these themes spoke to the research questions and objectives of this study.

Chapter 6: Conclusion and Recommendations

6.1 Introduction

This concluding chapter outlines the research questions that this study sought to answer and the results thereof. The recommendations regarding future research and interventions are also discussed together with the limitations of this study.

6.2 Summary of the main findings from the study

This study looked at passion in the workplace in a sample of employees that work for an innovation and technology business incubator. The researcher's aim was to gain an understanding of how the participants define passion, whether they are passionate about their jobs / careers and finally determining what the barriers to pursuing their passion(s) are if they are not pursuing their passion(s).

The participants in this study found it difficult to define passion(s). They mostly defined passion(s) in terms that reflected strong positive emotions. They also defined passion(s) as an activity that the person likes. Most participants were ambivalent about their passion for their jobs / careers. The findings indicated that most respondents found their work to be interesting and fulfilling. The findings revealed that most respondents do not have a strong emotional connection with their colleagues. The findings revealed that respondents were not provided with plenty of opportunities for personal growth. The findings revealed that there was a disregard by leadership (management). Many participants felt that they were not listened to by management when making decisions. The findings also revealed that although there are a variety of aspects that participants enjoy in their careers / jobs, these are not entirely enough for them to categorically say they are passionate about their careers / jobs. There is an array of reasons as to what has kept participants from pursuing their passion(s). Some of the themes discussed in question 2 such as opportunities for growth and development, connectedness and disregard by leadership served as barriers to participants pursuing their passion(s). Also, each of the participants believe that who they are, and their background / personal circumstances have played a significant role in preventing them from pursuing their passion(s).

The theoretical framework for this study helped in making sense of the findings. The findings revealed that employees at IBI that do have a passion for their jobs / careers seem to have

obsessive passion, a controlled internalisation of their work in their identity that creates an internal pressure to engage in their work. Some of the employees enjoy their work and consider it part of their identity, but they also feel compelled to engage in it because of internal contingencies that come to control them like their personal backgrounds and circumstances.

6.3 Recommendations for further research

Future studies could consider using a different tool to collect data. The study could have benefited using a tool designed to measure passion (instead of interviews) that defines passion in a way that allows the participant to understand and as such answer in a relevant way.

Future studies could use a case study design looking at passions with South African workers. These studies could also increase their sample sizes to gain a better understanding of passions with South African workers.

There is limited research on business incubators and its employees in South Africa. This study may have value as being first of its kind in South Africa. There is a need for further research that seeks to understand different types of business incubators and its employees in South Africa and the problems facing them.

There is also limited research on passions of employees that work for business incubators. There is a need for further research that seeks to understand the passions of employees that work for business incubators, to adequately understand the levels of passion amongst employees within business incubators.

In addition, research that seeks to understand different types of business incubators and its employees that are passionate in countries where business incubation is successful would be significantly beneficial.

6.4 Recommendations for interventions

It has been stated in the literature (Hagel et al., 2014; The Ken Blanchard Companies, 2009) that passionate employees are greatly beneficial to any organisation. An organisation which suffers from a lack of passion will struggle to succeed. It is therefore of critical importance that organisations are firstly able to identify a lack of passion or an absence of passion with the aim of finding possible solutions to lessen its detrimental effects. Secondly organisations need to implement changes where necessary to avoid the occurrence of a lack of passion or an absence of passion as far as possible.

There are a few areas of concern, namely, meaningfulness and fulfilment, employee connectedness, personal growth / trainings and leadership (management) that require attention to increase employee passion in the workplace.

A line of future work could be the implementation of intervention programs where values, such as passion and meaning of work are developed, conducting an analysis of the benefits of these programs (Gómez-Salgado, Navarro-Abal, López-López, Romero-Martín & Climent-Rodríguez, 2019).

6.5 Limitations of the study

This qualitative study was conducted on one business incubator. It is therefore intrinsically limited by the limitations of the qualitative paradigm. It might therefore be difficult to generalise this information as the dynamics might differ in other business incubators.

The research questions might have been sensitive for participants to respond to. Although participants were informed that interviews would be conducted away from the work place, that all information would be kept confidential and anonymous and should their participation in this study cause them any distress, they would have access to the Child and Family Centre where a registered Intern Psychologist would assist them (See Appendix E), they may have been afraid to be entirely open.

The questions were narrowed to the context. The same interview questions were posed to participants at management level. In retrospect the researcher should have posed different questions to management, primarily focused on whether they recognise their inadequacies and if they have any intention to correct them in the light of low levels of passion.

A distinction between a job and a career was not made in this study which has affected the responses in this study.

6.6 Conclusion

This chapter included a summary of the main findings of the study. A few recommendations for future research and interventions were provided. Lastly, the limitations of the study were highlighted.

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Appendix A – Interview Schedule



A study of employee passion and wellbeing at a business incubator in KwaZulu Natal

Biographical Data:

1. What is your age?
2. What qualifications do you hold?
3. Are you currently doing what you studied for?
4. What position do you hold at IBI Incubator?
5. How long have you been working for IBI Incubator?

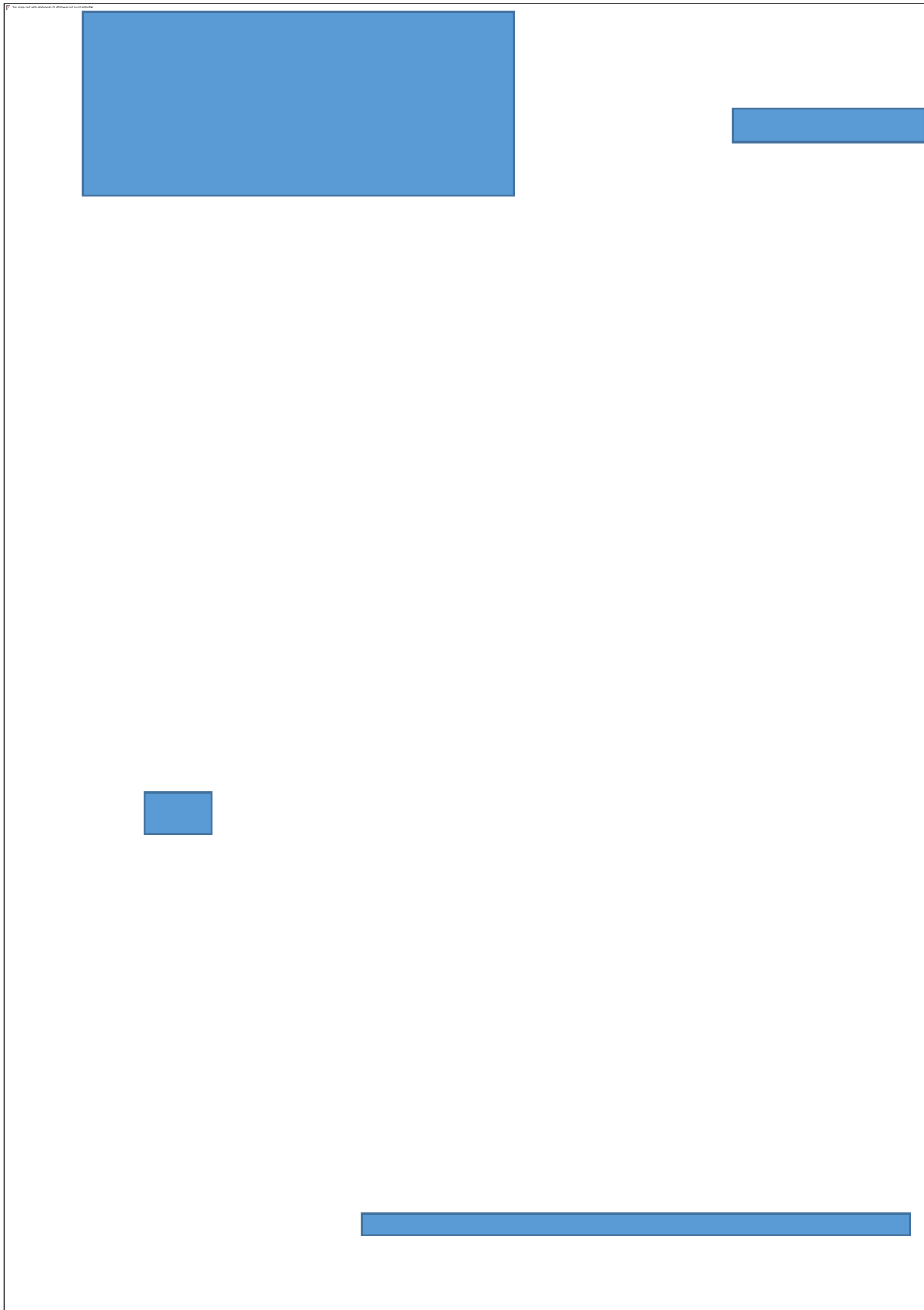
Passion:

6. How long have you occupied the position you're in at IBI Incubator?
7. Would you say that your work gives you a feeling of personal accomplishment? Explain
8. Do you find your work interesting and fulfilling?
9. Do you enjoy the work you do? Why?
10. How would you define passion?
11. Are you passionate about your job? Elaborate
12. On a scale of 1-10 how would you rate your passion for your current job? Elaborate
13. What has kept you from pursuing your passions?

Wellbeing:

1. Do you feel a part of the IBI family? Why?
2. Does your CEO recognize the extra effort and actions that you do to perform the best job at IBI?
3. Is your opinion listened to by management when making decisions?
4. Do you feel like a contributor to IBI's success? Explain
5. Does IBI provide you with plenty of opportunities for personal growth? Examples?
6. How would you rate your motivation level daily on a scale of 1-10? Elaborate
7. Are you dedicated to improve your performance every day? Why

Appendix B – Permission to conduct research



Appendix C – Permission to refer participants to the Child and Family Centre



**School of Applied Human Sciences
College of Humanities**

16 March 2016

RE: Permission to refer participants to the Child and Family Centre

Dear Ms Maruping

I am currently studying towards a Masters of Social Science: Research Psychology at the University of KwaZulu-Natal, Pietermaritzburg Campus. I am presently engaged in a research study on employee passion and wellbeing at a business incubator in KwaZulu Natal.

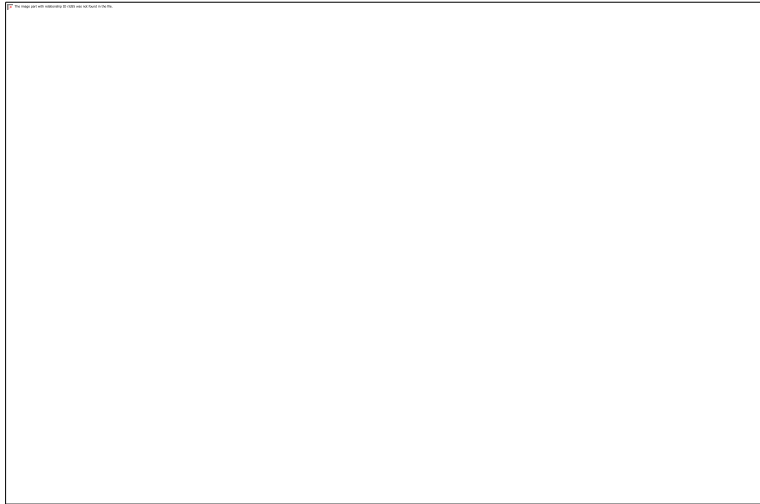
The nature of the interview questions may have negative emotional and psychological implications for the participants. I would like to get your permission to please refer any participants to the Child and Family Centre should they need psychological assistance.

If you have any queries or questions, you are welcome to contact either my supervisor Mr. Thabo Sekhesa on 0332605370 or sekhesa@ukzn.ac.za or myself on 0825532538 or mirandanaidoo02@gmail.com.

Yours Faithfully

Miranda Naidoo

Appendix D – Consent to participate in research



in Research

Consent to Participate

You are invited to participate in a research study conducted by Miranda Naidoo. I am currently studying towards a Masters of Social Science: Research Psychology at the University of KwaZulu Natal, Pietermaritzburg Campus. I am presently engaged in a research study on employee passion and wellbeing at a business incubator in KwaZulu Natal.

The main aim of this study is to 1) explore participants understanding of passion 2) explore whether employees at the business incubator are passionate about their careers, 3) explore whether there is a relationship between being passionate about one's career and wellbeing and 4) explore the barriers to pursuing ones passions.

Participation in this study is voluntary. You are welcome to withdraw from this study at any point and you will not be penalised for this. Your participation in this study is also confidential. All identifying information and records will be kept in a locked cupboard at the University of KwaZulu Natal where it will only be accessible to the research team and our supervisor, Mr Thabo Sekhesa, who can be contacted on 0332605370 or sekhesa@ukzn.ac.za.

There are no risks foreseen in your participation. However, should your participation in this study cause you any distress you are welcome to contact the Child and Family Centre on 0332605166 where a registered Intern Psychologist will assist you.

In the event of any problems or concerns/questions you may contact the researcher, Ms Miranda Naidoo on 0825532538 or mirandanaidoo02@gmail.com, alternatively, you could contact the UKZN Humanities & Social Sciences Research Ethics Committee, contact details are as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

I have read the above information. I had the opportunity to ask for clarification where I was unsure, and it was all clarified for me to my satisfaction. I therefore voluntarily consent to be a participant in this study

Participant Name: _____

Participant signature: _____

Date: _____

Additional Consent to Audio Recording:

In addition to the above, I hereby agree to the audio recording of the interview for the purpose of data capture. I understand that no personally identifying information or recording concerning me will be released in any form. I understand that these recordings will be kept securely in a locked environment and will be destroyed after a period of 5 years.

Participant Name: _____

Participant signature: _____

Date: _____

Appendix E – Ethical Clearance



Ethical Clearance.pdf