

CHAPTER 5

Research Findings

5.1 INTRODUCTION

In this chapter an account is provided of the findings from the empirical investigation. The research results are discussed to ensure the third and fourth specific objectives of the research are met: *To gain insight on how people who have undergone resilience training as an example of strengths-focussed training, experienced the training; and to gain more insight on whether the people who have undergone resilience training as an example of strengths-focused training, applied the learning acquired during the training within the workplace or organisation.*

5.2 FINDINGS

Processing of data was done by collating data from the literature review, the written sketches, the individual interviews and the observation report and questionnaire. The patterns that emerged were categorised in terms of:

- The participants' experience of strengths-focussed training.
- The effects resulting from the implementation of strengths-focussed training.
- Changes observed in the performance of the team after the resilience training. This was conducted through an initial observation and a follow-up observation of the effects of resilience training on the individual within the team, and the effects of resilience training on the performance of the team.

5.2.1 Participants' experience of strengths-focussed training

The participants experienced the resilience training, as a component of strengths-focussed training, in different ways. The opinions that were expressed therefore vary among the four participants.

5.2.1.1 Initial perceptions towards training

There were various initial perceptions towards the training which varied from having suspicion on why the training was done to the fact that participants were of the opinion that the training has been very beneficial not only to the participant but also to the organisation as well if the resilience approach was sustained. The reason why this opinion was expressed was due to the positive and motivation effect that the training has on people, as the resilience training focused on individuals and made the individuals feel important and discover their strengths as opposed to the drive for outputs and the focus on machine efficiencies, and so on.

Depending on the various strategies that companies have, like people strategies, manufacturing strategies, and so on, training interventions are initiated to support specific strategies. Employees refer to these training programmes as “the flavour of the month”. The resilience training was not experienced any different. This resulted in participants to initially perceive the resilience training as the new “flavour of the month” and a “waste of time” and that they would have to catch up on lots of work after the training was completed. Doubts were also expressed in terms of what the outcomes of the resilience training would be.

However, all initial perceptions were not only negative. The training was also experienced, as “extremely” positive.

5.2.1.2 Broader skills acquired

The participants acquired some broader skills sets during the strengths-focussed training that was presented. Most significant was that they acquired the ability to identify their own personal strengths, understand their weaknesses and change their behaviour positively.

- Identification of own personal strengths. Strengths were highlighted in one of two ways: strengths about which the participant had a gut feeling but were unconfirmed, or strengths that the participant knew about and that had been confirmed. Being aware of their strengths indeed made them feel stronger. A participant expressed it as “getting to grips with my strengths again”.

A participant understood the strength “caring” by understanding his emotions and how to deal with them. He realised that when making a business decision you do not have to remove emotions from the decision. However, you should know how to deal with the emotions that you experience in terms of that decision. Therefore, it is easier to manage the emotions that you are aware of, rather than ignoring them.

During the research and interviews, the way that participants responded when they spoke about their strengths was observed. They were positive, passionate and radiant when they could reflect on the strengths that they felt they as individuals possess. It appeared that this made them feel good - not only about themselves - but also about what they felt their abilities were. This observation was made even in instances where the participants knew their strengths and where this was confirmed during the training. This notion was further enhanced when a participant discovered a new strength that he did not realise he had before.

- Understanding weaknesses. The ability to give good advice to and finish off projects formed part of two of the participants’ weaknesses. Knowing the weaknesses gave them a greater sense of security since they now had the opportunity to plan and act positively in this respect. This observation about better planning and acting was also confirmed when one participant showed a greater willingness to start utilising people within the team according to their strengths, in spite of their weaknesses within an area.
- Resourcefulness. It is important to utilise available resources and to feel free to ask for them because individuals should not see themselves in isolation

from other people. However, one participant expressed the view that some of the people on his team would regard asking for help as a weakness. However, he disagrees with their view as he sees a request for assistance as evident of being mature and networking.

- Optimism and hardiness. An optimistic attitude was expressed by a participant towards one of his employees, who is generally viewed as an under-performer by others on his team. By believing in this employee and supporting him to do well despite the perceptions of other team members, displays perseverance on the part of the team member and supports the skill of hardiness. Hardiness was displayed when this manager persevered in the face of negative perceptions of his team members and still supported him to do well.
- Coping. The biggest adjustment for one participant was to cope with the new way of doing things learnt during the resilience training. This was different from his normal way of doing things.
- Dream. One participant highlighted the importance of realising one's dreams. This strengthened his resolve to have a pleasant holiday at least once a year. He regarded this as something he was determined to continue as it did wonders for his family.
- Physical resilience. One participant was reminded of how he enjoyed physical exercise and being fit. The importance of physical fitness was such a highlight and inspiration for him that he started jogging again and changed his eating habits accordingly.
- Values. Three values that were highlighted were: having an awareness of, and respect for your own body, respect for the people around you, and being loyal.

- Interpersonal relationships. More positivity and openness by team members were experienced after the training. Approaching personal relationships differently and interacting differently with people who had frustrated him before was one of the most positive spin-offs that the training had for one participant.
- Ability to say "No". Saying "No" to certain requests was highlighted as the biggest adjustment to be made because one participant was always inclined to take on new challenges and new jobs. As a result he did other people's work and this impacted on his motivation and performance. His focus was divided and this prevented him from performing at his full capability although he performed well in general.
- Self-reflection. The challenge to change his behaviour systematically to improve his health showed one participant's ability to reflect constructively on the self.

5.2.1.3 Functional value of resilience training tools

During the training, the participants were exposed to specific learning facilitation interventions to equip them to become more resilient individuals. The participants refer to these learning facilitation interventions as "tools" (see 1.2.4). According to the participants, two of the learning facilitation interventions were the most prominent: the Karpman Drama Triangle and the identification of life scripts, together with the effect that they may have on the participant's daily lives (see 1.2.4).

- Karpman Drama Triangle

The participants expressed the opinion that the Karpman Drama Triangle was very valuable because it equipped them to understand their position on the triangle, helped them to understand the consequences of that position on

their own personal behaviour in workplace relationships, team interaction, self-efficacy and communication at home.

This tool received the most positive reaction from most participants during the training and this was confirmed in the interviews. The participants felt that this tool supported them not only in their workplace relations, team interaction and self-efficacy beliefs within the team, but also at home in various ways.

- Understanding and changing life scripts

After the training one of the participants realised that he could go back and challenge the beliefs that originate from his life script and eliminate wrong beliefs. He understood why he reacted in certain ways, the origin of his behaviour and why these beliefs had been formed.

The training equipped participants to identify the life scripts that are part of their lives through exposure to various learning facilitation interventions in the learning environment. By understanding how to change their life scripts, participants were able to make important changes in their lives.

5.2.1.4 Barriers to effective application of individual modules in strengths-focussed training

Barriers experienced by the participants in general varied from the lack of time between modules, lack of understanding of the “bigger picture”, lack of trust, difficulty to do self-reflection, and composition of groups. The resilience programme was presented over four days consisting of two two-day sessions each. The time period between the two-day sessions was varied between one to two weeks to give the participants time to apply the training in practice. One participant expressed a concern with the time allocation as he had to attend all four days in a single session. The participant received the same training as other

participants. The single session of four days did not allow for time to apply the learning in the workplace as was intended with the training.

Another barrier that was highlighted was the understanding of the bigger picture. On the third day of training a concern was expressed by one participant who experienced difficulty in seeing how the different topics (flow, happiness, elevation, etc.) fit together. He realised that he had obtained considerable value from the stress tolerance section of the resilience training but that he needed to spend more time on the optimism section.

5.2.1.5 Barriers to effective participation during strengths-focussed training

Doubt was expressed whether personal issues raised within the learning environment would be kept confidential. One of the learning facilitation interventions used was interviews in which participants had to do self-reflection on both positive and negative past experiences. Interviews were conducted in pairs. Participants felt that this situation made them vulnerable in the presence of other participants in the interview. Participants who were put in the same group as their subordinates did not have the liberty to share personal issues in their groups. They were concerned that this sharing would make them vulnerable before their subordinates. One participant found it extremely difficult to trust the group, resulting in inhibited participation. Problems with self-reflection were also experienced by participants as part of the resilience training. It was difficult to reflect on dreams and visions for the future and on past negative situations.

Other opinions that were expressed were frustration during the learning activities when participants would debate issues for too long and where learning material was presented at a too “low level” for the individual.

Another barrier to participation was the way groups were composed. One participant felt that should one mention something of a personal nature within the organisation, it could be held against the individual in the future. Therefore,

he did not have the liberty to participate fully in discussions. Individuals did not want to disclose information freely in front of their subordinates, managers or even peers.

5.2.1.6 Suggestions to improve implementation of strengths-focussed training in the workplace

During the interviews participants made suggestions how to improve future communication with prospective learners before they attend resilience training because this would better inform them about the content of the training. Suggestions for improvement included a practical implementation of the module dealing with the visualisation of participant's dreams. The suggestion was to rather look at the "journey" or the "road" one needs to take to make the dream more realistic. Secondly, it was suggested that clearer communication should have been done to prepare the participants on the content of the training.

5.2.1.7 Perceptions of the resilience training programme

During the interviews participants highlighted various areas regarding the presentation of the strengths-focussed training material.

- Training material done before. Although the content of the training program was not entirely new, one participant stated that participating in the activities and dialogues used during the training brought dormant issues to the fore. This showed that he had been forced to reflect on the material that was presented.
- Duplication of work. As an executive in the organisation, one participant stated that there was duplication between the physical resilience component and the annual medical check-up that he undergoes as an executive within the organisation. The information given during medical check-ups was similar to that given in the physical resilience session. He also felt that the practical

part of the physical resilience session, the demonstration and application of exercises, was too short and could be extended.

- The lack of structure of the material: Lack of structure was a concern. Participants expressed the desire to have more structure in the training material to benefit optimally. This lack of structure led to a lack of clarity about how the training content cohered.
- Lack of time to work through the tools: Lack of sufficient time to work through the tools was mentioned. The lack of understanding of where these tools fit into the broader structure also echoes the discussion in the above-mentioned section. A participant felt that there was a “menu” of various tools of which the group should be aware of. However, he did highlight that the tools are valuable and that he had learned a lot from those that he had the time to work through and that he understood.
- Facilitation skills during the presentation of the strengths-focussed training. This section was stressed and discussed the most. The facilitators were considered to be effective and they were able to convey an understanding of the concept of resilience. The facilitators’ exercises utilised during the training were appropriate but more intellectual stimulation would have been appreciated. However, the participant understood that the composition of groups included different levels of management and qualifications. This made it difficult to pitch the material content at an appropriate level as all the group members were not on the same level of understanding. Activities were rotated well and varied from theory to relaxation, which included the painting session where the groups had to visualise their dreams.

Some frustrations were experienced as facilitators allowed people to engage in debates and discussions on basic and unnecessary topics. The way the theory was presented and followed by discussions about practice was found to be very stimulating and the participant learned from this. The interviews whereby sensitive information regarding one learner is shared with others

were criticised. However, an advantage of the interview was that when one person discusses problems, other learners realised that they were not alone in a similar situation and could render advice. Sharing experiences led to people learning from each other. Situations where the tools like life scripts were practised were good learning experiences. However, some were more reluctant to share experiences due to lack of trust.

5.2.1.8 General recommendations

The recommendations given in general by all the participants involved in the interviews were very positive. They can be described briefly as the desire to continue with this type of training as well as the concern to see the training sustained to maintain the positive outcomes of the initial training. It was further stated that the resilience training as a whole was valuable to the person as well as the employer. It was felt that it has huge potential benefits to the business and that it was the best training that one participant had received in 15 years within the organisation. The approach regarding the programme contents was appreciated because both mental and physical resilience had been targeted to give a more holistic approach to the well-being of the employee. The training was judged excellent with much value to the individual. Moreover, refresher training as a way to grow and sustain resilience in the workplace was recommended.

5.2.2 The effects of implementation of strengths-focussed training

Findings on the effects of implementation of the strengths-focussed training are reported in two areas: the team and the individual.

5.2.2.1 Effects on the team

- More time. Due to the application of the tools one participant found more time to focus on managerial areas because he could concentrate on his own job rather than someone else's. He now managed to leave work at four

o'clock in the afternoons. Although this was a great benefit, the overall adjustments that the participant had to make to get the benefit was challenging as it required him to change his regular habits.

- Financial. An unplanned financial implication resulting from the resilience training was that one department realised that they could temporarily handle the workload without filling all the vacancies. Part of the success in this department is due to the resilience training received by all members.
- Better interpersonal relations. More positive interpersonal relationships were assigned to the understanding of the Karpman Drama Triangle. These positive interpersonal relationships were experienced three fold: Firstly, in terms of how one participant in a team interacted with the rest of the site and secondly, the way in which he started to operate as a person. He identified things that he could change in his behaviour to be more effective. Thirdly, one participant approached interpersonal relations differently by engaging in more active interaction with others, resulting in improved relationships. Better interpersonal relationships led to greater team effectiveness and enhanced team performance. The change in interpersonal relationships inspired a participant to believe that his team would get better results. This followed after he realised that improvements start with him as manager. He was now leading by example. Change started with himself before it was "rolled out" to his team.
- Constructive communication. Listening actively to the team members instead of "shutting off" was identified by a participant as very important. He now sees it as the difference between constructive and destructive communication.
- Facilitation of team phases. Resilience training supported the movement of the relatively new management team from the storming phase into the norming phase of group performance. The opinion was expressed that the team members were "pushed" towards performing. As a result, the team

members began supporting each other instead of being destructive in their attitudes towards each other. Attitudes changed from “I’m better than you” to “We’re all better than the situation”. Training contributed to this situation for both the individual and his colleagues.

5.2.2.2 Effects on the individual

- Purpose. Purpose was defined by a participant as “living for one’s dream”, which is to have a good break once or twice a year and being more family and less work orientated, which resulted in a better balance between work and life. He felt that the worse it went at home, the more he wanted to stay at work. Conversely, the less he got done at work, the worse home relations became.
- Direction and work-life balance. The training created awareness around direction and work-life balance in the sense that one participant started to identify the events that he looked forward to after a day’s hard work. The focus on pleasant activities after work made him more positive regarding his life after work. He had more time to focus on things that was important to him, such as his faith. Although this was not a direct result of the resilience training, he enjoyed the fact that this allowed him to meet with different people outside of his work, such as family and friends. This also resulted in a better work-life balance in the participant’s life.
- Savouring the moment. The ability to daily savour the positive moments in life made it easier to avoid negative emotions. The ability to be positive, to see the humour in situations and to utilise humour in day-to-day situations help him to resolve conflict better.
- Creating awareness. During the resilience training the facilitator played a major role in creating an awareness by making one participant more receptive towards some of the training modules than he otherwise would

have been. Moreover, he was encouraged to become more physically active than before.

- Internalisation of theory. The resilience training created an opportunity for participants to internalise theory, which had been studied previously. A participant had studied Psychology 1 and Organisational Behaviour and he realised that this theory had been addressed during the resilience training. However, he now had the opportunity to internalise the theory both from a personal and management perspective.
- Guilt. A participant realised that the training made him feel guilty with regard to his current lifestyle. This included his smoking habit, exercise and relationships at home.
- Family life. The immediate families of the participants were affected in various ways. One of the areas that was highlighted was the need acknowledged by participants to focus on and improve their home life, and not to focus so much on colleagues at work. One participant's spouse was very appreciative that he was coming home earlier, resulting in less arguments and conflict at home. Application of the tools acquired during the resilience training in the home environment led to use of these tools by spouses. This resulted in greater harmony at home. The desire was expressed by the participants for spouses to learn and understand the Karpman Drama Triangle so that they could become "non-players" as well (see 1.2.4). The improvements at home had a positive effect on the participants no matter how minor.
- Creating perspective and listening skills. The tools (see 1.2.4) supplied during the resilience training programme as well as the structured process that was followed, helped to create perspective for one participant. The structured process affected both internal and external processes of the individual. Internal processes refer to emotional and personal growth whilst the external processes revolve largely around giving people the opportunity

to voice their opinions and listen more sensitively to others. This resulted in improved listening skills.

- Training prompted the implementation of changes. The training prompted one participant to make personal changes within himself. The participant mentioned the questionnaire for the Karpman Drama Triangle as the instigator of the desire to change. The questionnaire highlighted how he tends to act and react during conversations with other people. This resulted in creating an understanding of what he needs to do to become a “non-player”. Application of this new skill within his team was highlighted.

5.3 Changes observed in the performance of the team after resilience training

This section reports on the changes observed by the production manager in the performance of the team. These changes address both the individual as well as the performance of the team.

5.3.1 Initial observation

The results obtained from changes observed in the performance of the team included higher self-esteem, greater determination to perform, emergence of work-pride and the ability to be more relaxed and at peace.

- Personal and family well-being. Improved personal and family well-being was observed. Participants were happier in their private lives, showing more concern for their families and sharing family anecdotes with the team and the production manager. Concerning personal well-being, one participant is savouring the moment much more as he is introducing more humour into his interactions with his colleagues and the production manager. All the participants were observed to be more physically active. Participants have taken up jogging and cycling as well as physical training programmes.

- Improved job performance. Visibility on the shop floor is important as it creates more openness to communication and understanding of related operational problems that might occur. This increased visibility on the shop floor was observed whilst one participant interacted with lower level operational staff of his team. Interest was shown by another participant in enhancing his career outside of the current working environment. Observed changes on the managerial side include: better contributions to general management issues; increased self-esteem; looking at managerial roles beyond departments; and being at ease with the role of a manager of a service department rather than being in charge of a core line department. The production manager also expressed the opinion that he was starting to reap the advantage of a participant's 15 years of experience within the team.
- Social skills enhancement. The ability of a participant to follow and tolerate advice from his peers in a more mature way resulted in the improvement of team dynamics. More advice and suggestions regarding the production manager's job and other departments were also observed. A drastic improvement in a participant's networking ability (the ability to interact with influential people higher in the business) was observed. A participant's improved communication skills were observed as he started to listen more carefully and take advice in a non-judgmental way. The production manager observed an increase of awareness around people. This was highlighted when a senior member of the team encountered a difficult personal problem and this participant was concerned about the impact of his problem on both the person and his work.

5.3.2 Follow-up observation

The observation questionnaire used for this report contains two sections. Section A and B are qualitative and quantitative and observations were noted for each individual according to a five-point rating scale. This report addressed the following two important outcomes of the resilience training for this study:

Firstly: The effect of resilience training on the **individual** within the team (as we know any team comprises of individuals); and

Secondly: The effect of resilience training on the **performance** of the team.

Observations in both sections 5.3.2.1 and 5.3.2.2 are noted on the following five-point scale:

- 1 = The resilience training had no effect
- 2 = The resilience training had some effect
- 3 = I don't know if the resilience training had an effect
- 4 = The resilience training had a good effect
- 5 = The resilience training had an excellent effect

The open responses made in the comments section were also taken into consideration. The data is reported and presented in four tables.

5.3.2.1 Observed effect of the resilience training on the individual within the team

Results regarding the effect of the resilience training on the individual, are reported in terms of four sets of skills:

- (1) Mastery skills;
- (2) Supporting skills;
- (3) Bounce-back ability;
- (4) Resourcefulness.

(1) Mastery skills

The section on mastery skills comprises four subsets of skills:

- (a) Sense of control: The individual's ability to focus and control his impulses;
- (b) Ability of the individual to make decisions;
- (c) The ability of the individual to organise and set priorities;
- (d) Self-efficacy or self-esteem.

THE EFFECTS OF RESILIENCE TRAINING ON THE MASTERY SKILLS OF THE INDIVIDUAL

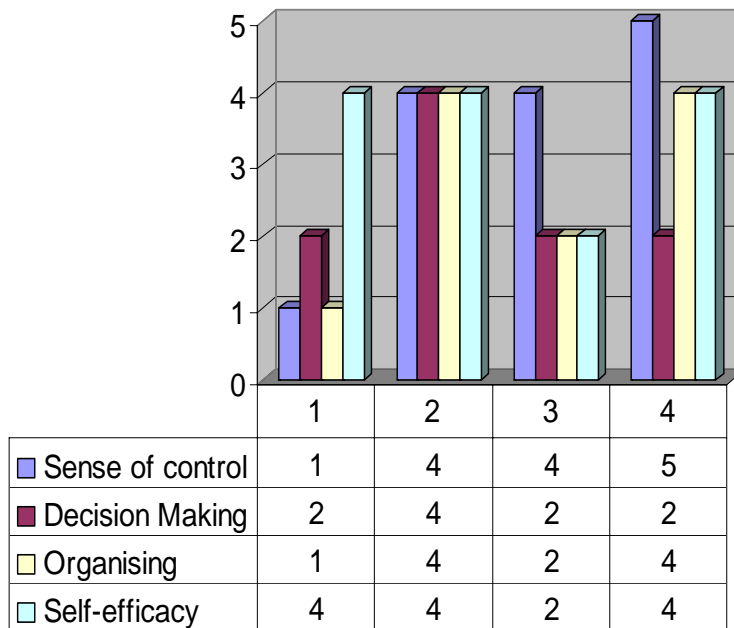


Table 5.1: Observed effects of resilience training on the mastery skills of the individual

- (a) Sense of control. Two participants were rated as “good”, i.e. the resilience training had a good effect on their mastery skills. One of the participants was of the opinion that success within the team was possible and that a sharper focus to achieve the team’s visions was demanded. The other participant realised after the training that he alone could impact his performance and not external factors. The participant rated to be “excellent” realised that he could add value and influence other main departments through cooperation and advice instead of getting frustrated.
- (b) Ability to make decisions. Three out of the four participants already had a strong ability to make decisions prior to the resilience training. The limited

effect was that some of these participants were now more willing to listen to others prior to making decisions and that participants had more clarity on how they need to handle limitations within the business. The participant rated as "good" made a personal decision to ensure his career delivers a larger value chain role.

- (c) Ability to organise and set priorities. Concerning the participant on which the training had some effect, the observation was made that although the individual was very organised, he now showed a more focussed approach towards the outputs of the team. As a result he demanded the same focussed approach from his team. Regarding one of the two participants on whom the resilience training had a good affect, higher priorities were given to lack of practices in departments who needed them. The other participant understood that he needed to give more attention to problem-solving, prioritisation and interaction with other players in the business to solve a specific problem. He also understood the effect this decision and the solving of the problem would have on the team and business as a whole.
- (d) Self-efficacy or self-esteem. The training had a positive affect on three out of the four participants. For the three participants on which the training had a good effect, the following were significant: With a stronger belief in himself, one participant started taking a more active role within the divisional activities, showed improved networking ability and was subsequently promoted into a larger business area within the division. Another participant realised that he had a role within the team and that his efforts will have positive results for both the team and the business. The third participant wanted to improve his business communication skills. The training had some effect on the fourth participant. He showed that self-efficacy improved since he was prepared to apply for jobs at other sites in the larger business and compete with other individuals in this regard.

(2) Supporting skills

Reporting on the observed effect of strengths-focussed training on supporting skills is done in terms of the following four sets of subskills:

- (a) Internal support: inner strength, hardiness, self-efficacy, positive self-reflection;
- (b) Interpersonal support: receiving, giving and empathy;
- (c) Systemic support: within the organisational context ;
- (d) Spiritual support: values, intuition, mindfulness and beliefs.

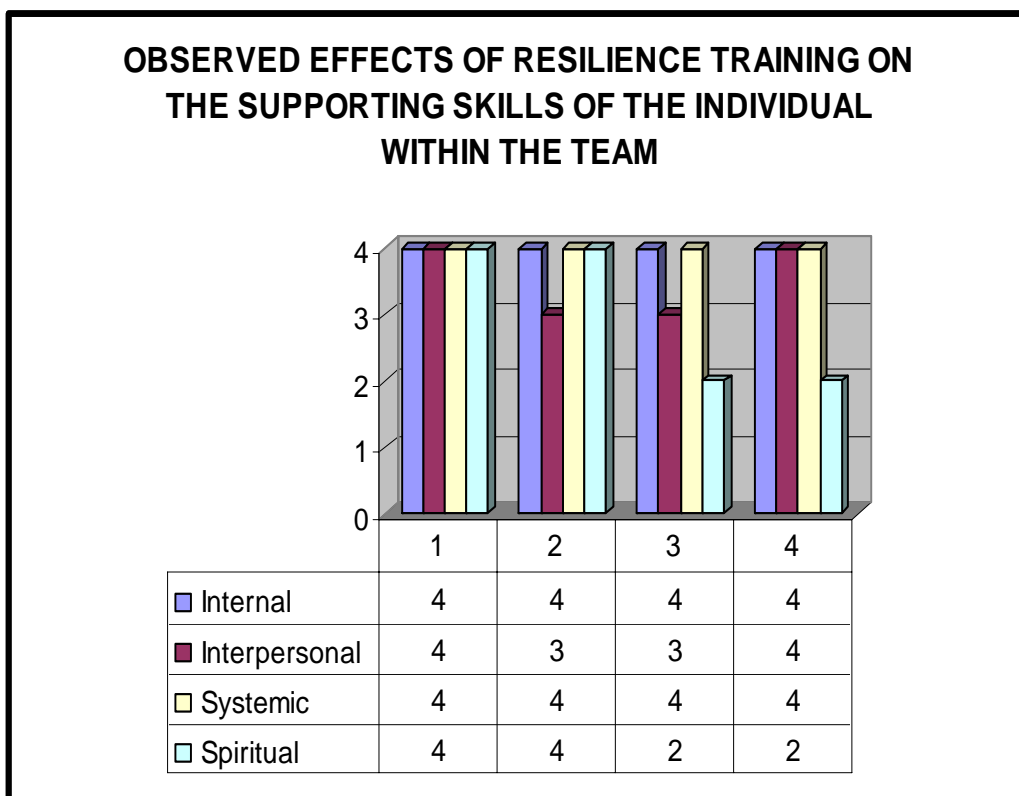


Table 5.2: Observed effects of resilience training on the supporting skills of the individual within the team

- (a) Internal support. The resilience training had a good effect on all four participants. One of the participants started to apply his mentoring

capacity within the team on issues like people management, motivation and communication. Greater self-esteem evidenced by applying for another position in the larger business; decision to work on problems with regard to business communication skills; realising his extended role within the team environment; taking responsibilities for his career, and starting to share his opinion and experience with the rest of the team were prominent observations made in the report.

- (b) Interpersonal support. The training positively influenced two participants. One participant utilised more mentoring capabilities to support the team and when a problem arose, the other participant displayed empathy and concern regarding the impact on both the individual as well as the team. It was not possible to make a decision regarding the effect it had on the other two participants.
- (c) Systemic support. The training had a good effect on all four the participants with regard to the systemic aspects within the organisation. The participants displayed more involvement and focus towards the team and individual goals, more support to the various departments represented by the team, more sharing of knowledge to ensure improvement and greater involvement on a divisional basis to support the divisional initiatives in the organisation.
- (d) Spiritual support. The two participants on whom the training had a good effect were instrumental in the development and entrenchment of team values (trust, attention to detail, follow-through, ethics at all time, leadership in every action) and had firm beliefs that the team could achieve their goals. The other two participants displayed strong values (one acted as the conscience of the team) although the training had only some effect on them.

(3) Bounce-back ability

The section that reports on the observed effects of strengths-focussed training on bounce-back-ability addresses the following four sets of subskills:

- (a) The individual's ability to handle stress;
- (b) Effective utilisation of past success to create a positive mindset for the present (boosting of self-esteem);
- (c) The individual's optimism;
- (d) The individual's capacity to handle change.

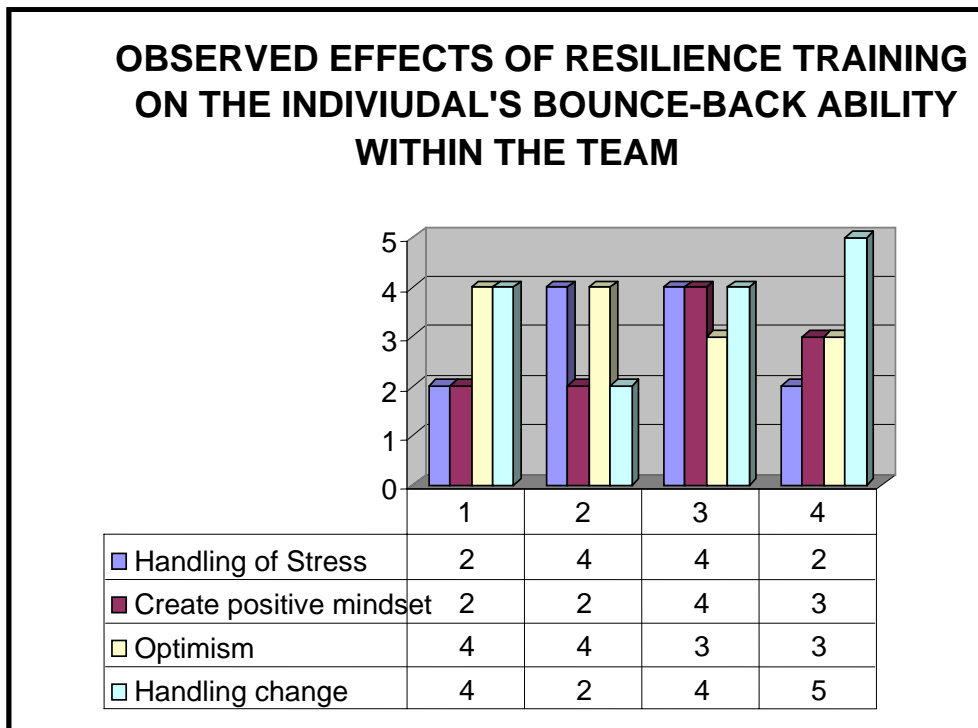


Table 5.3: Observed effects of resilience training on the bounce-back ability of the individual within the team

- (a) The individual's ability to handle stress. One participant on which the training had a good effect, coped very well despite the death of a close relative and increased pressure at work. During the training the other

- participant had to fulfill two roles simultaneously. This could have put him under abnormal stress, but he seemed to handle it well, and managed both jobs successfully. One of the two participants on whom the resilience training had only some effect coped well with stress under normal situations. Even when an unfortunate incident happened in one department, the stress was handled well and the participant bonded more closely with the team.
- (b) Effective utilisation of past successes to create a positive mindset for the present (boosting self-esteem). The two participants on which the resilience training only had some effect initially did not utilise their experience within the team but began after the resilience training. They realised the positive effects and kept on sharing experience. The third participant made good use of his experience of motivating and designing work practices and support systems, as part of the resuscitation of the business.
- (c) The individual's optimism. The participants on whom the resilience training had a good effect improved after the resilience training due to an increased sense of self-esteem, greater optimism about future prospects and applying for promotional positions within the division.
- (d) The individual's capacity to handle change. The participant on whom the resilience training had only some effect, could handle being manager of two teams very well. The other two participants experienced the handling of change in different ways. The one coped better with other people "interfering" in his department. The other participant's position and role changed within the division with more emphasis on analytical and statistical skills, which had previously been unfamiliar to this participant. The last participant, on whom the resilience training had an excellent effect, handled a change of perceptions very well. He initially regarded his department as "only a service" department but now realised that his department should be a "partner" for the other departments.

(4) Resourcefulness

This section reports on the observed effects of strengths-focussed training on the resourcefulness of the individual in the team against the following three sets of subskills:

- (a) Creativity and out-of-the-box thinking (not looking at the “obvious”);
- (b) The individual’s ability to use networks effectively;
- (c) Learned resourcefulness.

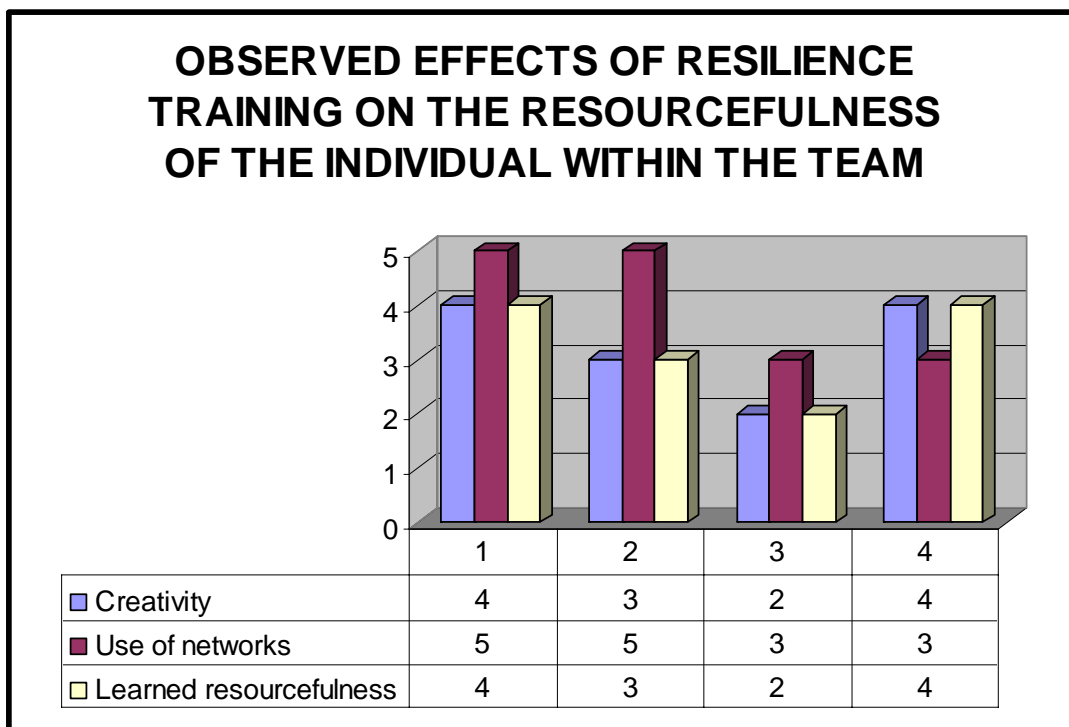


Table 5.4: Observed effects of resilience training on the resourcefulness of the individual within the team

- (a) Creativity and out-of-the-box thinking (not looking at the “obvious”). The participant on whom the resilience training had some effect, could demonstrate out-of-the-box thinking when requested to coordinate a facility upgrade with minimum funds. After the resilience training one of

the two participants on whom the resilience training had a good effect designed a training course and a practice bench together with a contractor. This initiative became a “shared learning” opportunity for other sites within the manufacturing division. The other participant decided to qualify himself within another departmental area (whilst doing his current job) to ensure future promotional career opportunities within the division.

- (b) Individual’s ability to use networks effectively. Two participants showed excellent improvement in various ways. One way was the ability to utilise networks within the company better and the other way was when a participant came up with a solution whereby other sites had the opportunity to learn from him. This solution was published as a “shared learning” for other sites. The experience and learning are also shared on divisional forums.
- (c) Learned resourcefulness. The examples of observations mentioned under this section are the same examples of observations that were stated in sections (a) and (b) above and therefore not repeated here again.

5.3.2.2. Observed effects of resilience training on team performance

Results with regard to the effect of the resilience training on team performance observed by the production manager are reported in terms of the following subsections:

- (a) Shared commitment of the team;
- (b) Synergy and agreement between the members;
- (c) Goals, roles and responsibilities;
- (d) Interdependent and interchangeable interaction amongst each other;
- (e) Holding each other mutually accountable.

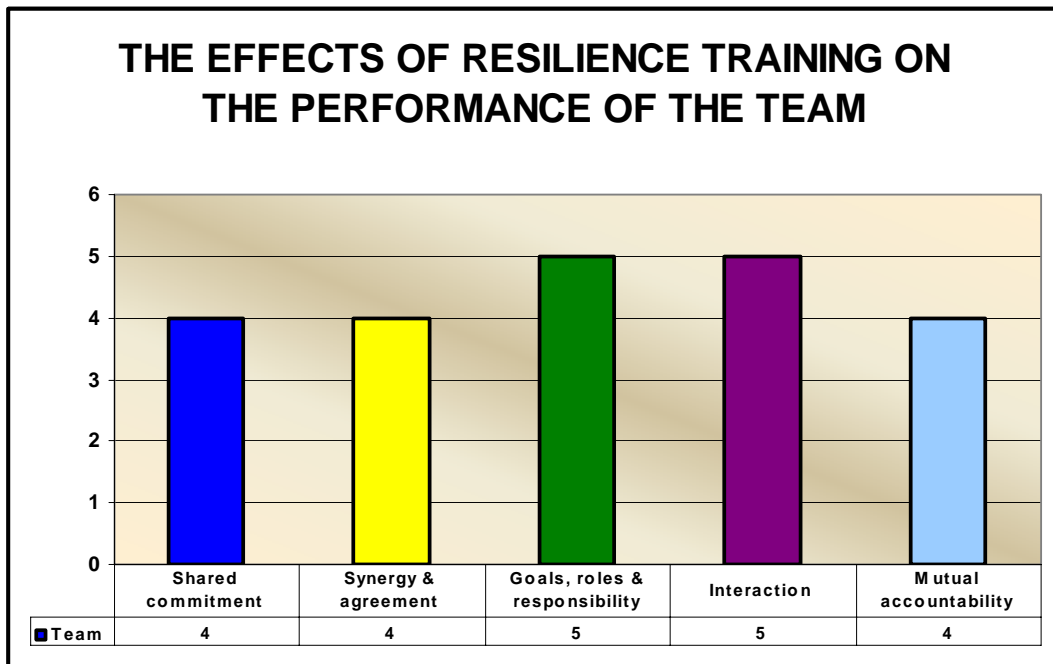


Table 5.5: Observed effects of resilience training on team performance

- (a) Shared commitment of the team. Commitment within every team is expected of all teams. Although this already receives very strong focus within the organisation, the resilience training still had a good effect on the shared commitment of the team. This rating was given since some participants showed an increased sense of commitment towards the team. This increased sense of commitment was not only experienced towards their own individual goals within the management team but also towards the management team's vision and goals. The increased intensity experienced by a participant resulted in their expectation that the whole team would now share that same commitment. This resulted in a much stronger sense of shared commitment within the team as a whole.
- (b) Synergy and agreement between the members. It must be understood that each participant is a subject matter expert in his own sense. The resilience training motivated a team member to increase his sharing of knowledge with others in the team. One of the team members also

started to allow other members to give him advice regarding his department. Initially the participant experienced this advice and support as "interference". He was not mature enough to understand that it was good to receive support and guidance as it could lead to continuous improvement within his department. These suggestions created an environment from which his team members could learn.

- (c) Goals, roles and responsibilities. Even though the organisation is very focused on goals, roles and responsibilities, the resilience training still had an excellent effect on the team. The members were now more focused and greater commitment was demanded towards the goals, roles and responsibilities of the team. There was an increased sense of commitment not only towards their own individual goals within the management team but also to the management team's vision and goals.
- (d) Interdependent and interchangeable interaction with one another. The resilience training had an excellent effect on the team as a result of the increased ability to allow others to advise and support their team. There was also interchangeable interaction between the team members as increased sharing of knowledge was initiated by one of the team members. From another the ability to handle advice in his department improved. This had been difficult for him before the resilience training.
- (e) Holding each other mutually accountable. The resilience training had a good effect on all the participants. Each individual contributes to the team's success. One of the team members started to encourage the team to share his increased sense of commitment to achievement of team goals. An increased sense of commitment towards both the team's goals as well as the individual goals of the members was highlighted.

5.4 CONCLUSION

This chapter contains the findings of the empirical investigation in which written sketches, individual interviews, and an initial and follow-up observation questionnaire were utilised to gather the data. Responses to the questionnaire were analysed logically and therefore statistical inferences were not applicable. The opinions expressed were reported to determine the effect of the resilience training on team performance. To achieve this, the results were divided in the following categories: The participants' experience of the resilience training as a component of strengths-focussed training as individuals within their management team, their implementation of the training and how the implementation affected the team performance.

In the next chapter the conclusions, recommendations and limitations of this study will be provided.