

**ENGAGING EMOTIONAL INTELLIGENCE AND
RESILIENCE
FOR INNOVATION: A STUDY IN THE
INDUSTRIAL DEVELOPMENT CORPORATION**

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Dissertation

**Masters of Science in the Management of Technology and
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2014

Declaration

I declare that the research project, Engaging Emotional Intelligence and Resilience for Innovation: A study in the Industrial Development Corporation is my own work and that each source of information used has been acknowledged by means of a complete reference. This dissertation has not been submitted before for any other research project, degree or examination at any university.

I declare that permission has been granted by the sole owner of the BeQ™ instrument, Professor Rica Viljoen, from Mandala Consulting to utilise the instrument as a measurement tool in this applied dissertation. It was provided free of charge.

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Witfield, South Africa

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J. Breedt
Witfield

Summary

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List of Acronyms

BeQ	Benchmark Engagement Quotient
ECI	Emotional and Social Inventory
EQ	Emotional intelligence
EQ-i	Emotional Quotient Inventory
IQ	Intelligence Quotient
IDC	Industrial Development Corporation
Innovation Ambassadors	Innovation ambassadors were established in business to impact the level of entrenchment of innovation in the various business units and departments. Their role is to provide support, motivation, guidance and insight in terms of innovation to colleagues within their business units/departments.
OECD	The Organisation for Economic Cooperation and Development
TEIQue	Trait Emotional Intelligence Questionnaire

CHAPTER 1 : INTRODUCTION

1.1. Introduction

In this dissertation, the researcher has done an emic research within the Industrial Development Corporation (IDC) to explore individual engagement in terms of resilience and emotional intelligence and its contribution to innovation. As South Africa's leading development finance institute, the IDC has been supporting and promoting innovation initiatives since the 1940's. Over its nearly eighty years of existence, the corporation was instrumental in implementing the country's industrial policy, establishing some of the industries that are today cornerstones of South Africa's manufacturing sector. The urgency for job creation and inspiration of entrepreneurs to maintain sustainable businesses in our country and to eliminate unemployment and poverty has become paramount. Resultant from an ever-changing environment, a more innovative approach is needed to generate rural and urban job opportunities and stimulate economic growth. The constructs of resilience, emotional intelligence, and innovation are explicitly linked to survival in the workplace.

Resilience is pertinent for growth and survival (Nicholls 2012). Resilience in the workforce should be investigated and evaluated since resilient individuals cope better when forced to deal with changes, and adapt easier when faced with threats and challenges. The IDC needs robust people who can create opportunities, make connections, develop development and business skills, and bring those ideas to market. The extent to which resilience contribute to innovation in the IDC is presently unexplored.

Emotional intelligence is an interconnection between feelings and thinking process, that is "feeling about thinking" and "thinking about feeling" (Chopra and Kanji 2010:972). The IDC need people with emotional intelligence abilities, capacities and skills, as it has been proven inexorable for effective leadership, communication, development of human potential and performance, social skills, and many other aspects of life. Emotional intelligence and its association with innovation have not been researched within the IDC.

In the IDC the business challenge of innovation is to select among alternative ideas and to weed out those that are not worthy of further investment. The most compelling ideas are then nurtured through to development. In the researcher's opinion, the IDC need strategic innovation, originated by people who can maintain their passion and commitment amidst setbacks and failure, people who possess the coping mechanisms, personal management and social skills to continue innovating, notwithstanding dire economic conditions.

The key concepts of resilience, emotional intelligence and innovation will be discussed next, followed by the research problem statement, research aims, research propositions, research paradigm, significance of the study, the theoretical framework, data collections and analysis, assumptions and limitations, and finally, concluding with a brief overview of the organisation of the dissertation.

1.2. Key concepts

1.2.1. Resilience defined

Resilience is defined as “the ability of a system to absorb external stresses” (Holling 1973; Haines 2009:498). Resilience is a system capability to create foresight, to recognise, to anticipate, and to defend against the changing shape of risk before adverse consequences occur (Woods 2005, 2006; Haines 2009:498). Resilience refers to the inherent ability and adaptive responses of systems that enable them to avoid potential losses (Rose and Liao 2005; Haines 2009:498). Resilience is the result of a system preventing adverse consequences; minimising adverse consequences; and recovering quickly from adverse consequences (Westrum 2006; Haines 2009:498).

Resilient people possess characteristics such as a staunch acceptance of reality; a deep belief that life is meaningful; and an uncanny ability to improvise (Coutu 2003:6). Resilient people feel competent and validated in the work they do, are given opportunities for growth and development, and feel that they are able to perform a variety of tasks (Viljoen 2008).

1.2.1.1. Resilience in the workplace

Resilience applied in the workplace, can be described as “the positive psychological capacity to rebound, or ‘bounce back’ from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility” (Luthans, 2002a:702). Within organisations, resilience resides in both the individual and organisational responses to turbulence and discontinuities. In the words of Burnard and Bhamra (2011:5583),

This involves both the ability to withstand systematic discontinuities as well as the capability to adapt to new risk environments. If ‘resilience’ is to be thought of as a system property, then it must be considered as an important aspect within the relationship between a particular socio-system and the operating environment of that system.

1.2.1.2. *Individual resilience*

Genet and Siemer (2011:380) conceived that trait resilience is a stable personality characteristic that involves the self-reported ability to adapt to emotional events and situations. Benard (1991) suggested that we are all born with innate resiliency; with the capacity to develop the traits commonly found in resilient survivors. These traits are social competence, which includes, responsiveness, cultural flexibility, empathy, caring, communication skills, and a sense of humour; problem solving, which includes planning, help-seeking, critical, and creative thinking; autonomy, which includes a sense of identity, self-efficacy, self-awareness, task-mastery, and adaptive distancing from negative messages and conditions; and a sense of purpose and belief in a bright future, which include goal direction, educational aspirations, optimism, faith, and spiritual connectedness.

According to Margolis and Stoltz (2010:4) the ability to bounce back from adversity hinges on uncovering and untangling one's implicit beliefs about it – and shifting how one responds. When people experience a difficult episode, they make quick assumptions about its causes, magnitude, consequences, and duration. They instantly decide whether it was inevitable, a function of forces beyond their control, or whether they could somehow have prevented it. A shift from this kind of reflexive thinking to “active” thinking on how best to respond is needed, where people ask themselves what aspects they can control, what impact they can have, and how the breadth and duration of the crisis might be contained. This dynamic of meaning making is the way resilient people build bridges from present-day hardships to a fuller, better constructed future (Coutu 2003:10).

Personality, according to Strumper (1990), is explained in terms of hardiness in light of resilience and thus is a global personality construct that moderates stress-health relationships. Personality hardiness consists of three components:

The first is *commitment* according to which an individual exhibits a belief in truth, importance and value of who they are and what they are doing, as well as a tendency to involve themselves actively in many situations in life (for example, work, family, friendship). The second is *control*, whereby an individual demonstrates a tendency to believe and act as if they can influence events in their life (similar to internal locus of control). The third is *challenge*, whereby an individual can cope with change, because instability is the norm in life, one's ability to adapt to change as it presents opportunities for personal growth and development becomes significant. Nicholls (2012:90) indicated that individuals high on resourcefulness use more self-control methods during a stressful encounter than individuals low on learned resourcefulness.

1.2.2. Emotional intelligence defined

Emotional intelligence is defined by BarOn (2005: 2) as “the array of non-cognitive capabilities that enables us to deal with environmental demands”. The Bar-On Emotional Quotient Inventory (Bar-On EQ-i) instrument was developed and is used to assess the presence and degree of emotional intelligence. Emotional intelligence is a much debated construct that has emerged from the theory of social intelligence. Seal and Andrews-Brown (2010:144) defined emotional intelligence as “the overlap between emotion and intelligence”, or more simply, “the intelligent use of emotions”. They concurred that this juxtaposition between emotion and intelligence assumes not only potential ability or capacity, but also preferred emotional patterns and active emotional behaviours. Correspondingly, Sterrett (2000:2) posited that emotional intelligence refers “to the array of personal management and social skills that allows one to succeed in the workplace and life in general”. This encompasses intuition, character, integrity, and motivation. It also includes good communication and relationship skills. Viljoen (2008:152) argued that if emotional intelligence were to be enhanced, leadership skill would improve proportionately, and thus, makes solid business sense.

Emotional intelligence has become a major topic of interest in scientific circles. Most descriptions, definitions and conceptualisations of emotional-social intelligence have included one or more of the following key components: First, the ability to recognise, understand and express emotions and feelings. Second, the ability to understand how others feel and relate with them. Third, the ability to manage and control emotions. Fourth, the ability to manage change, adapt and solve problems of a personal and interpersonal nature. Fifth, the ability to generate positive affect and be self-motivated (Bar-On 2006). Refer to paragraph 3.4.2 for more information on emotional intelligence theories.

The Multiple Intelligence Theory of Gardner (1983) is of particular interest. According to Gardner (1983) people possess a set of intelligences. The personal intelligences include intrapersonal and interpersonal intelligence. Gardner (1983) described intrapersonal intelligence as the capacity to discriminate among feelings, label them, and draw upon them as a means of understanding and guiding one’s behaviour, while the interpersonal intelligence is the ability to notice and make distinctions among other individuals’ moods, temperaments, motivations, and intentions (Gardner 1983:239; Prieto 2010). Intelligence is a mixture of several abilities and cannot just be measured on a single scale, namely the traditional methods of assessment. For a person to be successful in life, he/she needs to be collectively good at different things. Similarly, a well-balanced organisation should comprise of people who possess different mixtures of intelligences. This gives the group a fuller collective capacity than a group of specialists who have identical abilities. Gardner (1983) suggested that people should not be judged and developed according to an arbitrary and narrow

definition of intelligence. Instead, the vast range of capabilities that have a value in life and organisations should be rediscovered and promoted, and then people must be valued for who they are, what they can be, and helped to grow and fulfil their potential

Beaujean, Davidson, and Madge (2006) suggested that when people become conscious of their own inhibiting mind-sets, they are more capable of learning additional emotionally intelligent behaviours – such as abilities that affect entrepreneurial behaviours. The IDC need people who are self-aware, self-controlled, and confident, have empathy, and can motivate people (Bar-On 2006). The company needs emotionally intelligent agents who can interact socially and who innovatively strive to improve the status quo. EQi measures emotional intelligence and provides a picture of a person's life-coping skills. This includes aspects regarding his relationship with himself (self-regard, emotional self-awareness, assertiveness, independence and self-actualisation), his relationship with others (empathy, interpersonal relationships and social responsibility), his level of stress management (impulse control and stress tolerance), his degree of adaptability (reality testing, flexibility and problem solving), and his general attitude and disposition (happiness and optimism). These indicators portray what goes on inside a person and how it translates externally to the world “out there” (Bar-On 1996, 2003).

For the purpose of this research, the Benchmark of Engagement Quotient (BeQ™) model was used to measure resilience and emotional intelligence. It originated from extensive research conducted and documented in the doctoral thesis of Viljoen (2008). BeQ measures the interplay between assumptions and perceptions alive and well in organisations around constructs that contribute to the unleashing of individual voices, contributions, and gifts. The BeQ model is discussed broadly in paragraph 4.4 below. The construct of Resilience belongs to the individual domain of the model and refers to the degree to which members: report feeling competent and validated in the work they do, are given opportunities for growth and development, and feel that they are able to perform a variety of tasks (Viljoen 2008). The constructs to measure emotional intelligence according to the BeQ model, are a combination of the constructs:

Regard, which consists of the sub-constructs of self-regard, confidence, awareness, willingness to grow, and value add. Respect, which consists of the sub-constructs of dignity, being heard, consulted, getting feedback, and having voice), and Resilience, which consists of the sub-constructs of competency, adaptability, tenacity, perseverance, and efficacy. Viljoen (2008) suggested that high levels of regard, respect and resilience contribute to increased personal responsibility and value add (Inflow). Therefore, the higher the level of I-engage,

the more human energy is spent at the task at hand so that people “act” as if it is their own business. Innovation consequently follows on from this.

1.2.3. Innovation defined

Tidd, Bessant and Pavitt (2001:38) defined innovation as “a process of turning opportunity into new ideas and of putting these into widely used practice”. Innovation has received considerable attention as critical to securing sustainable competitive advantage in the marketplace. Many organisations are facing competitive challenges owing to the rapid pace of technological change (Hung, Lien, Fang and McLean 2010:425). Bates and Khasawneh (2005) suggested that innovation is equated with the adoption and application of new knowledge and practices, including the ability of an organisation to adopt or create new ideas and implement these ideas in developing new and improved products, services, and work processes and procedures.

Schumpeter’s theory (1934) on innovation centres on entrepreneurial innovations and their role as the key driver of economic growth. Schumpeter emphasised that entrepreneurship was the key motive force in the capitalist process, generating the innovations that would alter the rules (via “creative destruction”) by which an industry, or even economy, would operate (Schumpeter 1942). Schumpeter’s (1961:66) definition of innovation encapsulates the following five cases:

First, it is the introduction of a new good. It is one with which consumers are not yet familiar. It is the introduction of a new quality of good. Second, it is the introduction of a new method of production. It is one not yet tested by experience in the industry concerned. It may not have been founded upon a new scientific discovery, but it may exist in a new way of handling a commodity commercially. Third, it is the opening of a new market not previously been entered. Fourth, it is the conquest of a new source of supply, again irrespective of whether this source already exists or whether it has first to be created. Fifth, it is the carrying out of the new organisation of any industry, like the creation of a monopoly position or the breaking up of a monopoly position.

1.2.3.1. Innovation in the IDC

During 2011, an innovation department was established in the IDC to support innovation in the organisation. Staff can log their ideas electronically and points are allocated at each stage as the idea progresses to a next level until implementation. The originator of the idea consequently also is rewarded for a successfully implemented innovation initiative. Many internally focussed ideas – to improve working conditions within the organisation - have been submitted and many of these innovations have been implemented. The corporate innovation

process focuses on generating a collection of ideas at the outset and then qualifying, filtering, elaborating, promoting, and developing a few of these ideas. The process is often depicted as a multistage funnel that includes a variety of means for canvassing the organisation for ideas and a formal gating process for successively filtering the ideas. This limits the investment in "weak ideas" and increase commitment to a few good ideas as the funnel narrows (Cooper and Edgett 2007; Laffley and Charan 2008; Euchner and Henderson 2011:47). Employee innovativeness can thus be examined throughout the innovation process, from initial idea generation to product development, and eventually to product commercialisation, or the adoption of new processes or structures in the organisation (Parzefall, Seeck and Leppänen 2008:166).

The study of emotional intelligence and resilience in the IDC may provide fresh insights into how emotions can enhance ability to think and plan, and to solve problems in an innovative way. Emotions, if properly managed can lead towards more employee productivity, loyalty, productivity gains, innovations, goal achievements at personal, team and organisational level (Gondal and Husain 2013:157).

1.2.3.2. Innovation culture

Schein (2004) defined an organisational culture as employees' shared assumptions and beliefs about the organisation and its environment. Williams and McGuire (2010) submitted that since culture shapes the way people think about and behave in relation to risk, opportunities, and rewards, it should influence the nature of entrepreneurial activity and, by extension, economic outcomes. They proposed that innovative activities are necessary to maintain the technological progress and productivity improvements that generate prosperity. If indeed more innovation leads to greater prosperity, then better understanding is needed of the individual factors influencing innovation.

Dervitsiotis (2010:909) proposed that the organisational culture sets the basis for engaging the creative talents of employees provide opportunities for creative interactions and make good use of the ideas generated by other sources. He reasoned that key culture attributes include the prevailing degree of trust, the risk attitude for experimenting with new ideas, tolerance of failure, degree of diversity in education and ethnic background of employees, willingness to share knowledge and cooperate and others. Ironically, according to Patterson, Kerrin and Gatto-Roissard (2009), although culture unifies people's behaviour, it may also create barriers between people. Their beliefs and behaviour can contribute or block the process of developing and implementing new ideas.

Innovation culture is to be understood in terms of attitudes towards innovation, technology, exchange of knowledge, entrepreneurial activities, business, uncertainty (Hofstede 2001). Hofstede (1980) argued that people carry “mental programs” that are developed and reinforced through their experience, and that these “mental programs” contain a component of national culture. He identified four dimensions:

The first dimension is power distance that refers to the extent of power inequality among members of an organisational society. The second dimension is uncertainty avoidance that refers to the extent to which members of an organisational society feel threatened by and try to avoid future uncertainty or ambiguous situations. The third dimension is individualism and collectivism which describes the relationship between the individual and the collectivity. It reflects the way people live together. The fourth dimension is masculinity and femininity that refers to the extent of roles division between sexes to which people in a society put different emphasis on work goals and assertiveness as opposed to personal goals and nurturance.

Gorodnichenko and Roland (2010; 2011) found that the individualism-collectivism cultural dimension had an important and robust causal effect on innovation and long-term growth. They theorised that individualism emphasised personal freedom and achievement. Individualist culture awards social status to personal accomplishments such as important discoveries, innovations, great artistic or humanitarian achievements and all actions that make an individual stand out. They further suggested that collectivism, in contrast, emphasised entrenchment of individuals into a larger group. It encouraged conformity and discouraged individuals from dissenting and standing out. This research will explore individualistic emotional intelligence and resilience constructs within the collective IDC environment to gauge its contribution to innovation.

1.2.3.3. Innovation and creativity

Innovation is the manner in which new opportunities are sourced or the way in which ideas are brought to a profitable conclusion. The test of innovation lies in its success in the marketplace of ideas, rather than in its novelty alone (Fillis and Rentschler 2010:50). The literature defines a person with a high preference for innovation as being one able to monitor and be open to adopting the innovations necessary to adapt to changes in their environment (Welsch and Young 1982). Innovators communicate more and seek out all types of information to keep up with new opportunities (Durand, Newby and Sanghani 2008:195).

A change in the economy has been identified, moving from knowledge based activities to creativity, innovation, entrepreneurship and imagination (Van Den Broeck, Cools, and Maenhout 2008). Creativity has been viewed as the construction of ideas or products that are new and potentially useful (Amabile 1988). Creativity enables the entrepreneur to act on opportunities in ways that can result in competitive advantage for the organisation. It can provide the basis for innovation and business growth, as well as impacting positively on society generally (Bilton 2007).

For innovation to occur, creative ideas that have potential economic value - whatever the source of these ideas - need to be recognised, validated, and implemented. Zhou and George (2001) confirmed the relationship between creativity and innovation by stating that creativity is often the starting point for innovation and a critical resource for organisational success. Rego, Sousa, Pina e Cunha, Correia and Saur-Amaral (2007: 250), submitted that simply producing a large number of ideas is not the goal of creative performance. Rather, the goal is to solve problems, to create new products and services, to take advantage of business opportunities, and to improve organisation effectiveness. In a market economy, only a “small percentage” of individuals have the required “characteristics” necessary to exploit market opportunities successfully. To some extent alertness to new opportunities — that requiring “eye” to perceive them — “can be learned” (Schumpeter 1928:255; Endres and Woods 2010:586).

1.3. The research problem statement

It is clear that continuous innovation is a critical pre-requisite for sustainable organisational success. The IDC need resilient people, who can resist a downturn, recognise a new opportunity, recombine existing business practices, and capitalise on these innovations. At an individual level, resilient people cope better with the unexpected because they absorb strain and stress and are able to persevere. They positively adjust in the face of challenging conditions and this adds to the strength of the individual. Strengthening resilience will moderate people’s attitudes and attenuate their reaction to stress.

There are two parts to emotional intelligence: interpersonal (the ability to read other people’s moods, motives and other mental states), and intrapersonal (the ability to access one’s own feelings and to draw on them to guide behaviour). People need to have knowledge of social situations and the skill to perceive and interpret situations accurately in order to lead them to behave appropriately in a situation. Taking into cognizance the individuals’ emotional patterns relating to intrapersonal, interpersonal, stress management, adaptability, and general mood factors, the researcher will explore whether varying levels of emotional intelligence contribute to a person’s underlying potential to innovate.

1.4. Research aims

There are three aims to this study, namely: (1) To describe the impact of emotional intelligence on innovation; (2) To explore whether resilience contribute to innovation; and (3) To identify potential developmental areas for innovation in the IDC.

1.5. Primary research question

The following question was posed as the primary research question: Does engaging emotional intelligence and resilience contribute to innovation in the IDC?

1.5.1. Propositions for the study

The propositions for the research are listed below:

- (1) How does emotional intelligence impact on innovation?
- (2) How does resilience impact on innovation?
- (3) What can be done to optimise innovation in the IDC?

1.6. Research paradigm

The consensual set of beliefs and practices that guide a field is typically referred to as a “paradigm” (Morgan 2007:49). Morgan further argued for a version of paradigms as systems of beliefs and practices that influence how researchers select both the questions they study and methods that they use to study them. Similarly, Guba and Lincoln (1994:108) purported that paradigms can be characterised through their ontology, epistemology, and methodology – each aspect of which will be discussed briefly.

1.6.1. Ontology

Blaikie (1993:6) describes the root definition of ontology as “the science or study of being” and develops this description for the social sciences to encompass “claims about what exists, what it looks like, what units make it up and how these units interact with each other”. Similarly, Gruninger and Lee (2002:40) defined ontology as a formal explicit specification of a shared conceptualisation. A conceptualisation, in this context, refers to an abstract model of how people think about things in the world, usually restricted to a particular subject area. Guba and

Lincoln (1994) define it as assumptions about the nature of reality. Flowers (2009:1) posits that ontology describes people's views (whether claims or assumptions) on the nature of reality. Specifically, it enquires whether this is an objective reality (that really exists), or a subjective reality (that is only created in their minds).

The researcher adapted Constructivism (subjectivism) as an ontological orientation for this research. Some individuals come up with more innovative ideas than others do and people propose innovations for different reasons. They react to the world as they see it (their perception of their own reality) by relating to their personality, social influences, and internally constructed knowledge. As individuals influence organisational structures, new knowledge is created and people adjust in order to adapt to the world – and that will become their new reality.

1.6.2. Epistemology

Epistemology considers views about the most appropriate ways of enquiring into the nature of the world (Easterby-Smith, Thorpe and Jackson, 2008) and “what is knowledge and what are the sources and limits of knowledge” (Eriksson and Kovalainen, 2008). Blaikie (1993) describes epistemology as the theory or science of the method or grounds of knowledge, expanding this into a set of claims or assumptions about the ways in which it is possible to gain knowledge of reality; how what exists may be known; what can be known; and what criteria must be satisfied in order to be described as knowledge.

The researcher adapted Interpretivism as an epistemological position since the researcher was interested in how individuals and groups experience, interpret and make sense of social events and settings. Interpretivism takes as its starting point the belief that the most interesting questions are concerned not with ‘reality’ but other people's interpretations of it (Guba and Lincoln 1994). The researcher needed to confirm what is known today in order to succeed commercially in the future. New perspectives and views of what it means to innovate needed to be explored in order to expand personal innovation skills and to better articulate to others what one knows and how one knows it.

1.6.3. Methodological assumptions

This research study adopted a qualitative research method. Qualitative research is broadly defined as “any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification” (Strauss and Corbin 1990:17). A qualitative descriptive method was used to collect data within a single study in the IDC. Qualitative research is concerned with “the interpretation

of subjective meaning, description of social context and the privileging of lay knowledge” (Popay, Rogers, and Williams 1998:345).

Leech and Onwuegbuzie (2007) suggested that qualitative data provide natural occurring information that allows researchers to increase their understanding of phenomena. Miles & Huberman (1994) submitted that qualitative data tend to be collected in close proximity to the specific situation, for example through direct observation or interview, with the influence of the local context being taken into account and not being discarded. They stated further that qualitative data often contain some inherent “richness and holism, with strong potential for revealing complexity” (Miles & Huberman, 1994:10), which yield thick, rich descriptions that are contextualized (Onwuegbuzie & Leech, 2004).

Nastasi & Schensul (2005) advised that qualitative data are often collected over a long period, allowing for longitudinal analyses of historical, institutional, psychological, and social processes. Qualitative data, which often centre on people’s lived experiences, allow to study phenomena and strive to make sense of, or interpret, them with respect to the meanings people bring to them (Denzin & Lincoln, 2005b). Qualitative data, by stemming from the particular, facilitate studying how “cultural meanings might be exchanged and negotiated as a result of intracultural attempts to find solutions to problems” (Chambers 2000:856).

1.7. Significance of the study

The IDC has embarked on various organisation-wide employee engagement and innovation surveys over the past three years. The studies were strategically aligned to explore the prevailing culture within the IDC. The researcher intended to supplement the existing research by exploring individual-type emotional intelligence and resilience dynamics, and to explore whether it contributed to innovation in the IDC. It allowed for a new field of study and the researcher attempted to identify knowledge, insights, understandings, and new meanings for the topic under investigation.

1.8. Theoretical framework

A theoretical framework is a conceptual model of how one theorises or makes logical sense of the relationships among several factors that have been identified as important to the problem (Sekaran 2000). In essence, it attempts to integrate key pieces of information, especially variables in a logical manner, and thereby conceptualises a problem that can be tested (Radhakrishna, Yoder, and Ewing 2007:692). The theoretical framework for this study was sourced from the BeQ model described by Viljoen (2008). The BeQ model measures the interplay

between assumptions and perceptions alive and well in organisations around constructs that contribute to the unleashing of individual voices, contributions and gifts. The instrument utilised in this research added to, and supplemented previous research conducted internally to the IDC.

1.9. Data collection

Data collection in qualitative descriptive studies is typically directed towards “discovering the who, what, and where of events or experiences, or their basic nature and shape” (Sandelowski 2000:338). Data collection transpired in three ways. First, a questionnaire was sent out to one hundred and fifty IDC employees, containing twenty five questions relating to the individual domain of the BeQ instrument (Viljoen 2008) to test the constructs of emotional intelligence and resilience. Second, added to the questionnaire were five open-ended questions asked to provide a richer perspective on participants’ views on innovation. The open-ended questions were asked on the same questionnaire to relate it back to the emotional intelligence and resilience level of each participant. Third, a focus group was arranged with four members of the innovation team where ten open-ended questions were asked and discussed. It is briefly discussed below.

Although reference is made in this research to previous research findings in the IDC, it serves as a purely contextual purpose to provide background for this study (refer chapter 2). The various data collection methods allowed for rich answers to questions and gave valuable insight to the research. The researcher applied ethnography to describe, explore, and interpret how engaging emotional intelligence and resilience dynamics can contribute to innovation within the IDC community.

1.9.1. Sampling

The population comprised of employees in the employ of the IDC. Selective or purposeful sampling, a non-probability technique, was applied to study a representative group of the IDC population. According to Patton (1990:169), the

logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research.

The researcher used her judgement and knowledge of the participants and the environment to select the participative sample. Patton (2002:40) also observed that with purposive sampling “there is far less emphasis on generalising from

sample to population and greater attention to a sample “purposely” selected for its potential to yield insight from its illuminative and rich information sources”.

One hundred and fifty IDC employees were selected. The population comprised of participants with the following characteristics: The first group consisted of innovation ambassadors who may or may not have logged innovation ideas, and who may or may not have been successful in implementing it. The second group consisted of other staff members who have logged innovation ideas. It was not known whether they have been successful in implementing their ideas or not. The third group consisted of staff members who have never logged innovation ideas. The first and second groups were sourced from a list supplied by the innovation department. The information was extracted from the electronic innovation system that manages the logging of ideas. The third group was selected from an employee list that excluded members belonging to the first and second groups. In addition, fifty percent of the innovation department partook in a focus group discussion on the innovation culture within the IDC. Permission was granted by Mandala Consulting to use the BeQ Model for this research. Their contact details are available from their website on <http://www.mandalaconsulting.co.za>.

1.9.2. Questionnaire

Using the BeQ instrument (Viljoen 2008), a questionnaire containing twenty five individual domain (I-engage) questions, were sent out to gather purposeful information on individual resilience and emotional intelligence dynamics. The BeQ model is described broadly in paragraphs 4.4 below. It was deemed applicable to score individuals' I-engage quotient. Included with the BeQ questionnaire, were five open-ended questions to provide descriptive and narrative information on participants' views of innovation within IDC.

The Benchmark of Engagement (BeQ) (Viljoen 2008) score is an ethnographical research approach that indicates the I-engage, We-engage, and They-engage quotient. It measures perceptions around engagement on individual, group and organisational domains and bring industry and national cultural dynamics into the equation. It further reports on the interplay between assumptions and perceptions alive and well in organisations around constructs that contribute to the unleashing of individual voices, contributions and gifts. Figure 1.1 provides an overview of the model, but it is discussed in detail in paragraph 4.4.

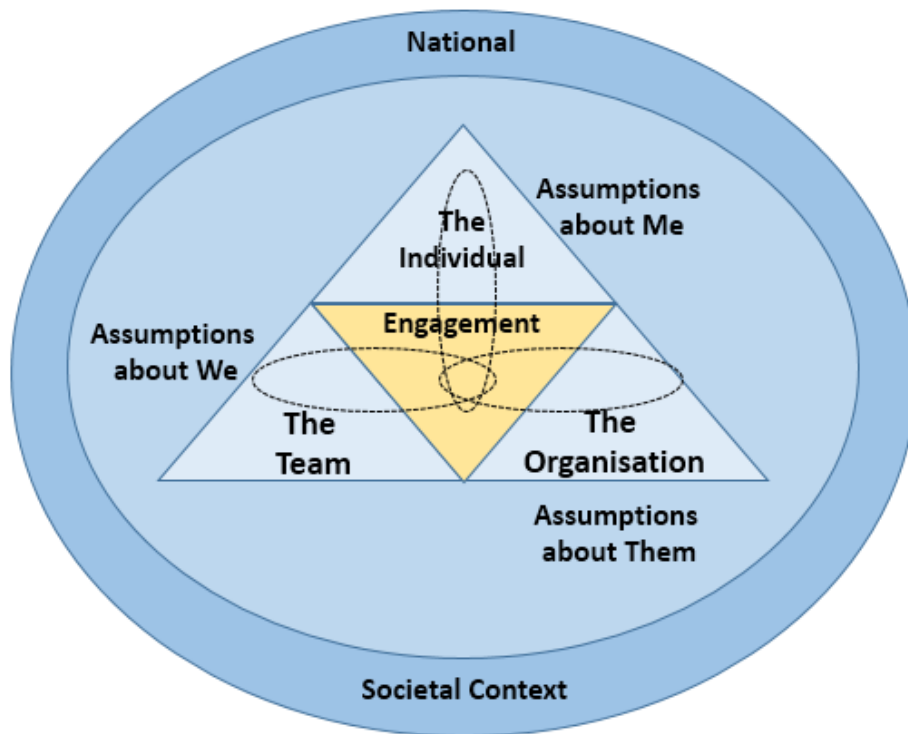


Figure 1.1: The BeQ Model
Source: Viljoen (2008)

The three objectives of the BeQ are:

First, to explore the relations between perceptions that influences organisational commitment and the unleashing of individual voices. Second, to understand the underlying assumptions as they pertain to the individual, the group, the organisation and the greater organisation. Third, to determine the level of engagement within the organisation.

Although the BeQ measures the constructs around understanding the organisation from an Individual, Team/Department/Section and Organisational perspective, this study focussed specifically on the Individual domain (I-engage) where perceptions around the self were scored according to the constructs of Respect, Resilience, Regard, Corporate Citizenship, and In-flow.

1.9.3. Focus group

Ten open-ended questions were specifically directed at a focus group consisting of members of the innovation team. For the focus group the researcher brought together four members of the innovation team (representing 50% of the department) to discuss the innovation. A topic guide provided by the researcher to aid the discussion and it was prepared prior to the session. The topic guide consisted of ten questions to ensure that the full range of the research

requirements was explored. The focus group session was voice recorded, transcribed (see Annexure A), and analysed.

1.9.4. Other solicited data

References made to three innovation capability surveys conducted internally to the IDC during 2009, 2011, and 2013 were purely contextual. This is discussed in paragraph 2.3.1. An employee engagement survey, conducted in 2011 in the IDC, was also referenced to provide a holistic view of the culture within the IDC (see paragraph 2.2.1).

1.10. Data analysis

The goal of qualitative data analysis is to uncover emerging themes, patterns, concepts, insights, and understandings (Patton, 2002). The researcher used descriptive statistics to categorise, analyse, and interpret the information according to the context in which it occurred. The context provides an important backdrop for all descriptive studies. (Pierce 1994:38). The research was conducted within the natural environment of the IDC where participants constructed their own meaning of events and interpreted it personally. Data analysis followed a general inductive approach. The researcher exported the data from Survey Monkey, an online survey tool, into Microsoft Excel and extracted it into manageable, but meaningful, chunks. Similar information was coded and grouped together to form categories. Themes emerged and formed a framework of interconnected ideas that were connected by a shared pattern. The conceptual framework was then interpreted by the researcher and referenced to the literature in an attempt to explain the phenomenon being studied.

The data analysis was ethnographic. The participants derived from of a distinctive group within the IDC. The researcher triangulated and converged the qualitative information (obtained from the open-ended questions and focus group session) with the findings of the BeQ questionnaire to support the conclusion. The descriptive model formed the basis for the causal loop diagram, discussed later in paragraph 5.6. The combination of the BeQ questionnaires, open-ended questions, and focus group session allowed for richer data collection and analysis.

Data sourced through the I-engage domain of the BeQ instrument (Viljoen 2008) analysed participants' emotional intelligence and resilience levels. The I-engage quotient is benchmarked as a percentage, and is an indicator of the amount of energy in a system to perform. Figure 1.2 below illustrates the different categories and the ranges within each of these categories.

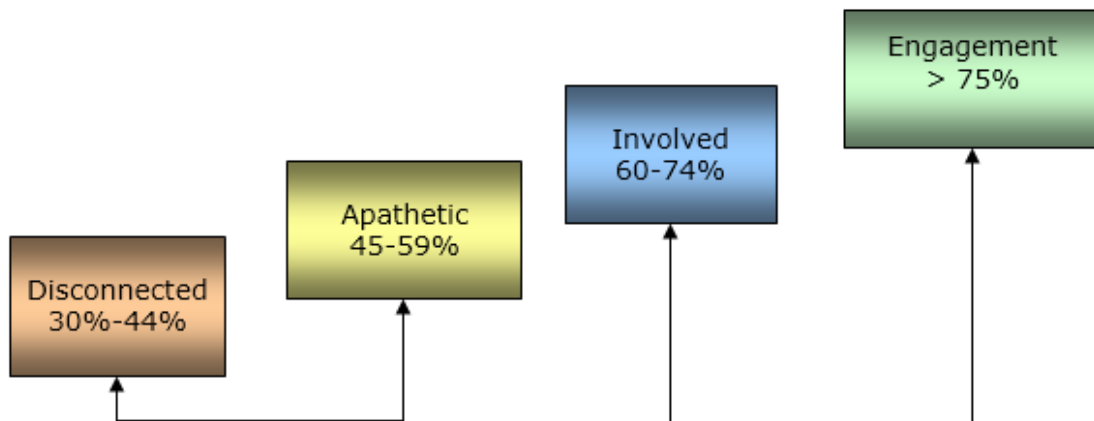


Figure 1.2: Engagement Quotient
Source: BeQ™ Accreditation Manual, Viljoen 2013

If the I-engage quotient is larger than 60%, a virtuous cycle is implied. This indicates an inspirational work environment where responsibility and commitment are present and manifest in productivity, staff retention, employee satisfaction, creativity and innovation, value based behaviour, good customer experience, safe behaviour, and positive stakeholder experience (Viljoen 2013).

If the I-engage quotient is between 45% and 59%, the dynamics in the organisation are neutral which, in terms of engagement, is indicative of apathy. The status quo will continue, however – there is not enough energy in the system to lead to change (Viljoen 2013).

If the I-engage quotient is below 45%, the dynamics in the organisation can be described as destructive or vicious, and without intervention, will lead to further destruction of conducive group dynamics. More incidents or other negative behaviours will occur. Since there is no tolerance for disagreements or voices, a blaming culture is characteristic of such an environment. (Viljoen 2013). The vicious cycle manifests in disengagement, absenteeism, high staff turnover, apathy, low morale, negative behaviour, poor service delivery, and incidents and accidents (Viljoen 2013).

1.11. Rigour

Davis (2007:574) observed that: “good qualitative research has equalled, if not exceeded, quantitative research in status, relevance, and methodological rigour”. Every attempt was made to provide rigour in the qualitative study. The researcher provided the participants with a motivation and thorough description of the steps taken in conducting the research. In addition, the researcher shared the open-ended questions with the innovation team prior to the commencement of the

research. Negative, as well as positive cases within the study were cited and the findings were shared with members of the innovation team. Similar themes and findings emerged that were comparable to previous innovation research conducted within the organisation. This confirmed the reliability or dependability of the research. Upon completion, the dissertation will also be made available to the innovation team to aid them with further research.

1.12. Assumptions and limitations of data

It was assumed that all participants were suitably qualified to participate in the study, since all participants have had exposure in some or other way with innovation in the IDC. It was also assumed that participants answered truthfully and accurately on the surveys based on their personal experience, and that participants responded honestly and to the best of their individual abilities.

A limitation or potential weakness of the study was that self-reported data are usually limited by the fact that it can rarely be independently verified. Self-reported data contain several potential sources of bias and this should be noted as a limitation to the study. The research was also limited by the extent of information provided by IDC staff.

1.13. Ethical considerations

The researcher committed to establish rapport throughout the data collection process, maintain professionalism and respect for all perspectives, and recognised each person as unique and valuable. Consent was obtained from all participants and only those staff members were used in the study. Annexure B is an example of the email that was sent out containing the link to the survey.

1.14. Organisation of the dissertation

Chapter two discusses the case of the IDC. Employment engagement is defined and deliberated on, and reference is made to an employee engagement survey done in 2011. Innovation culture is then defined and discussed and reference is made to three previous innovation surveys done during 2009, 2011, and 2013. The findings of the 2013 innovation culture are discussed next. The solicited information referred to in this chapter is provided solely for contextual purposes and is not triangulated into the findings of this research.

Chapter three consists of the literature review and contains information on national and organisational culture. The chapter concludes with a perspective on the three variables of the research, namely emotional intelligence, resilience and innovation.

Chapter four discusses the population and purposive data sampling method, as well as the qualitative research methodology adopted for the research. Data collection and analysis, as well as the BeQ model, specifically the constructs and sub-constructs of the I-engage domain, are discussed in detail.

Chapter five discusses the data collection and data analysis methods of the research. The purposive sampling method, as well as descriptive statistics of each of the BeQ constructs, which are also presented graphically, is discussed. The chapter concludes with an analysis of the responses to the open-ended questions on the questionnaires and the focus group session.

Chapter six discusses the research findings in terms of the research variables, including each of the constructs of resilience, emotional intelligence, and its contribution to innovation.

Chapter seven discusses the concluding remarks and recommendations. The research aims are confirmed and potential future research is proposed.

The case of the IDC will be discussed next.

CHAPTER 2 : THE IDC CASE

2.1. Introduction

In this chapter the case of the IDC will be discussed and information will be provide on previously solicited data sourced from an employment engagement survey, conducted in 2011, and three innovation capability surveys, conducted in 2009, 2011, and 2013 respectively. Although the data referred to in this chapter will not be triangulated with the findings of this research, it is noted here for contextual purposes only to provide a more holistic view of the topic under discussion.

The IDC has a staff complement of more than eight hundred people who work together mostly in open plan offices. Although a lot of situations result in positive emotions (for example goal achievement, involvement, receiving recognition, coping with challenges), there are an equal amount of negative emotions prevalent in the workplace (for example lack of support, incompetence, receiving mixed messages from management, task problems, and cultural diversity issues). This became evident from staff commentary on the intranet blog, as well as discussions held during the 2012 Quantum Leadership sessions for managers where the inadequacy of communication from executive management was highlighted.

2.2. Employee engagement defined

Kahn (1990:692) formally defined engagement as,

the simultaneous employment and expression of a person's preferred self in task behaviours that promote connections to work and to others, personal presence (physical, cognitive, emotional) and active, full performances.

Kahn's engagement concept is motivational because it refers to the allocation of personal resources to role performance and to how intensely and persistently those resources are applied. The engagement focuses on the positive aspects of a person's job. Employee engagement is employee willingness and ability to help their company succeed, largely by providing discretionary effort on a sustainable basis (Little and Little 2006; Ariani 2013). Christian, Garza, and Slaughter (2011) theorised that employee engagement is fundamentally a motivational concept that represents the active allocation of personal resources toward the task associated with a work role. Employee engagement is a positive attitude held by the employee towards the organisation and its value. When employees are engaged in their work, they increase the occurrence of behaviours that promote efficient and effective functioning of the organisation (Ariani 2013).

There are three groups of employees according to Yuan and Lee (2011). First, is the “Engaged Employee”, who is ardent about his job and has a sense of personal responsibility and obligation of what they should do to contribute in a meaningful way to their company. Second, is the “Non Engaged Employees”, who lacks energy during the performance of their jobs. Third, is the “Actively Disengaged Employees”, who are unhappy with their job and always informs everybody about it. In addition, they constantly keep trying to make those engaged employees disengaged (AbuKhalifeh and Som 2013).

According to Viljoen (2013) it is the task of leadership to ensure that the maximum number of employees engage the maximum amount of energy in terms of the strategy and the values of the organisation, and that, through involvement and participation, tacit knowledge and wisdom be unleashed and aligned. As Jung (1953) said, “As within, so without”. Viljoen (2013) described the level of engagement as the systemic result of the interplay between the individual potential, the group potential and the organisational potential within the context of a specific industry or a national culture. This level of engagement then correlates directly with business indicators such as productivity, production, safe behaviour, customer centricity, and talent retention. The drivers of employee engagement within the IDC, and the findings of the 2011 employee engagement research, will be discussed briefly.

2.2.1. Solicited data from IDC employment engagement survey: 2011

An employee engagement leadership-driven survey conducted during November 2011 in the IDC included everyone from the most senior level all the way to the front line staff. The purpose for the exercise was driven by the fact that new challenges and change evolved in the operating environment of the IDC – with specific reference to stakeholders’ needs for innovations and demand for exceptional performance. The chief executive officer acknowledged that in order for the IDC to stay relevant and deliver on its mandate, it needed to drive a culture of high performance and employee engagement. In an IDC Exco Policy Meeting held on 8 September 2011, it was revealed that the average response rate from the survey was 71.75 percent and the design framework for the survey included the following key drivers and variables:

The first driver was *Leadership*. It was revealed that staff had confidence in all leaders and their direction, management, understanding of the day-to-day experience, communication and ability to keep IDC successfully competing. The second driver was *Execution*, which referred to “getting things done”, and included processes, resources, cooperation, empowerment, tools and efficiency. The third driver was *Achievement*, which referred to reward and benefits, and linked to

recognition and progression. The fourth driver was *Talent*, which referred to people development, training, growth, advancement, and career opportunities. The fifth driver was *Innovation*, which referred to support for new ideas and enabling new approaches and ways of working. The sixth driver was *Strategy*, which referred to ensuring that each employee sees how he/she contributes to the success of IDC in a constantly changing market (High Performance Employee Engagement Survey, IDC Exco Policy Meeting held on 8 September 2011).

Figure 2.1 below depicts the overall 2011 survey results for the IDC employee engagement drivers:

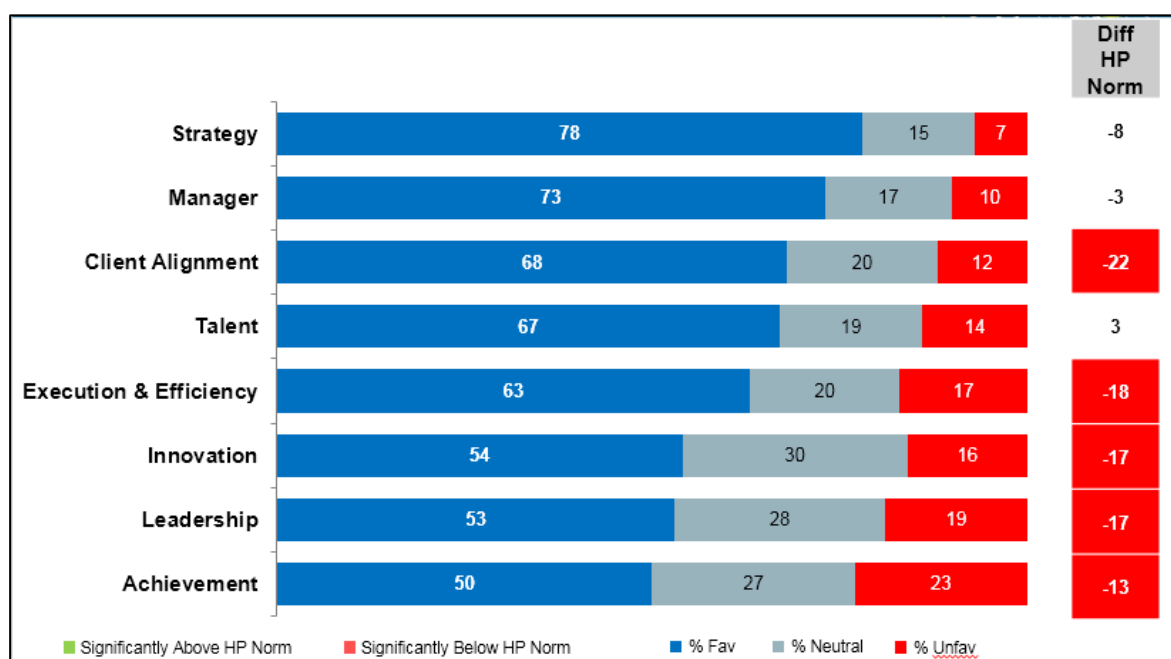


Figure 2.1: Overall results for the IDC employee engagement drivers
(Source: High Performance Employee Engagement Survey 2011)

According to figure 2.1 the top four results of the Employee Engagement survey in 2011 were Engagement, Strategy, Achievement, and Talent. Engagement indicated that whilst scores were on par with the High Performance (HP) norm, most other categories fell significantly below this benchmark. Strategy indicated that employees knew how to help IDC meet its objectives, but were less confident in the strategy, and were not convinced it made the changes necessary to achieve its mandate. Achievement indicated that employees were critical of the way their performance was recognised and rewarded and did not believe advancement occurred because of high performance. Talent indicated that employees were content with their training and advancement opportunities (High Performance Employee Engagement Survey, IDC Exco Policy Meeting held on 8 September 2011).

Figure 2.2 below illustrates the innovation driver results of the 2011 employee engagement survey.

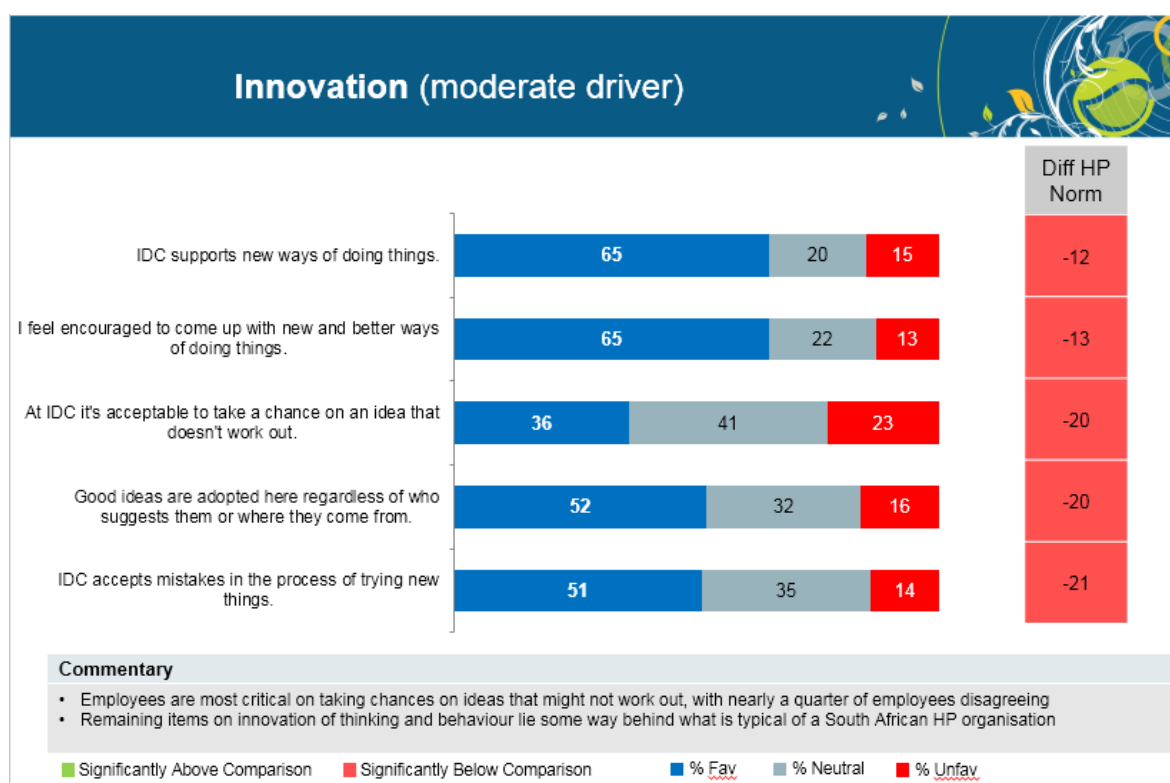


Figure 2.2: Innovation results for the IDC employee engagement drivers
(Source: IDC High Performance Employee Engagement Survey 2011)

Earlier results of innovation as a key driver in the 2011 employee engagement survey reaffirmed the fact that innovative thinking and behaviour in IDC was not on par to the benchmarked norm of a highly innovative organisation. The results of figure 2.2 showed that:

Only 65% of participants agreed that IDC supports new ways of doing things, 20% remained neutral, and 15% replied negatively. On the statement: "I feel encouraged to come up with new and better ways of doing things", 65% replied positively, whilst 22% remained neutral, and 13% responded negatively. Only 36% felt that it is acceptable to take a chance on an idea that does not work out, whilst 41% remained neutral, and 23% responded negatively. 52% of respondents felt that good ideas are adopted regardless of who suggest them or where they come from, whilst 32% remained neutral, and 16% responded negatively. 51% of people agreed that mistakes are accepted in the process of trying new things, whilst 35% remained neutral, and 14% responded negatively.

2.3. Innovation Culture defined

An innovative culture is one that embraces innovation, growth, new resources, values flexibility, adaptability, creativity, risk taking, and entrepreneurship (Deshpande, Farley, and Webster 1993; O’Cass and Viet Ngo 2007; Chen, Lin, Lin, & McDonough 2012). A low innovative culture decreases organisational receptivity to transformational leadership because receptivity is a function of the extent to which the context shows openness or responsiveness to change (Pawar and Eastman, 1997). A highly innovative culture is more conducive to transformational leadership while the absence of an innovative culture makes it more difficult for the transformational leader to stimulate employee willingness and efforts towards technological innovation. In this sense, innovative culture can be seen as an enhancer (Howell & Avolio 1993; Jung, Wu, & Chow 2008, Chen, Lin, Lin, & McDonough 2012).

2.3.1. Solicited data from innovation culture surveys: 2009, 2011, 2013

The research literature on the characteristics and behaviours associated with innovative people in organisations is immense, in both magnitude and diversity. Three innovation culture surveys conducted independently for all staff internally to the IDC during the three years of 2009, 2011 and 2013 aimed to establish how staff perceived their working environment in terms of innovation. Figure 2.3 below was solicited from the 2013 survey, conducted by Innocentrix, and presents a comparison of the innovation drivers for the periods 2009, 2011, and 2013.

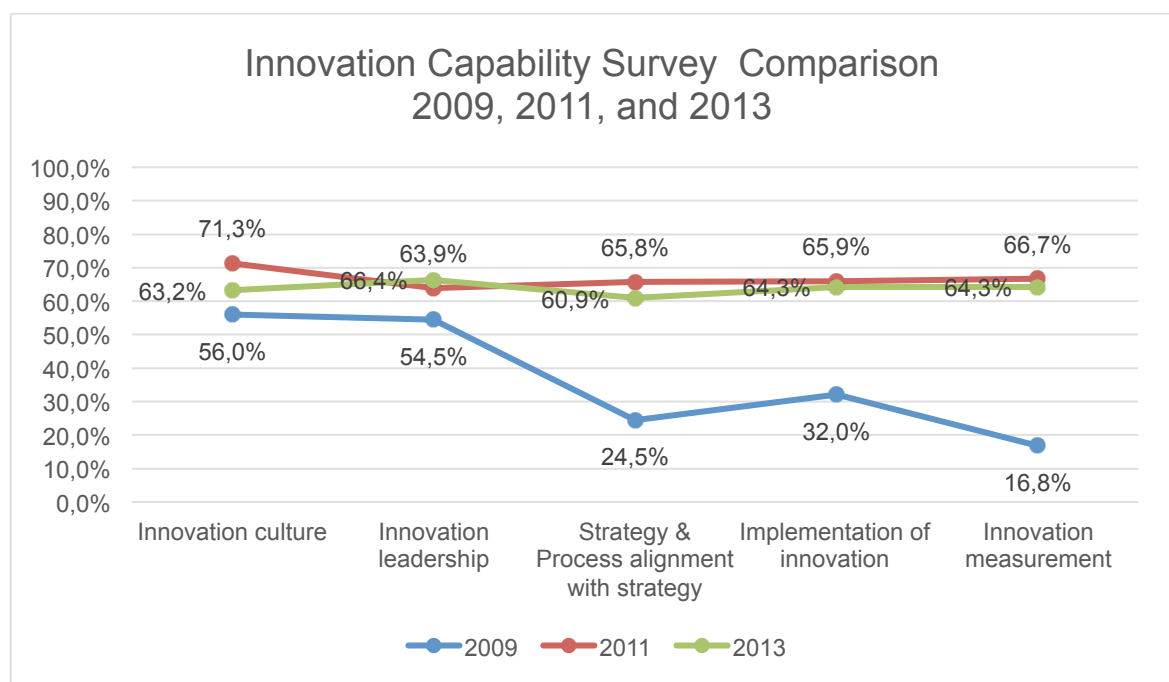


Fig 2.3: IDC Innovation Capability Survey Comparison – 2009, 2011, and 2013.

Source: Innocentrix, September 2013

With reference to figure 2.2 above, according to the 2009 innovation survey, the innovation culture index resulted in a low score of 56%. A similar innovation survey was conducted again in 2011 and resulted in a much-improved score of 71.3%. The 2013 IDC innovation culture index result as determined by Innocentrix, presented a score of 63.2%, resulting in an 8.1% decline compared to the 2011 score. IDC leadership was viewed as an innovation strength at 66.4% in 2013 compared to 63.9% in 2011. Strategy and process alignment with strategy was cited as the second biggest decline at 4.9%, from 65.8% in 2011 to 60.9% in 2013. However, a slight decline, implementation of innovation and innovation measurement compared very similar in both years of 2013 and 2011. The 2013 innovation results highlighted culture, communication, time allocation and responsibility clarification as the main attention-seeking issues.

The purpose for the 2009, 2011, and 2013 innovation capability surveys presented in figure 2.2 above, were to understand the root causes of innovation barriers, as well as to identify those factors that support innovation. The findings, based on a narrative database and interpretations made during a sense-making workshop reflected the experiences of the IDC community. The following aspects of innovation were revealed at an Exco Policy Meeting held on 13 March 2013:

The innovation process did not work optimally because it was too cumbersome and too slow. Strategically aligned innovation was not always understood and thus, the focus of innovation was not sufficiently driven towards business imperatives. The IDC is a traditionalist company driven by values such as “hard work” and “conscientiousness” (also sometimes negatively associated with the behaviour of “control and power”). The IDC has good values. People appeared to have a lot of respect for each other and for diversity in cultures in general and this may make it difficult to challenge each other openly, to receive constructive criticism and ideas or show disagreement or differences between job levels. There were two broad categories of employees: those who were very ambitious, competent, driven and hardworking; and those who were complacent, displayed apathy in their work and appeared disconnected, disillusioned and non-performing. Silo-mentality is found amongst specialist and professional employees. There were many professional experts; however, highly qualified and skilled people portrayed an isolated, territorial approach to work and this resulted in individual-type behaviour. Concerning the purpose of IDC, employees sometimes balanced their own needs of what they expected the IDC should give them with the larger IDC purpose (IDC Innovation Culture Research, Exco Policy Meeting held on 13 March 2013).

2.3.2. 2013 Innovation Survey results

Information from the corporate-wide 2013 IDC innovation capability survey (compiled by Innocentrix) is being referred to here. The population for the survey consisted of five hundred and twenty participants (of which thirty five represented innovation ambassadors), seven one-on-one executive interviews, and four focus groups discussions that included forty one staff members. The following findings were extracted from the 2013 Innocentrix survey results:

2.3.2.1. General findings

The IDC received an Innovation Index Score of 63.8% for innovation culture, compared to 66.8%, the score of the previous assessment done in 2011 (Innocentrix 2013). According to Innocentrix (2013), the IDC's innovation activities compare favourably to the Public Sector Innovation Index result of 44.3%.

The areas for improvement that were highlighted for the IDC were that there were too many superfluous ideas logged and higher quality ideas were required. Internal collaboration and feedback mechanisms were inadequate. This is noted equally important for ecosystem and partner integration and collaboration. Information sharing was misaligned and reward allocation was unrealistic. Management reporting was ineffective and improved measures for innovation tracking and return on investment needed to be put in place.

The results stated that more emphasis needed to be placed on the building of a culture/DNA for innovation. External collaboration needed to be established with the innovation ecosystem. Improved reward and recognition mechanisms needed to be established, and the IDC regional offices needed to buy-in and make use of innovation ambassadors. The following themes that emerged from the innovation capability survey were as follows:

2.3.2.2. Innovation leadership

The 2013 Innocentrix survey yielded that with regard to innovation at leadership level, there is strong innovation leadership experienced at Executive level. Business Unit Heads are not perceived as engaged enough, or lacking. Comments about leadership are generally made with caution, and innovation is seen as an additional activity removed from day to day duties. Leadership commitment is waning and they must re-invigorate the innovation message. Innovation leadership is perceived as having veto rights and innovation is viewed by some as a "grudge purchase". More time and space should be created for innovation activities. The innovation team is perceived as helpful and leading well.

Innovation skills development and rotation of staff are suggested by participants to ensure a constant flow of skills and experience (in the innovation team as well as throughout the organisation).

2.3.2.3. Strategy and process alignment with strategy

Strategy and process alignment is viewed as the weakest pillar. Also this item remained most constant from the previous assessment. Staff aged between twenty five to thirty years are the least optimistic about strategy and process alignment for innovation based outcomes. The main themes that emerged were that only 30.9% of participants knew what the IDC's innovation objectives were. Focus group discussions revealed that most have heard about the IDC's innovation objectives, but have not been made aware of it in recent times. It was agreed that the detail were made available, but that a push rather than pull marketing approach is being employed by the innovation department. More attention should be given to long-term strategic innovation planning. Innovation ambassadors should communicate more often on the innovation strategy and its alignment with the IDC's mandate. The innovation system is perceived as being functional but not user-friendly and sufficient feedback is seriously lacking. The system is experienced as cumbersome and in need of re-evaluation. Higher quality ideas should be surfaced to ensure impact. The innovation review committee should consist of cross-functional, experienced and innovation-savvy individuals.

2.3.2.4. Innovation culture

The themes that were identified for the innovation culture were that people have bought into, and understood the importance of innovation. Risk aversion and fear of failure was an obstacle. Innovation was perceived as an ad-hoc activity, and should be supported more visibly by leadership (especially at business unit level). Collaboration and teamwork were under-valued. Innovation reward and recognition was not timely nor was it valued by the organisation.

2.3.2.5. Innovation challenges

The major IDC innovation challenges according to Innocentrix, were that leadership needed to re-invigorate and sustain leadership passion. A culture for innovation and sustaining momentum in terms of communication and branding, reward and recognition mechanisms, training, and innovation ambassadors should be entrenched. Process and roadmap design should be done for effective implementation, and strategic innovation review. Innovation should be aligned with objectives. There should be a focused impact with higher quality of ideas and

measurement mechanisms. Measurement should be put into place for improved external collaboration and involvement, ecosystem involvement and co-creation.

2.4. Summary

The case of the IDC has been noted. The prominence of employee engagement was defined and conceptually described. Solicited data of an employee engagement survey and three previous innovation surveys, were provided for background. The chapter concluded with the findings of the 2013 IDC innovation survey.

CHAPTER 3 : LITERATURE REVIEW

3.1. Introduction

In this chapter the relevant literature sourced to support this research paper will be discussed. Concepts of national and organisational culture will be considered. The constructs of emotional intelligence, and resilience, as well as the BeQ model, the instrument that were used to score it, will be discussed. The chapter will conclude with a discussion on innovation and the competencies required for it.

3.2. National Culture

The worldview of the country in which an organisation operates can provide valuable context to the dynamics reported by the BeQ™-study (Viljoen 2013). Hofstede (2011:3) proposed that:

culture is a collective phenomenon and that national culture is one of the many factors shaping organisational culture next to such factors as personality of founder, feelings of insecurity, expectations of stakeholders and type of technology in use. Within each collective, there is a variety of individuals. If characteristics of individuals are imagined as varying according to a bell curve, the variation between cultures is the shift of the bell curve when one moves from one society to the other.

Hofstede warned however, that although culture and personality are statistically linked; there is a wide variety of individual personalities within each national culture, and national culture scores should not be used for stereotyping individuals (Hofstede 2011:8).

3.2.1.1. *Individualism*

The core element of individualism is the assumption that individuals are independent of one another (Oyserman, Coon, and Kemmelmeier 2002:3). Hofstede (1980) defined individualism as,

a focus on rights above duties, a concern for oneself and immediate family, an emphasis on personal autonomy and self-fulfilment, and the basing of one's identity on one's personal accomplishments.

Waterman (1984) defined normative individualism as,

a focus on personal responsibility and freedom of choice, living up to one's potential, and respecting the integrity of others.

Schwartz (1990) defined individualistic societies as

fundamentally contractual, consisting of narrow primary groups and negotiated social relations, with specific obligations and expectations focusing on achieving status.

According to Oyserman *et al.* (2002) with regard to self-concept, individualism implies that (a) creating and maintaining a positive sense of self is a basic human endeavor (Baumeister 1998); (b) feeling good about oneself, personal success, and having many unique or distinctive personal attitudes and opinions are valued (Oyserman and Markus 1993; Triandis 1995); and (c) abstract traits (as opposed to social, situational descriptors) are central to self-definition (Fiske, Kitayama, Markus, and Nisbett 1998). Second, with regard to well-being, individualism implies that open emotional expression and attainment of one's personal goals are important sources of well-being and life satisfaction (Diener and Diener 1995; Markus and Kitayama 1991). Third, individualism implies that judgment, reasoning, and causal inference are generally oriented toward the person rather than the situation or social context because the decontextualised self is assumed a stable, causal nexus (Choi, Nisbett, and Norenzayan 1999; Miller, 1984; Morris and Peng 1994; Newman 1993). Last, with regard to relationality, individualism implies a somewhat ambivalent stance. Individuals need relationships and group memberships to attain self-relevant goals, but relationships are costly to maintain (Kagitcibasi 1997; Oyserman 1993).

3.2.1.2. *Collectivism*

Oyserman *et al.* (2002) observed that the core element of collectivism is the assumption that groups bind and mutually obligate individuals. First, with regard to the self, collectivism implies that (a) group membership is a central aspect of identity (Hofstede 1980; Hsu 1983; Kim 1994; Markus and Kitayama, 1991) and (b) valued personal traits reflect the goals of collectivism, such as sacrifice for the common good and maintaining harmonious relationships with close others (Markus & Kitayama, 1991; Oyserman, 1993; Triandis, 1995). Second, with regard to well-being and emotional expression, collectivism implies that (a) life satisfaction derives from successfully carrying out social roles and obligations and avoiding failures in these domains (U. Kim, 1994; Kwan & Singelis, 1998; Markus & Kitayama, 1991) and (b) restraint in emotional expression, rather than open and direct expression of personal feelings, is likely to be valued as a means of ensuring in-group harmony. Third, with regard to judgment, causal reasoning, and

attributions, definitions of collectivism suggest that (a) social context, situational constraints, and social roles figure prominently in person perception and causal reasoning (Miller, 1984; Morris & Peng, 1994) and (b) meaning is contextualised and memory is likely to contain richly embedded detail. Last, with regard to relationality, definitions of collectivism imply that (a) important group memberships are ascribed and fixed, viewed as “facts of life” to which people must accommodate; (b) boundaries between in-groups and out-groups are stable, relatively impermeable, and important; and (c) in-group exchanges are based on equality or even generosity principles (U. Kim, 1994; Morris & Leung, 2000; Sayle, 1998; Triandis, 1995). As this research focuses on individual-type behaviour within a corporate environment, the researcher will suffice with only the individualistic and collectivistic cultural indexes of Hofstede, and explore organisational culture next.

3.3. Organisational culture

Martins and Martins (2003:380) stated the general definition of organisational culture as “a system of shared meaning held by members, distinguishing the organisation from other organisations”. Furthermore, Arnold (2005:625) indicated, “organisational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organisation its distinct character”. Hofstede (2011:1) defined culture as “the collective programming of the mind that distinguishes the members of one group or category of people from others”. Johnson (1990) compared organisational culture of an organisation to that what personality is to an individual. Martins and Martins (2003:382) further argued that a strong culture could serve as a substitute for formalisation. This suggested that the formal rules and regulations prescribed by an organisation which guide and regulate employee behaviour, could be internalised by organisational members, eliminating the need for written documentation.

It can be argued that organisational culture is central to sustaining performance, and competitive advantage. Organisational norms, values and beliefs have a strong affect upon performance and sustainability (Awadh and Saad 2013:169). The loyalty of employees relies upon the knowledge and awareness of culture that improves the behaviour of the organisation (Brooks 2006; Awadh and Saad 2013:168). It manifests in organisational behaviours and strategies that support the organisational goals. According to Viljoen (2008) climate and culture studies are used to measure perceptions in organisations to determine how people feel at a point in time. The degree to which people are happy, satisfied, content with and committed to their organisation will determine their level of willingness to participate, contribute and add value to the organisation in which they work. The converse is also true. Corporations with bureaucratic culture are comparatively stable, mature and cautious in operation. Innovative culture by necessity involves a move away from old, sometimes comfortable and seemingly effective ways of

doing business by understanding innovative process and commitment to its policies (Shieh 2011).

According to Schein (2009:3) culture resided within individuals, but it is also the hidden force that mostly drives behaviour both inside and outside organisations. He proposed that in every new social situation, whether people are aware of it or not, they function as “leaders” in that they not only reinforce and act as a part of the present culture, but also often begin to create new cultural elements. This interplay of culture creation, re-enactment, and reinforcement creates an interdependency between culture and leadership. Trefalt (2013:1803) theorised that workplace relationships, the ongoing connections between people in a workplace, importantly shape individuals’ organisational lives. Organisational life, in turn, affects workplace relationships.

Relationships fulfil the human need to belong (Baumeister and Leary 1995) and help people to define themselves (Bateson 1980). The interactions that constitute relationships are characterised by some degree of mutuality, so that each relationship partner considers the other’s behaviour, albeit not necessarily in a cooperative way (Hinde 1997; Trefalt 2013:1805). To preserve relationships, individuals seek to follow the rules of relationships and to meet the expectations of their relationship partners (Argyle and Henderson 1984; Clark and Mills 1979; Fiske 2004, Trefalt 2013:1805). Not “fitting” into the organisational culture may alienate employees, decrease their motivation and negatively affect their overall attitude towards the organisation (LeBaron 2005, Viljoen 2008:11).

The behaviour of employees in a company and the sense they make of their actions forms part of their organisational culture. It affects the way they interact with each other, their customers, and their stakeholders. Innovation relies on the skills and knowledge of the practitioners. Ultimately, innovation is a means to an end, a competence for generating profitable growth opportunities and improving the organisation’s overall competitiveness (Chen and Muller 2010:3). According to Chen *et al.* (2010) managers should go beyond measuring the results of innovation – they should also assess the extent to which the company’s skills, processes, culture, and conditions support the conversion of innovation resources into opportunities for business renewal.

Viljoen (2008:91) theorised that “in order for any transformation (for example change in culture so as to appreciate diversity) to be successful all aspects of the organisational culture should be conducive to the projected outcome”. Therefore, “organisational culture will have to be transformed in order to ensure sustainable change, as new behaviours will be needed and old paradigms transformed into new ones” (Viljoen 2008:60).

3.4. Emotional intelligence

It is undeniable that emotional strengths and social abilities often contribute to social and occupational success. Lowman (2002:159) defined emotional intelligence as:

an ability to reason with emotions and to use emotions to enhance thought. Emotional intelligence constitutes a set of learnable skills that have cognitive, behavioural, physiological, and social components.

Lowman (2002) further observed that included amongst emotional intelligence skills are the abilities to use verbal and nonverbal cues, context, and knowledge of psychological dimensions to identify and regulate the emotional of oneself and others, to activate emotions at the right time and place, and to the right degree, and to apply these processes adaptively in social interactions. Bar-On (2008) proposed that positive emotions may enhance entrepreneurial creativity, including opportunity recognition, and positive emotions influence an entrepreneur's ability to turn past experiences into present solutions through heuristic processing.

According to Petrides, Pita, and Kokkinaki (2007) trait emotional intelligence (or trait emotional self-efficacy) is a constellation of emotional self-perceptions located at the lower levels of personality hierarchies. The construct concerns people's self-perceptions of their emotional abilities, and the affective aspects of personality are listed in Table 3.1 below.

Table 3.1: The Sampling Domain of Trait Emotional Intelligence in Adults
Source: Trait Emotional Intelligence Questionnaire (TEIQue), Petrides 2009.

The Sampling Domain of Trait Emotional Intelligence in Adults

Facets	High scorers view themselves as ...	Sample item
Adaptability	... flexible and willing to adapt to new conditions.	I usually find it difficult to make adjustments to my lifestyle. (R)
Assertiveness	... forthright, frank, and willing to stand up for their rights.	When I disagree with someone, I usually find it easy to say so.
Emotion expression	... capable of communicating their feelings to others.	Others tell me that I rarely speak about how I feel. (R)
Emotion management (others)	... capable of influencing other people's feelings.	I'm usually able to influence the way other people feel.
Emotion perception (self and others)	... clear about their own and other people's feelings.	I often it difficult to recognize what emotion I'm feeling
Emotion regulation	... capable of controlling their emotions.	When someone offends me, I'm usually able to remain calm.
Empathy	... capable of taking someone else's perspective.	I find it difficult to understand why certain people get upset with certain things. (R)
Happiness	... cheerful and satisfied with their lives.	Life is beautiful.
Impulsiveness (low)	... reflective and less likely to give in to their urges.	I tend to get 'carried away' easily. (R)
Optimism	... confident and likely to 'look on the bright side' of life.	I generally believe that things will work out fine in my life.
Relationships	... capable of maintaining fulfilling personal relationships.	I generally don't keep in touch with friends. (R)
Self-esteem	... successful and self-confident.	I believe I'm full of personal strengths.
Self-motivation	... driven and unlikely to give up in the face of adversity.	I tend to get a lot of pleasure just from doing something well.
Social awareness	... accomplished networkers with superior social skills.	I can deal effectively with people.
Stress management	... capable of withstanding pressure and regulating stress.	I'm usually able to deal with problems others find upsetting.

Table 3.1 lists the emotional intelligence traits (Petrides 2009) that correlate well with the emotional intelligence constructs contained within BeQ model (Viljoen 2008). This research will however not make use of Petrides' TEIQue model, and the facets of emotional intelligence contained therein are purely referred to for context. The constructs that make up emotional intelligence within the I-engage domain of the BeQ model (and that are being used for this research), are *Respect* (measuring dignity, being heard, being consulted, getting feedback, and having voice); *Regard* (measuring self-regard, confidence, awareness, willingness to grow, and value add); and *Resilience* (measuring competency, adaptability, tenacity, perseverance, and efficacy) and will be discussed in paragraph 3.4.3 below..

3.4.1. The conflicting side of emotional intelligence

The Dark Triad, according to Petrides, Vernon, Schermer, and Veselka (2011), comprising narcissism, Machiavellianism and psychopathy, represents a collection of subclinical, socially aversive traits. Narcissism is defined by a grandiose self-concept, as well as by feelings of entitlement and superiority. Machiavellianism entails the display of cold and manipulative behaviours that stem from a lack of conventional morality, and subclinical psychopathy is characterised by high impulsivity and thrill seeking, paired with low anxiety and empathy.

According to the heterogeneous model of psychopathy (Levenson, Kiehl, and Fitzpatrick 1995; Petrides, Vernon, Schermer, and Veselka 2011), it comprises two subtypes, primary psychopathy consists of the interpersonal-affective dimensions characterised by callous traits and cruelty; and secondary psychopathy consists of the impulsive–antisocial dimension that is defined by irresponsibility and socially deviant behaviours. Malterer, Glass, and Newman (2008) found that primary psychopathy was negatively associated with attention to feelings, suggesting that individuals with high scores on this psychopathic subtype exhibit a decreased tendency to pay attention to their own emotions. Secondary psychopathy, however, was negatively correlated with mood repair, suggesting that high scorers on secondary psychopathy are less confident about regulating their moods and repairing negative emotions (Petrides, Vernon, Schermer, and Veselka 2011). According to Petrides et al. (2009), emotional intelligence was positively related to narcissism and negatively related to Machiavellianism and psychopathy. Narcissists have an exaggerated sense of self-worth, and have been positively correlated to self-esteem (Raskin, Novacek, & Hogan 1991).

3.4.2. Emotional intelligence theories

Emotions and emotional intelligence have been established as being highly relevant aspects of the workplace (Lowman 2002:178). The concept of emotional intelligence has become fragmented with various definitions, models, assumptions, measures and outcomes. According to Seal and Andrews-Brown (2010:144) the content domain of emotional intelligence provided fundamental concerns and the multitude of models and measures proposed divided along three major streams of research. It is characterised as competing paradigms of emotional intelligence, based on their underlying assumptions and methods for measurement. The three paradigms are: (1) emotional quotient (EQ), developed by Bar-On (1988), that focuses on psychological well-being and uses the Emotional Quotient Inventory or EQ-i to assess emotional intelligence (Bar-On, 1997); (2) emotional ability, developed by Salovey and Mayer (1990), that focuses on emotional reasoning that facilitates thought and uses the Mayer-Salovey-Caruso Emotional Intelligence Test or MSCEIT to assess emotional intelligence (Mayer, Salovey, and Caruso, 2008); and (3) emotional competence, originated by Goleman (1995), that focuses on behaviours that impact performance and uses the Emotional Competency Inventory or ECI to assess emotional intelligence (Boyatzis and Goleman, 2002).

Emotional intelligence became a popular subject to explore in the 1990's after the publication of Daniel Goleman's work, "Emotional intelligence: Why it can matter more than IQ" (1995). It has been explored, debated and developed in a number of ways since the 1920's and the term became more common in the 1950's. The earliest work, by Robert Thorndike (1920), defined the concept of emotional intelligence as "the abilities to understand others and to act or behave wisely in relation to others." Thorndike (1920) proposed the existence of a construct very similar to emotional intelligence, namely social intelligence. Thorndike suggested that intelligence could be organised under three broad dimensions: mechanical, abstract, and social. A person's level of mechanical intelligence reflected an ability to manage things and mechanisms; abstract intelligence was an ability to manage and understand ideas and symbol; and social intelligence referred to an ability to understand and manage people (that is an ability to handle interpersonal situations) (Newsome, Day, and Catano 2000:1006).

Goleman (1995) defined emotional intelligence as "the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." Goleman (1995) suggested that successful life outcomes are more a function of emotional rather than cognitive intelligence. He proposed several definitions for this construct, including "a set of abilities which include self-control, zeal and persistence, and the ability to motivate oneself"; and the ability to "control impulse and delay gratification, to

regulate one's moods and keep distress from swamping the ability to think, to empathise, and to hope" (Newsome *et al.* 2000:1005).

Salovey and Mayer (1990) defined emotional intelligence as "the ability to perceive and understand emotional information, or more specifically to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Salovey and Mayer, 1990:189). Mayer and Salovey (1990) argued that social intelligence is related to a more global construct, emotional intelligence, which comprises a group of abilities that are distinct from the traditional verbal-propositional/spatial-performance dimensions of intelligence. They presented a conceptual framework of emotional abilities that they believed constituted emotional intelligence. The framework reflected a four-level hierarchy ranging from basic psychological processes to more complex integrative processes. The ability to perceive, appraise, and express emotion is at the lowest level, the second level reflects an ability to use emotions to facilitate cognition. The ability to understand and analyse emotions constitutes the third level, and the ability to regulate emotions to facilitate emotional and cognitive growth reflects the most complex level of emotional intelligence (Mayer and Salovey, 1990; Newsome *et al.* 2000:1006).

Bar-On (1997:14) was the first to use the abbreviation EQ (Emotional Quotient), and defined it as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". This conceptualisation led to his developing a self-report measure, the Emotional Quotient Inventory (EQ-i) (Lowman 2002:170). The Emotional Quotient Inventory (EQ-i), that assesses emotional intelligence, was found to be a predictor of job performance (Bachman, Stein, Campbell, and Sitarenios 2000; Handley 1997; Grubb and McDaniel 2007:44); better than cognitive ability (Jae 1997; Grubb and McDaniel 2007) and academic achievement (Parker 2002; Grubb and McDaniel 2007). The EQ-i attempts to measure both personality and intellectual dimensions, as well as emotional dimensions. Bar-On (1997) explained that emotional intelligence includes one's emotional, personal, and social dimensions of general intelligence:

Emotional intelligence involves abilities, competencies, and skills related to understanding oneself and others, relating to peers and family members, and adapting to changing environmental situations and demands (Bar-On 1997:1).

Bar-On (1997:14) defined his model of emotional intelligence as a "mixed model" because it is

an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures

Bar-On (2002:1) explained that emotional intelligence includes one's emotional, personal, and social dimensions of general intelligence.

Emotional intelligence involves abilities, competencies, and skills related to understanding oneself and others, relating to peers and family members, and adapting to changing environmental situations and demands.

Therefore the EQ-i paradigm of Bar-On (1997) may be viewed as the preferred patterns individuals have when faced with emotional environmental demands. According to Viljoen (2013) the ability to deal with environmental demands manifests in emotional maturity.

3.4.3. From EQ-i to BeQ

This research used the Benchmark of Engagement (BeQ) instrument (Viljoen 2008) which overlaps on some constructs with the Bar-On model. It was developed by Viljoen (2008) who, over a period of 15 years, worked extensively in the field of Organisational Change and Development in a variety of industries and documented her findings in the ethnographic and phenomenological study presented in her doctoral thesis. It measures the perceptions of individuals, and the perceptions of groups and organisations as well as diversity factors underlying beliefs and assumptions within an organisation in the specific dynamic of the culture in which the organisation operates.

In this study the individual domain of the BeQ instrument was used to measure emotional intelligence. According to Viljoen (2008) the I-engage domain of the BeQ model measures emotional intelligence and is also a good indicator of the change resilience of the individual, namely the ability to deal with ambiguity and adaptation. It is aligned with Bar-On EQ-i theory (1997). The constructs were designed over a period of three years with the assistance of an external statistical analysis expert. Content validity was done by triangulation and the quantitative data was tested with more than fifty thousand individuals in forty two countries. Validity was sufficiently confirmed.

What makes the BeQ unique is its ability to describe national culture, to diagnose causal relationships and to customise interventions that are aligned to what the organisation requires at that time. It is based on ethnographical principles and it is contextually translated.

3.4.4. Innovation and emotional intelligence

The relationship, and immense significance and relevance between innovation and emotional intelligence have been well established (Zhou and George 2001; Barczak, Lassk and Mulki 2010:332; Chopra and Kanji 2010:973; Rego, Sousa, Pina e Cunha, Correia and Saur-Amaral 2010: 250). Further links between innovation and emotional intelligence have been supported by Suliman and Al-Shaikh (2007), neuroanatomy (Heilman, Nadeau, and Beversdorf, 2003), psychological flexibility (Georgsdottir and Getz, 2004), and emotions (Rank and Frese, 2008).

According to Shalley, Zhou, and Oldham (2004) one of the primary factors in innovation is creativity. Henderson (2004:294) defined creativity as “the production of novel ideas or products that solve a problem, fit a situation, or accomplish a goal with significance in broader social context” (Steel, Rinne, and Fairweather 2012:5). Chopra and Kanji (2010:973) argued that emotional intelligence has immense significance and relevance for self-emotional management, development of human potential, relationship management, teamwork, effective leadership, job performance, organisational development, creativity and innovation, educational development, and stress reduction.

Castro, Gomes and de Sousa (2012:172) proposed that: (1) emotional intelligence implies that people are aware of their own emotions - individuals are able to understand their emotional activity as well as the role of these emotions in regulating their behaviour; (2) it is assumed that emotionally intelligent people are aware and understand others’ emotions; and that (3) the emotional intelligence concept entails the idea that people are able to manage their own and other people’s emotions - individuals can use emotional activity to achieve specific goals and carry out particular activities. Therefore, levels of emotional intelligence are likely to accentuate people’s inclination to engage in the innovation process (Zhou and George 2003). Resilience is a sub-construct of emotional intelligence and will be discussed next.

3.5. Resilience in perspective

Resilience is characterised by “the ability to bounce back from negative emotional experiences” according to Tugade and Frederickson (2008:322). People with high resilience are likely to also have great insight (self- and other- awareness) in judging theirs’ and others’ strengths and limitations. Resilience is an outcome of well-developed emotional intelligence and can be used to manage emotions by drawing on a positive affective outlook (Tugade and Frederickson, 2008).

In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life (Albert Bandura).

According to Viljoen (2008) resilience refers to the degree to which members report feeling competent and validated in the work they do, are given opportunities for growth and development and feel that they are able to perform a variety of tasks. Members' levels of perseverance in terms of their ability to perform well under pressure, is also measured here. In sum: Resilience refers to the ability of the organisation and individuals to deal with challenges effectively.

Higher cognitive intelligence implies better analytical, creative, and practical problem-solving abilities (Sternberg, 1998; Friborg, Barlaug, Martinussen, Rosenvinge, and Hjemdal 2005.). Intelligent people are more knowledgeable and are expected to have better self-help skills (Ross, 1972), and can cope more actively when faced with stress (Cederblad, Dahlin, Hagnelt, and Hansson 1995). One defining feature of those with high resilience is the positive social orientation they show towards other people (Werner 2001). They have good social skills, thrive in social contexts and generally make a positive impression of themselves. Furthermore, if the social style of the individual is to be experienced as positively by others, it should be authentic, empathic and warm (Werner 2001). Werner and Smith (1992) found that resilient individuals were more achievement oriented and pursued more education (Friborg *et al.* 2005:31).

3.5.1. Trait resilience

More than education, more than experience, more than training, a person's level of resilience will determine who succeeds and who fails (Coutu 2003).

Trait resilience is a stable personality characteristic that involves the self-reported ability to flexibly adapt to emotional events and situations (Genet and Siemer 2011:380). Trait resilience can be further conceptualised as a stable personality characteristic that involves the ability to bounce back from negative life events and adapt to both significant negative life events and more minor everyday stressors (Block and Kremen 1996; Ong, Bergeman, Bisconti, and Wallace 2006, Genet and Siemer 2011:381). Although referred to as a stable personality characteristic, resilience can be learned, since individuals adapt and grow in the face of adversity (Masten and Reed 2002; Richardson 2002).

The construct of trait resilience also involves flexibility in adapting to change. Block and Kremen (1996) defined employee psychological resilience as a "traitlike"

ability to bounce back from adversity and hardship and to adapt to shifting demands. Resilient people tend to proactively prepare for hardships and minimise the impact of stressful events on themselves by using their psychological resources effectively (Fredrickson, Cohn, Coffey, Pek, and Finkel, 2008).

Hanson (2002) theorised that personal resilience is a critical competency for sustaining high performance as the demand for creative thinking, quick decision-making and focused execution continues to increase (Viljoen 2008:83). The researcher argues that employees high in psychological resilience, as opposed to those low in resilience, will be prone to respond more positively to change, and in turn, to innovation.

At the heart of resilience is a belief in oneself—yet also a belief in something larger than oneself. Resilient people do not let adversity define them. They find resilience by moving towards a goal beyond themselves, transcending pain and grief by perceiving bad times as a temporary state of affairs... It is possible to strengthen your inner self and your belief in yourself, to define yourself as capable and competent. It is possible to fortify your psyche. It is possible to develop a sense of mastery (Marano 2003).

Resilience is not an extraordinary gift, or a rare trait that results only from genetic variables, but rather it is a common adaptive human process. It is not only by adapting and coping with changes and difficulties, but most importantly, it incorporates the concept of emerging from the adversity stronger and more resourceful (Richardson 2002, Warner and April 2012:54).

3.5.2. Organisational resilience

The certainty and stability of 'how it used to be' can be consigned as a workplace relic; it is naive to think the stability of yesterday will return (Treas, 2010). Organisations must strive and continually adapt in order to sustain competitiveness and remain viable within uncertain environments (Burnard and Bhamra 2011:5581). Within organisations, resilience resides in both the individual and organisational responses to turbulence and discontinuities. The time has come for innovative approaches to life in general - a fundamental change in human beings' relationships with each other and their environment. Resilience requires alternatives as well as awareness – the ability to create a plethora of new options as compelling alternatives to dying strategies (Hamel and Välikangas 2003:4). Change resilience is needed in organisations, corporately as well as on an individual level, in order to endure long-term change and the ability to adjust to environmental demands (Siebert 2005; Viljoen 2008:39).

3.5.2.1. Coutu's building blocks of resilience

Coutu (2003:7) submitted that resilience was constructed from three building blocks: First, A sense of reality. This is a common belief that resilience stems from an optimistic nature, and that this is true only as long as such optimism does not distort a sense of reality. In extremely adverse situations, rose-coloured thinking can be disastrous. Second, is a search for meaning. This purports that reality is closely linked to the propensity of making meaning in terrible times. Coutu (2003:8) stated that resilient people devise constructs about their suffering to create some sort of meaning for themselves and others. This dynamic of meaning making is the way resilient people build bridges from present-day hardships to a fuller, better-constructed future. Third, is ritualised ingenuity. This is the ability to make do with whatever is at hand. Claude Lévi-Strauss (1962) called this skill "Bricolage". Bricolage in the modern sense can be defined as a kind of inventiveness, an ability to improvise a solution to a problem without proper or obvious tools or materials. When situations unravel, bricoleurs muddle through, imagining possibilities where others are confounded (Coutu 2003:14). The building blocks as described by Coutu (2003) above can be closely related to the sub-constructs of resilience of the BeQ model described in paragraph 4.4 below. In this research, the BeQ model was used to measure levels of resilience in the IDC.

3.5.3. Innovation and resilience

The term 'innovative resilience' links innovation to resilience. It implies that true innovative resilience lies in recognising and managing underlying principles that lead to innovative practices. As noted earlier, the challenge for managers is to find ways to adopt business in order to prosper within, or even survive, the pending environmental change. This is referred to as developing organisational resilience (Sutcliffe and Vogus 2003, Dewald and Bowen 2010:198).

It is not always easy for traditionalist organisations to abandon the embedded "old ways" and change to unproven new technologies or business models. The link between innovation and resilience has been supported by Välikangas and Romme (2012) in their theory that operational resilience is the ability to bounce back after a crisis, whilst strategic resilience is the ability to turn threats into opportunities and to identify opportunities earlier than competitors. Ates and Bititci (2011:5601) maintained that for organisations to be more sustainable and resilient, the delivery of innovative responses to the market through continuous change and improvement is necessary.

3.6. The significance of innovation

Steel, Rinne and Fairweather (2012:4) described the innovation process as follows:

The originator of an idea or widget is the inventor. While an inventor is an initiator, innovation, itself, is a social process that not only includes but also extends beyond the inventor. It is a multifactorial process that is primarily social in nature but whose outputs can be reflected by gains in one or more value categories.

Moore and Westley (2011:5) proposed that demands for innovation have increased rapidly as fundamental change in relationships between humans, and with the environment, have surfaced. The consequences of procrastination, acting on ill-informed decisions, and the lack of capacity to transfer ideas from recognition to action may result in catastrophic ramifications for businesses. It is generally agreed that innovation refers to the process of converting research results, ideas, inventions or scientific discoveries into commercially successful products, processes, services or systems (Suh 2010:895). Thus, innovation is the process of finding alternative, more effective ways to address challenges and seize opportunities. In addition, resilience is the capacity to adapt in constructive ways. Innovation refers to change, whereas resilience is survival (<http://neworleansinstitute.net/reports/> accessed on 5/11/2013).

Innovative organisations need creative employees to generate new ideas for product or process innovation (Dul and Ceylan 2011:12). A company that needs to compete on innovation needs its employees not only for reaching productivity goals, but also for generating new business ideas. Employee creativity is the production of novel and potentially useful ideas for solving problems and for developing new products, services, processes, systems, and work methods. (Amabile 1996:1).

According to Zhou and George (2001:546) creativity is an inherently difficult endeavour and entails hard work and frustration. As both one of the most inspiring and difficult of human endeavours, creativity involves coming up with something that challenges the status quo. People often feel more comfortable sticking to the routine and familiar, rather than heading down an unfamiliar and risky path (Staw 1995:161). Thus, attempting to create something new is often accompanied by anxiety and uncertainty.

When a creative activity fails to bear fruit despite the creator's effort, the creator experiences anxiety and despair; when a creative activity shows promise or delivers a satisfactory outcome, the creator experiences excitement and hope (Csikszentmihalyi 1996:57).

Innovation can be seen as a successful implementation of creativity and something that produces economic value, whereas creativity has to do with idea production (Scott and Bruce 1994). Parzefall, Seeck and Leppänen (2008) argued that every innovation requires creativity, but creativity does not necessarily lead to innovation. Individuals cannot perform creatively if they do not believe and have confidence in their creative ability. In addition to creative ability, a person's creative self-efficacy also depends on the individual's personality and work environment (Chong and Ma 2010:234). Employee innovativeness can be argued to cover a broader range of behaviours than creativity.

3.6.1. Innovation competencies

The definition of innovation competency encompasses the development of new insights into situations, the questioning of conventional approaches, the encouragement of new ideas and innovations, and the design and implementation of new or innovative programs or processes (Von Oech 1998). Table 3.2 below summarises the core competencies of innovation.

Table 3.2: Core competencies of innovation
(Source: http://www.innovationinpractice.com/innovation_in_practice/2011/04/innovation-competency-model.html, accessed 3/12/2013)

Core Competencies of Innovation	
Creativity	
Generating ideas	Coming up with a variety of approaches to problem solving.
Critical thinking	Logically identifying how different possible approaches are strong and weak, and analysing these judgments.
Synthesis/Reorganisation	Finding a better way to approach problems through synthesising and reorganising the information.
Creative problem solving	Using novel ideas to solve problems as a leader.
Enterprising	
Identifying problem	Pinpointing the actual nature and cause of problems and the dynamics that underlie them.
Seeking improvement	Constantly looking for ways that one can improve one's organisation.
Gathering information	Identifying useful sources of information and gathering and utilising only that information which is essential.

Core Competencies of Innovation	
Independent thinking	Thinking 'outside the box' even if this sometimes may go against popular opinion.
Technological savvy	Understanding and utilising technology to improve work processes.
Integrating Perspectives	
Openness to ideas	A willingness to listen to suggestions from others and to try new ideas.
Research orientation	Observing the behaviour of others, reading extensively, and keeping your mind open to ideas and solutions from others. Reading and talking to people in related fields to discover innovations or current trends in the field.
Collaborating	Working with others and seeking the opinions of others to reach a creative solution.
Engaging in non-work related Interests	Being well-rounded and seeking information from other fields and areas of life to find novel approaches to situations.
Forecasting	
Perceiving systems	Acknowledging important changes that occur in a system or predicting accurately when they might occur.
Evaluating long-term consequences	Concluding what a change in systems will result in long-term.
Visioning	Developing an image of an ideal working state of an organisation.
Managing the future	Evaluating future directions and risks based on current and future strengths, weaknesses, opportunities and threats.
Managing Change	
Sensitivity to situations	Assessing situational forces that are promoting and inhibiting an idea for change.
Challenging the status quo	Willingness to act against the way things have traditionally been done when tradition impedes performance improvements.
Intelligent risk-taking	Being willing and able to take calculated risks when necessary.
Reinforcing change	Encouraging subordinates to come up with innovative solutions. Recognising and rewarding those who take initiative and act in a creative

Core Competencies of Innovation	
	manner. Facilitating the institutionalisation of change initiatives.

According to Table 3.2 there are five core innovation competencies, namely creativity, enterprising, integrating perspectives, forecasting, and managing change.

Creativity comprises coming up with a variety of approaches to problem solving, logically identifying how different possible approaches are strong and weak, and analysing these judgments, finding a better way to approach problems through synthesising and reorganising the information, and using novel ideas to solve problems as a leader. Enterprising involves pinpointing the actual nature and cause of problems and the dynamics that underlie them, constantly looking for ways that one can improve the organisation, identifying useful sources of information and gathering and utilising only that information which is essential, thinking 'outside the box' even if this sometimes may go against popular opinion, and understanding and utilising technology to improve work processes. Integrating perspectives encompass a willingness to listen to suggestions from others and to try new ideas, observing the behaviour of others, reading extensively, and keeping your mind open to ideas and solutions from others, working with others and seeking the opinions of others to reach a creative solution, and being well-rounded and seeking information from other fields and areas of life to find novel approaches to situations. Forecasting comprises acknowledging important changes that occur in a system or predicting accurately when they might occur, concluding what a change in systems will result in long-term, developing an image of an ideal working state of an organisation, and evaluating future directions and risks based on current and future strengths, weaknesses, opportunities and threats. Managing change consist of assessing situational forces that are promoting and inhibiting an idea for change, a willingness to act against the way things have traditionally been done when tradition impedes performance improvements, being willing and able to take calculated risks when necessary, and encouraging subordinates to come up with innovative solutions (including recognising and rewarding those who take initiative and act in a creative manner, and facilitating the institutionalisation of change initiatives).

3.7. Summary

The link between national culture and organisational culture has been noted and the variables for this research, namely emotional intelligence, resilience, and innovation have been discussed. In engaging resilience and emotional intelligence for innovation the researcher will conclude that it is just as important to have engaged people who can face adversity and keep advancing, and people who are

emotionally intelligent and matured to understand, empathise and negotiate, as it is to have innovators that come up with countless ways to reinvent the business. In the next chapter, the methodology for this research will be discussed.

CHAPTER 4 : METHODOLOGY

4.1. Introduction

This chapter discusses the population and data sampling method, the research methodology, as well as the data collection and analysis. Furthermore, the BeQ model (Viljoen 2008) is discussed in detail, with particular emphasis on the constructs of the individual domain (I-engage), which was used as instrument to measure emotional intelligence and resilience.

4.2. Population and data sampling

Of the eight hundred employees employed at the IDC, one hundred and fifty people were invited to partake in the study. Seventy four of these people responded to the questionnaire sent to them. Additionally, four innovation team members attended a focus session (representing 50% of the department). Selective or purposeful sampling, a non-probability technique, was applied to study a representative group of the IDC population. The participants were divided in three groups. The first group consisted of innovation ambassadors who may or may not have logged innovation ideas, and who may or may not have been successful in implementing it. The second group consisted of other staff members who have logged innovation ideas. It was not known whether they have been successful in implementing their ideas or not. The third group consisted of staff members who have never logged innovation ideas. The first and second groups were sourced from a list supplied by the innovation department. The information was extracted from the electronic innovation system that manages the logging of ideas. The third group was selected from an employee list that excluded members belonging to the first and second groups.

4.2.1. Purposeful sampling

A purposive sample refers to a selection of units based on personal judgement rather than randomisation. It is also called judgemental sampling and is in some way “representative” of the population of interest without sampling at random (Elder 2009). Judgmental sampling is sampling without statistical measurement. The researcher reflected some knowledge on the topic, and used her judgement and knowledge of the participants and the environment to select the participative sample.

4.3. Research methodology

4.3.1. Qualitative research

A qualitative research methodology was adopted for this research. Qualitative research methods focus on discovering and understanding the experiences, perspectives, and thoughts of participants - that is, qualitative research explores meaning, purpose, or reality (Harwell 2011:148). The major characteristics of traditional qualitative research are induction, discovery, exploration, theory/hypothesis generation, the researcher as the primary “instrument” of data collection, and qualitative analysis (Burk Johnson and Onwuegbuzie 2004:18).

Denzin and Lincoln (2005:3) argued that

qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Harwell (2011:149) further alluded that qualitative research methods are also described as inductive, in the sense that a researcher may construct theories or hypotheses, explanations, and conceptualisations from details provided by a participant. Embedded in this approach is the perspective that researchers cannot set aside their experiences, perceptions, and biases, and thus cannot pretend to be objective bystanders to the research.

Qualitative research is very helpful, and sometimes necessary, for exploring local meanings of phenomena and the interactions that create these meanings. Such exploration offers the possibility of stimulating the development of new understandings about the variety and depth with which organisational members experience important organisational phenomena (Bartunek and Seo 2002).

4.3.2. Data collection

Powell, Mihalas, Onwuegbuzie, Suldo, and Daley (2008:293), surmised that, “by definition, assessment, whether for purposes of program planning or treatment, necessitates the consideration of multiple sources of data”. Frels and

Onwuegbuzie (2012) demonstrated that regardless of the philosophical stance, collecting quantitative data via psychometrically sound quantitative instruments during the qualitative interview process enhances interpretations by helping researchers better contextualise qualitative findings.

For this research data collection was a threefold process. The researcher compiled a Likert-type questionnaire in accordance with the BeQ Model (Viljoen 2008), included open-ended questions, and facilitated a focus group session. Similar studies have been found in the literature wherein the researcher(s) developed and utilised interview-type formats that contained both open-ended and closed-ended items (Brannen 2005). Frels and Onwuegbuzie (2013:188) calls for an even more rigorous process of

combining qualitative open-ended interview questions with items from one or more relevant (standardised) quantitative instruments (for example Likert-format scales, rating scales) that possess adequate psychometric properties (that is adequate score reliability; adequate score validity stemming from adequate content-related, criterion-related, and construct-related validity), whenever available, which allow the researcher(s) to contextualise further the qualitative interview responses. Extracting standardised quantitative information, which represents only Level one complexity on Ross and Onwuegbuzie's (2011) quantitative analysis continuum, alongside qualitative information from qualitative interviews enhances both representation and legitimisation of the phenomenon of interest.

4.3.2.1. Questionnaires

The researcher compiled a questionnaire, containing twenty five questions based on the I-engage domain of the BeQ model (Viljoen 2008). The questions measured, by means of a Likert scale measurement ranging from 1 to 5, participants' attitudes and behaviours in terms of Respect, Regard, Resilience (which collectively forms the measurement for Emotional Intelligence), as well as Corporate Citizenship and In-flow. Although the results yielded quantifiable data, combined with the open-ended question within the same questionnaire, it provided valuable information. The BeQ model is discussed broadly in paragraph 4.4 below. The questionnaire was compiled electronically and sent via a link in an email to the participative sample.

4.3.2.2. Open-ended questions

Included in the questionnaire were five descriptive open-ended questions to gauge participants' views on innovation within the IDC. The intent for combining the BeQ questions with open-ended questions was to acquire rich information on

participants' emotional intelligence and resilience dynamics, and to combine it with their views on innovation.

4.3.2.3. *Focus group*

Focus groups are dynamic group discussions used to collect information (Harrell and Bradley 2009). A free-flowing discussion was held with members of the innovation team. The entire team was invited, but only 50% attended. Ten questions were directed to them to source their views on the innovation culture within IDC. The juxtaposing of the three data gathering methods added insight and rich data collection.

4.3.3. *Data analysis*

Content analysis is a method of analysing written, verbal or visual communication messages (Cole 1988). Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action (Krippendorff 1980). Content analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through content analysis, it is possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (Cavanagh 1997, Elo and Kyngäs 2008).

Data analyses took an inductive approach through the emergence of conceptual categories and descriptive themes, since participants constructed their own meaning of events or situations. The researcher used descriptive statistics to categorise, analyse, and interpret the responses to the open-ended questions according to the context in which it occurred. The researcher interpreted the conceptual framework of the topic and attempted to explain in a transparent way how a conclusion was reached.

The process to interpret the open-ended questions consisted of grouping similar data bits together and comparing bits within a pile. The questionnaires were exported from Survey Monkey, an online survey tool, into Microsoft Excel. It was extracted into manageable, but meaningful, chunks and read through the data several times. Similar information was coded and grouped together to form categories. Themes emerged and formed a framework of interconnected ideas that were connected by a shared pattern. The themes are discussed in detail in chapter five. The conceptual framework was then interpreted by the researcher and referenced to the literature in an attempt to explain the phenomenon being studied.

4.3.3.1. Descriptive statistics

The numerical facts obtained by means of the BeQ model (Viljoen 2008) were presented by means of graphs, and it was supplemented with the methodology of describing and analysing the data. Participants were identified as the qualitative variables and placed into categories. Initially only two categories were identified, namely innovation ambassadors and staff. The BeQ (Viljoen 2008) I-engage data was analysed to compare the two groups of innovation ambassadors and staff.

The data was “triangulated” further and mixed with the information obtained from the open-ended questions. The information was then split into four categories. It consisted of innovation ambassadors who have logged and successfully implemented innovation ideas; innovation ambassadors who have logged, but were unsuccessful in implementing ideas, or who have never logged ideas; staff members who have logged and successfully implemented ideas; and staff members who have logged, but were unsuccessful in implementing ideas, or who have never logged ideas. Finally, the data was presented in graphical format and described to compare the number of persons in each of the four categories with each of the BeQ constructs that measured emotional intelligence and resilience respectively.

4.4. The BeQ Model

The BeQ model (Viljoen 2008) measures the constructs around understanding the organisation from an Individual, Team/Department/Section and Organisational perspective. It also measures the interplay between assumptions and perceptions alive and well in organisations around constructs that contribute to the unleashing of individual voices, contributions and gifts. The three objectives as noted in paragraph 1.9.2 above encapsulated relations between perceptions influencing organisational commitment and the unleashing of the individual voice; understand the underlying assumptions pertaining to the individual, group and the organisation; and determine the level of engagement within the organisation. Figure 4.1 illustrates the constructs of the model.

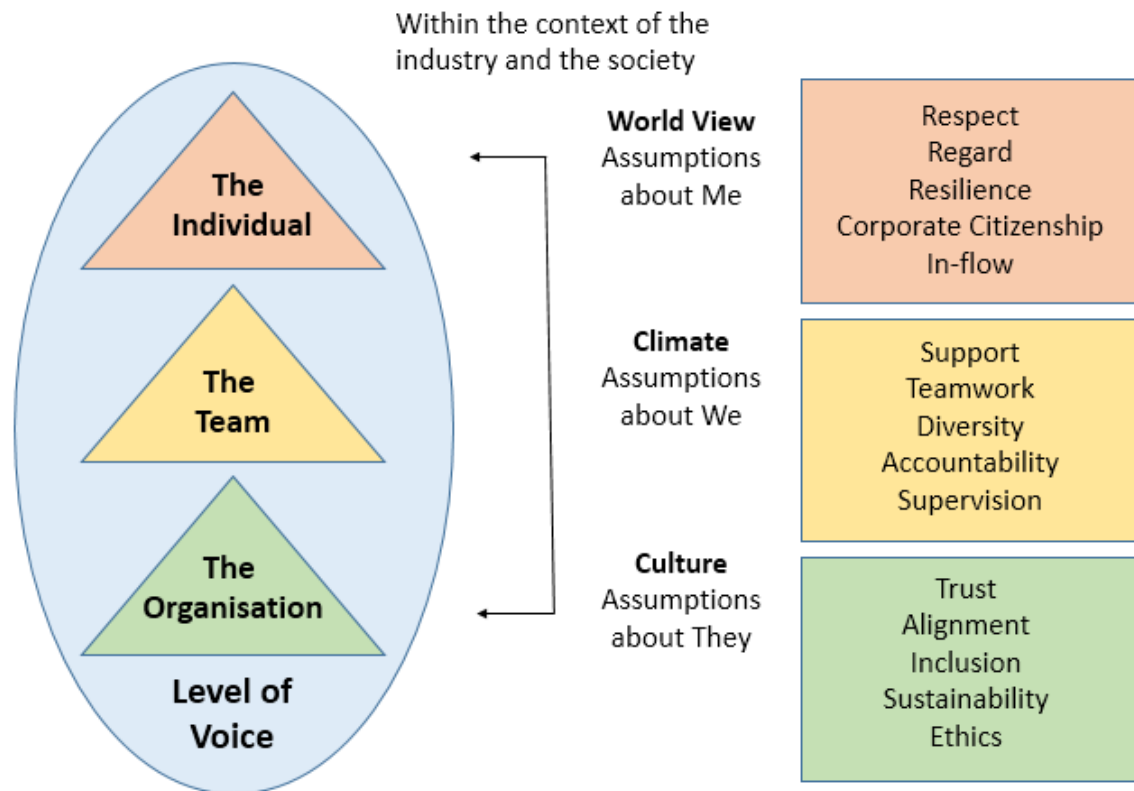


Figure 4.1: Constructs of the BEQ™ model
(Source: Viljoen 2008)

The BeQ model has a five-point Likert-type response scale ranging from totally untrue (1) to totally true (5). For the purpose of the research scores were given on the individual domain only, following five constructs that comprised twenty five sub-construct scores. The five main constructs were Respect, Resilience, Regard, Corporate Citizenship, and In-flow. The I-engage scale measured the scores of the constructs with a reliability factor of 0.78.

4.4.1. Individual domain (I-engage)

The researcher focused specifically on the constructs within the individual domain where perceptions around the self were scored according to dynamics identified around respect, resilience, regard, corporate citizenship, and in-flow. According to Viljoen (2013) individuals must ensure that they have the ability to engage by self-development, optimising leadership behaviour, formal development efforts, managing the self, and self-mastery and personal purpose work.

4.4.2. Group domain (We-engage)

The group-domain describes the climate in the organisation. Perceptions on this construct indicate how the group experience and perceive the feel (weather) of the

organisation and reflect, to a large extent, the perceptions about the leadership of the organisation. Constructs that comprise the information gleaned about the group domain include support, teamwork, diversity, accountability, and supervision.

4.4.3. Organisational domain (*They-engage*)

The organisational domain is determined by the perceived levels of trust, alignment, inclusion, sustainability, and ethics in the organisation. Collectively these constructs contribute to the perceived sustainability and perceived culture of the organisation.

4.5. Constructs of the individual domain

It is important to note that according to the ethnographical nature of the BeQ, the academic definitions below are only guiding principles, and not necessarily, what is required by the client or system. The BeQ constructs for measuring emotional intelligence included a combination of the individual domain constructs defining Respect, Regard, and Resilience. Each construct and related sub-constructs will be discussed briefly. According to Viljoen (2008) the physiognomies of the constructs are as follows:

4.5.1. Respect

When someone is respected by other team members, this conveys that the individual is valued by them (Ellemers, de Gilder and Haslam 2004) and is included as a full member of the team (De Cremer and Tyler 2005; Leary, Gallagher, Fors, Buttermore, Baldwin, Kennedy, and Mills 2003). In general, individuals who feel respected by other team members tend to engage psychologically and behaviourally with the team (Branscombe, Spears, Ellemers, and Doosje 2002; Tyler and Blader, 2003, Ellemers, Sleebos, Stam, and de Gilder 2013).

According to Viljoen (2013) the construct of respect refers to an assumption/showing of good faith and value towards another person. This construct measures the degree to which members report having a good sense of self-awareness and feelings of being respected when they are allowed to air their views (have voice) and are heard or listened to. Perceptions around members' sense of the organisation's efforts in demonstrating care for their well-being, is also measured here. The sub-constructs according to the BeQ model for Respect are Dignity, Being heard, Consulted, Getting Feedback, and Having Voice.

4.5.1.1. Dignity

According to Spaemann (2010:55) human dignity is defined as being “about mastering one’s existence and then displaying that mastery”. Spaemann also notes that human dignity can only be violated by human beings because they are the only ones who can truly discern it. Margalit (1996) advised that “human dignity” could be framed as an overriding aspect of condign human existence. Dignity is concerned with how people feel, think and behave in relation to the worth or value of themselves and others. To treat someone with dignity is to treat them as being of worth, in a way that is respectful of them as valued individuals (Hahn 2012). In the context of this research, dignity refers to the extent a person is treated with dignity in his/her company (Viljoen 2008).

4.5.1.2. Being heard

Bruneau and Saxe (2012:1) said the following about being heard.

An impediment of not being heard is the uncompromising psychological biases that affect members of both sides of an argument. This results in severe lapses in trust and failures in empathy towards each other. People see each other as motivated by self-interest and ideology, unwilling to hear or recognise the truth.

The perception that the other side is unreasonable and closed-minded leads individuals on each side to choose coercive actions, rather than co-operative negotiations (Kennedy & Pronin, 2008). In the context of this research, being heard refers to the extent that a person listens when another speaks (Viljoen 2008).

4.5.1.3. Being consulted

Effective consultation can bring about valuable information to make informed decisions. It involves actively seeking the opinions of interested and affected groups and is increasingly concerned with the objective of gathering information. In the context of this research, being consulted refers to the extent that a person’s opinion is asked about matters that directly affect him/her (Viljoen 2008).

4.5.1.4. Getting feedback

Getting feedback is conceptualised as information provided by a person regarding aspects of one’s performance or understanding. Feedback thus is a

“consequence” of performance. (Hattie and Timperley 2007:81). Feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (Sadler 1989). In the context of this research being consulted refers to the extent that a person gets feedback on issues raised.

4.5.1.5. *Having voice*

According to Dundon, Wilkinson, Marchington and Ackers (2004:1154) there are four strands of “having a voice”. Firstly, voice can be taken as an articulation of individual dissatisfaction. In this situation, its aim is to address a specific problem or issue with management, finding expression in a grievance procedure or speak up programme. A second strand is the expression of collective organisation where voice provides a countervailing source of power to management, through unionisation and collective bargaining in particular. Thirdly, there is voice as a form of contribution to management decision-making. Here the purpose is concerned with improvements in work organisation and efficiency more generally, perhaps through quality circles or team working. Fourthly, voice can be seen as a form of mutuality, with partnership seen as delivering long-term viability for the organisation and its employees.

People will voice their opinions only if the environment is conducive to allowing mistakes and vulnerability and there is no blaming or any power games played (Covey 2004). Covey (2004:4) stated further:

Once you have found your own voice, the way you can continue to increase your feelings of achievement is by helping others to find their own unique voices as well. Most likely, this will be done through an organisation of some kind because most of the world’s work is done by organisations rather than by individuals. To inspire others means to recognise, respect and create meaningful opportunities for others to express their voices. The word inspire is derived from the Latin *inspirare* which literally means to breathe life into another. This is exactly what you do when you encourage and positively influence others within your own organisation to find their voices.

In the context of this research, having voice refers to the extent that people feel the suggestions they make are being listened to (Viljoen 2008).

4.5.2. *Regard*

The construct of regard refers to having a positive self-view and self-awareness. It further refers to both the perceived weak and strong points of an individual and

how he or she deals with them. According to Aron, Aron, Tudor, and Nelson (1991) and Mills and Clark (1994) the self is perceived to be symbiotic on other people for its own evaluations and, therefore, the other people are often seen as inseparable from the self.

Regard pertains to the degree to which members report on their sense of Self-regard - to what extent do they feel that they can contribute and add value in their work and thereby build their sense of self-worth and ability to add value. The construct also notes whether members value personal feedback and whether they see the need for personal growth and development. Members' feelings of confidence are also evaluated here especially with regard to the way members experience their level of confidence to act on their own (either where they might need to be empowered or guided, or to the extent to which they are comfortable to take their own initiative) (Viljoen 2008). The sub-constructs according to the BeQ model for Regard are Self-regard, Confidence, Awareness, Willingness to grow, and Value Add and are discussed briefly:

4.5.2.1. Self-regard

Self-esteem is an overall affective (as opposed to cognitive) evaluation of one's own worth and that it is also referred to as self-regard or self-acceptance (Blascovich and Tomaka, 1991). Self-regard is an authentic sense of self-acceptance based on a true understanding of who a person is; this means knowing and accepting not only his abilities, accomplishments and positive attributes, but also his weaknesses, challenges and potential areas for self-improvement. People with positive self-regard, will self-enhance across the board (on both individualistic and collectivistic attributes) to a greater extent than people without it (Sedikides, Gaertner, & Toguchi 2003). In the context of this research, Self-regard refers to the extent that people feel good about themselves (Viljoen 2008).

4.5.2.2. Confidence

Self-confidence is defined as a person's sense of his or her own competence or skill and perceived capability to deal effectively with various situations (Shrauger 1990). Essentially, self-confidence is the belief in one's ability to succeed. It is said that being confident does not mean the absence of negative thoughts or feelings, but a belief in the ability to perform well despite feelings of apprehension or doubt. Individuals can only judge their competence if they are sufficiently competent (Ferraro 2010). In the context of this research, confidence refers to the extent that people feel confident at work, and not being scared that they will do something wrong (Viljoen 2008).

4.5.2.3. *Awareness*

Self-awareness rests at the core of a person's sense of self; thus, the human capacity to direct attention toward the self has fundamental personal, social, and cultural consequences (May 1967; Goukens, Dewitte, and Warlop 2009). The meaning of awareness is for a person to have a clear and realistic perception of he/she is. According to Goukens, Dewitte, and Warlop 2009:682),

People are typically not self-focused, but certain situations can cause them to focus their attention inward, such as gazing into a mirror, standing in front of an audience, or seeing themselves in a photograph or videotape. When their attention is directed to the self, people reside in a state of objective self-awareness.

A self-aware person conforms to internalised standards of correct behaviour, which may or may not coincide with the common social standard of conduct. For example, self-focused attention decreases cheating (Vallacher and Solodky 1979) and increases willingness to help (Berkowitz 1987). In the context of this research awareness refers to the extent that people are aware of their strong and weak points (Viljoen 2008).

4.5.2.4. *Willingness to grow*

Knowles (2002) observed that people grow and flourish when they view themselves as living systems and nurture their capacity in that way. Stevenson (2012) suggested that humans needed to share stories in order to learn about themselves and each other. The information sharing provides the communicative bonding (based on effective structural coupling) necessary to connect people and support personal growth and development. When people are prevented from having open and shared conversations, they cease to function effectively within the context of the larger social reality and culture. They become cut off, starved and less able to make sense of things other than what they internally construct to maintain some sense of coherence.

Willingness to grow is a decision made by a person to absorb new knowledge in order to increase his/her knowledge. In the context of this research willingness to grow refers to the extent that people are aware of what skills they still need to develop (Viljoen 2008).

4.5.2.5. *Value-add*

Different organisations have different perspectives about their employees. From one perspective, employees are the sole creators of value in an organisation.

Viewed differently, organisations have value-creating assets that exist for the employees to exploit. From an altogether different perspective, employees are just assets that need to be valued (Ramesh 2004). Value-add are to give something a greater sense of value. It may focus on improving existing processes, procedures, products, and services or creating new ones. In the context of this research, value-add refers to the extent that people feel they can add value (Viljoen 2008).

4.5.3. Resilience

The capacity for resilience in an organisation is contained in the characteristics of the human resources (employees and employer of an organisation) and structure, process, culture, technology of the organisation. An organisation's capacity for resilience is developed through strategically managing human resources to create competencies among core employees, that when aggregated at the organisational level, make it possible for organisations to achieve the ability to respond in a resilient manner when they experience severe shocks (Lengnick-Hall and Lengnick-Hall 2011; Abdullah, Noor and Ibrahim 2013)

The construct of resilience refers to the ability of the organisation and individuals to deal with challenges effectively. This construct refers to the degree to which members report feeling competent and validated in the work they do, are given opportunities for growth and development and feel that they are able to perform a variety of tasks. Members' levels of perseverance in terms of their ability to perform well under pressure, is also measured here (Viljoen 2008). The sub-constructs to measure resilience as per the BeQ model are Competency, Adaptability, Tenacity, Perseverance, and Efficacy and will be elaborated on conceptually below.

4.5.3.1. Competency

Viljoen (2008) defines competency as "an individual experience of being competent to do the job required". According to Lowman (2002:196) skills (the behavioural component of knowledge) refers to the activities a person can accomplish because of their knowledge and experience. Abilities refer to the capacity a person has for acquiring new knowledge and skills. Boyatzis (1982:21) indicated that a competency is an "underlying characteristic of the person that leads to or causes effective or superior performance". Seal, Sass, Bailey, and Liao-Troth (2009:206) purported that this includes the competencies to recognise and manage one's emotions and the emotions of others in order to better adapt and capitalise on environmental demands. Competency in this context refers to the skills that are used to benefit the team (Viljoen 2008).

4.5.3.2. *Adaptability*

Pike, Dawley and Tomaney (2010:59) defined adaptability as “the dynamic capacity to effect and unfold multiple evolutionary trajectories, through loose and weak couplings between social agents in place that enhance the overall responsiveness of the system to unforeseen changes”. Resilience through adaptability emerges through decisions to leave a path that may have proven successful in the past in favour of a new, related or alternative trajectory (Pike *et al.* 2010:62). The Ceridian Corporation in the United Kingdom conducted a study and published an executive briefing in 2009 on organisational resilience. They arrived at the conclusion that resilient organisations are those that are able to respond to two seemingly paradoxical imperatives. The first is managing for performance (enhanced by consistency, efficiency, and immediate results) and the second is managing for adaptation (enhanced by innovation, improvisation, anticipation, and commitment to long-term benefits) (http://www.ceridian.co.uk/downloads/Sustaining_Resilience.pdf, accessed 27/11/2013). According to Viljoen (2008:84) adaptability is approached as the interplay of three psychological constructs, namely, reality testing – the alignment of the objective truth and the subjective experience; flexibility – the alignment of emotional reaction to the reality; and problem solving – the ability to generate possible solutions to deal with a problem, to choose between them and to implement a solution. Viljoen (2008:145) further posited that organisational benefits such as change resilience and adaptability may be achieved by assisting the individual to crystallise his/her voice, and to find the space to air his/her views within the organisation. Adaptability in this context deals with the demands of day to day life.

4.5.3.3. *Tenacity*

Warner and April (2012:64) propose that tenacity refers to seeking solutions and dealing with issues, rather than accepting things as they are and opting out, giving up or ignoring the problem. Open-mindedness and flexible/adaptive approaches to problem solving allow for a change of tactics (short-term) or even strategy (long-term). Carver (1998) and O'Leary and Ickovics (1995) purported four potential modes of adapting to change: to succumb to the change, to survive the change, to be resilient to the change by regaining the level of functioning prior to the change, or to thrive and function better than before the change. Tenacity in this context focuses specifically on the last three modes of adapting to change.

4.5.3.4. *Perseverance*

Perseverance is defined as one's tendency to persist and endure in the face of adversity (Markman, Baron, and Balkin 2005:3). Stoltz (1997) defined perseverance as the perceived ability to overcome adverse circumstances. Brockner and Guare (1983); McGrath (1999) concluded that perseverance helps

entrepreneurs to maintain a high staying power and to overcome snags and setbacks in their business. Perseverance influences individuals' courses of action, the level of effort they put forth while pursuing their endeavours, the length of their endurance and their resilience in the face of setbacks and repeated failures (Markman *et al.* 2005:3). Perseverance also influences how much stress individuals can endure while they cope with setbacks, and the level of accomplishments they eventually realise (Bandura 1997). Perseverant people discover ways to circumvent constraints or change them by their actions, whereas less resilient people are easily discouraged by impediments and unexpected challenges (Bandura 1997; Eisenberger, Kuhlman, and Cotterell 1992). Perseverance in this context focus on “to keep going” amidst difficulties.

4.5.3.5. Self-efficacy

Self-efficacy is defined by Bandura (1997) as the belief in one's ability to perform certain tasks successfully and stated further that it strengthens their conviction that they can succeed. Although studies on individual differences recognise some unavoidable overlaps between perseverance and self-efficacy, evidence from theoretical and applied studies suggests that these constructs have unique features that merit their conceptual distinctness (Bandura 1995, 1997; Nir and Neumann 1995; Markman *et al.* 2005). Self-efficacy involves the belief that we can effectively organise and execute certain actions (Bandura 1997; Chen, Greene, and Crick 1998; Gist and Mitchell 1992). Self-efficacy impacts how much stress, self-blame, and depression we experience while we cope with taxing circumstances, and the level of accomplishments we realise. It also influences our courses of action, level of effort, our reaction to failure, and whether our thoughts are self-hindering or self-aiding (Bandura 1999; Wood and Bandura 1989). Self-efficacy in this context refers to self-motivation to contribute his/her best (Viljoen 2008).

4.5.4. Corporate Citizenship

The analysis of the corporate citizenship construct relates to information shared with respect to employees' locus of control, sense of corporate citizenship and a willingness to want to contribute to the success of the organisation. It also refers to employees' level of willingness to engage and take responsibility for their role or employees' inclination to not do this and rather want to blame others if things go wrong, or if things are not done, rather than take up personal authority and initiative. When corporate citizenship is high, the blaming culture will be low. Thus, corporate citizenship refers to the degree to which an individual will take personal authority over a situation, act with goodwill and conscientiousness and behave like an owner towards his/her company (Viljoen 2008).

4.5.4.1. Goodwill

In discussing goodwill trust, Sako (1992) suggests that someone who is worthy of it is dependable and can be endowed with high discretion, as he/she can be trusted to take initiatives while refraining from unfair advantage taking. Sako (1992) further states that what distinguishes goodwill trust is the expectation that trading partners are committed to take initiatives (or exercise discretion) to exploit new opportunities over and above what was explicitly promised. The construct goodwill refers to a person doing what is asked of them at work to the best of their ability (Viljoen 2008).

4.5.4.2. Extra-role behaviour

An important facet of employee performance is extra-role behaviour (Van Scotter and Motowidlo 1996), which refers to tasks performed by employees that aid in organisational effectiveness, but which are not part of the employees' formal job duties (Hall and Ferris 2011). Employees who feel increased levels of accountability might engage in extra-role behaviours in order to either divert attention away from their formal accountability, or as an effort to bring attention to the contributions that they make to the organisation (Breux, Hochwarter, Perrewé, Hall, and Frink, 2009a; Hall and Ferris 2011). The construct extra-role behaviour refers to a person doing more than what is expected of him/her (Viljoen 2008).

4.5.4.3. Willingness to commit

Commitment according to Wiener (1982:418) is defined as "the totality of internalised normative pressures to act in a way that meets organisational interests". Wiener (1982) proposed that organisational identification and generalised values of loyalty and duty are viewed as its immediate determinants. Thus, commitment can be influenced by both personal predispositions and organisational interventions. The construct willingness to commit refers to a person being personally committed to making the company successful (Viljoen 2008).

4.5.4.4. Locus of control

Locus of control is a psychological construct that is used to identify if a person feels self-control over external environment. Rotter (1966) posited that individuals have a strong internal locus of control when they perceive that a specific event has occurred as a direct result of their personal actions. Individuals with a strong external locus of control perceive that events are a result of luck, powerful others, or some other actions that have nothing to do with their own personal actions. The

construct locus of control refers to a person sorting out issues himself/herself that occur in his/her workspace (Viljoen 2008).

4.5.4.5. *Conscientiousness*

Conscientiousness is one of the broad personality traits of Five Factor Model, which is most closely linked to determination, or will to achieve, persistency, efficiency, and being organised (Raad and Schouwenburg 1996). Conscientiousness is concerned with one's achievement orientation. Persons who are high on conscientiousness tend to be hardworking, organised, able to complete tasks thoroughly, and reliable, whereas low conscientiousness relates to negative traits such as being irresponsible, impulsive, and disordered. (Salleh, Mendes, Grundy, Burch 2010). The construct conscientiousness refers to a person working as hard as he/she can (Viljoen 2008).

4.5.5. *In-flow*

Csikszentmihalyi (1990: 39) wrote the following on flow:

The opposite state from the condition of psychic entropy is optimal experience. When the information that keeps coming into awareness is congruent with goals, psychic energy flows effortlessly. The positive feedback strengthens the self, and more attention is freed to deal with the outer and the inner environment. When a person is able to organise his or her consciousness so as to experience flow as often as possible, the quality of life is inevitably going to improve. Flow helps to integrate the self because in that state of deep concentration consciousness is unusually well ordered. Thoughts, intentions, feelings, and all the senses are focused on the same goal. Experience is in harmony. And when the flow episode is over, one feels more "together" than before, not only internally but also with respect to other people and to the world in general.

In-flow measures the degree to which employees report being able to do their work in a synergised way so that work feels enabling and rewarding. People that feel challenged and stimulated by their work, have opportunities to grow and develop themselves, are able to do their work efficiently within reasonable time frames and that are mandated to make decisions within their sphere of influence, generally will report feeling "in-flow" with their work. To summarise in-flow refers to one's ability to do one's work in a reasonably seamless, yet energising/enabling way (Viljoen 2008).

4.5.5.1. *Challenge*

According to Schaufeli (2002:74),

Work engagement is a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption. Vigour refers to high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. Dedication is characterised by a sense of significance, enthusiasm, inspiration, pride, and challenge at work. Absorption refers to being fully concentrated, happy, and deeply engrossed in one's work whereby time passes quickly, and one had difficulty with detaching oneself from work (Schaufeli, Salanova, González-romá, and Bakker 2002).

Challenge-related stressor stems from demands or circumstances that have associated potential gains for individual, challenge stressors are stimuli such as high workload, time pressure, and high levels of responsibility. On the other hand, hindrance-related stressor stems from demands or circumstances that tend to constrain or interfere with an individual's work achievement, and that do not tend to be associated with potential gains for individuals. Hindrance stressors are stimuli such as organisational politics, red tape, and role ambiguity (Wallace, Edwards, Arnold, Frazier, and Finch 2009; Boswell, Olson-Buchanan, and LePine 2004; Cavanaugh, Boswell, Roehling, and Boudreau 2000; Liu and Shi 2010). The construct challenge refers to the extent that a person's work is challenging (Viljoen 2008).

4.5.5.2. *Compression*

Compression is based on Elliot Jaques' (1956) levels of work theory. Jaques analysed and observed a distinction between the 'prescribed' and 'discretionary' demands of specific tasks. Prescribed demands could be specifically stated, and it was almost unambiguously clear whether they had been met, or not. The discretionary elements were those aspects of the work task that involved the exercise of judgement and where a decision as to the adequacy of performance could only be made by a superior. Jaques and Brown (1965) argued that the level of discretion or responsibility in a work role could only be measured in terms of its time-span of discretion; the maximum period during which marginally substandard exercises of discretion could pass without review by a superior (Du Gay and Vikkelsø 2012). In the context of this research, the construct of compression refers to the extent that a person is allowed to work without interference (Viljoen 2008).

4.5.5.3. *Autonomy*

Autonomy can be defined as the experience of "integration and freedom" (Ryan and Deci 2000: 231) and may refer to individuals or teams. Autonomy is a common and deep-seated need rooted in the psyche of all human beings and is an important component that motivates employee performance (Pink, 2009). Autonomy, empowerment and self-management are all expressions of the notion that employees have the ability to achieve results through their own striving and independence. Employees that work under managers that grant high levels of autonomy, find greater job satisfaction and employee well-being and are more likely to achieve sustainable high performance (Pink 2009; Hamel 2007; Baard, Deci and Ryan 2004, Gilbert and Sutherland 2013). The construct of autonomy refers to the extent that a person has the mandate to make decisions when needed to do so (Viljoen 2008).

According to Wink (1991:592) autonomy measures healthy narcissism and includes such items as "values own independence"; "has high self-aspirations"; "Has a wide range of interests"; and "Thinks in unusual ways?" Wink (1991:591) argued that,

The contradictory sense of narcissistic self-esteem in conjunction with the use of splitting has led dynamic researchers (Kernberg, 1975, 1986; Kohut, 1977) to postulate the presence of two forms of narcissism. When it is overt, narcissistic grandiosity leads to a direct expression of exhibitionism, self-importance, and preoccupation with receiving attention and admiration from others. Similarly, Reich's (1949) notion of phallic narcissism stresses arrogant self-assurance, blatant self-confidence, and flagrant display of superiority. The second form of narcissism, covert narcissism, is marked by largely unconscious feelings of grandeur and openly displayed lack of self-confidence and initiative, vague feelings of depression, and an absence of zest for work (narcissistic deficiency). Covertly narcissistic individuals appear to be hypersensitive, anxious, timid, and insecure, but on close contact surprise observers with their grandiose fantasies (Kernberg, 1986). Moreover, they share with the overt narcissists those narcissistic characteristics, such as exploitativeness and a sense of entitlement, whose expression does not depend on interpersonal style.

4.5.5.4. *Opportunity to grow*

According to The Organisation for Economic Cooperation and Development (OECD) the construct of opportunity to grow refers to the extent that a person feels he/she has opportunities at work to develop his/her skills. OECD (2012:10) defined skills, or competencies, as

the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning

OECD (2012) further posits that people with poor skills face a much greater risk of experiencing economic disadvantage, and a higher likelihood of unemployment and dependency on social benefits. People need both hard and soft skills that help them to succeed in the labour market and a range of skills that help them to contribute to better social outcomes and build more cohesive and tolerant societies.

4.5.5.5. Belonging

Belonging is believed to be a basic human motivation (Baumeister and Leary 1995), and this fundamental construct reflects the relational bonds that a person experiences in their immediate communities. A strong sense of belonging can lead to a stronger sense of connection with other surrounding communities, including the local and broad communities that a student/worker may be affiliated with (Kissinger, Campbell, Lombrozo, and Wilson 2009). The construct of belonging refers to the extent that a person he/she feels that they belong (Viljoen 2008).

4.6. Summary

In this chapter, the population and data sampling method were identified. Purposive sampling was applied differentiating between participants who have had various levels of exposure to innovation in the IDC. The qualitative research methodology was discussed as well as information on the data gathering and data analysis methods. The BeQ model and each of its I-engage constructs were described comprehensively. In the next chapter, the data collection and analysis of the questionnaires and focus group session will be discussed.

CHAPTER 5 : DATA COLLECTION AND ANALYSIS

5.1. Introduction

In this chapter, data was collected and analysed on key quality characteristics produced by the research process. A qualitative method of data collection was applied for this research. The questionnaires contained twenty five questions to measure dynamics around emotional intelligence and resilience, as well as five open-ended questions relating to innovation. Ten open-ended questions were asked to the innovation team at a focus group session.

5.2. Population and demographical detail

The IDC population has a staff complement of approximately eight hundred people. One hundred and fifty emails were sent to IDC staff containing a link to the electronic survey. Seventy four people responded to the electronic survey, and four representatives from the Innovation department (representing fifty percent of the department) partook in a focus group session. Table 4.1 below summarises the demographic detail for the research.

Table 5.1: Demographic detail

Total population	78
Gender	
Female	47
Male	31
Employment band	
Management Band	25
Professional Band	35
Administrative Band	18
Participating groups	
Members of Innovation team	4
Innovation ambassadors	21
Other staff	53
Participation in the innovation process	
Members who have logged innovation ideas	51
Members who have never logged an innovation idea	27

The total data collection consisted of forty seven women and thirty one men. 60% of the participants represented women and 40% represented men. The professional band members represented the largest group (45%), followed by the management band members (32%), and the administrative staff represented the

lowest number of participants (23%). Employment bands were represented as follows: twenty five management band members, thirty five professional and members, and eighteen Administrative Band members. The professional band members represented the largest group (45%), followed by the management band members (32%), and the administrative staff represented the lowest number of participants (23%). In this group, of the fifty one ideas that were logged, twenty four were successfully implemented.

5.2.1. Purposive sample

The sample was divided between members of the innovation team, innovation ambassadors, and other IDC staff. Figure 5.1 below illustrates the split between the various groups of participants.

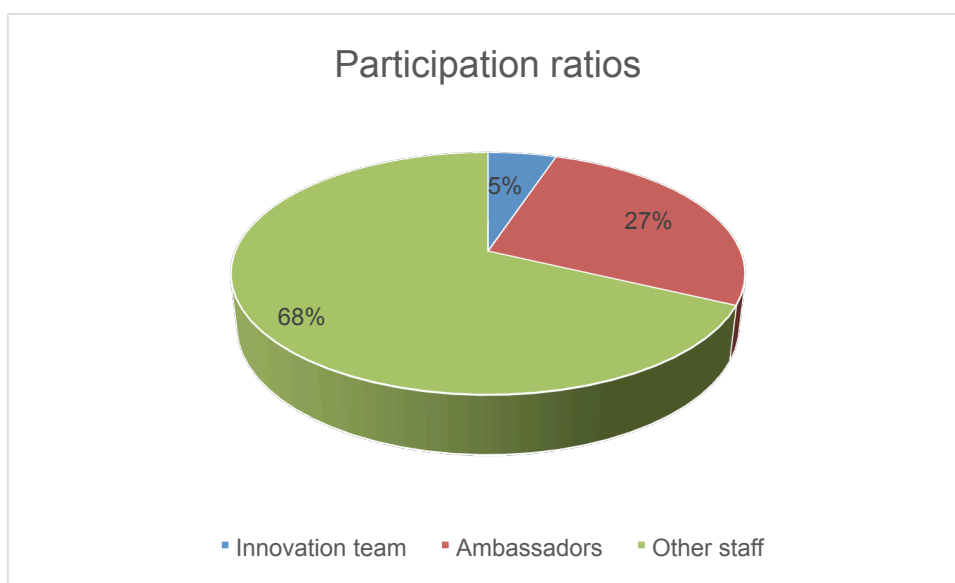


Figure 5.1: Participation ratios

Figure 5.1 shows that the participants were divided amongst: four members of the innovation team, twenty one innovation ambassadors, and fifty three randomly selected IDC staff members who did not work closely with the innovation team (but who may or may not have logged innovation ideas). 5% were representative of the innovation team, 27% were representative of innovation ambassadors, and the remaining 68% represented randomly selected IDC staff members who were neither members of the innovation team, nor innovation ambassadors. See paragraph 5.3.1.1 for a breakdown on innovation ambassadors who have logged innovation ideas and were successful in implementing it; innovation ambassadors who have been unsuccessful in logging ideas, or who have never logged idea; staff members who have logged innovation ideas and who have been successful in implementing it; and staff members who have been unsuccessful in logging ideas, or who have never logged an idea.

5.3. Collective I-engage score

The collective I-engage score for each construct is detailed in Table 5.2 below. The overall BeQ score was 80.90%. Refer to paragraph 1.10 for a description on the I-engage benchmark categories. In general, participants can be described as being “Engaged”. Table 5.2 below demonstrates the collective I-engage score for each representative group.

Table 5.2: Collective I-engage scores

	Ambassadors	Other staff members	Consolidated
Respect	73.90	70.79	71.68
Resilience	84.57	83.32	83.68
Regard	88.57	85.21	86.16
Corporate Citizenship	88.00	88.30	88.22
In-flow	73.14	75.40	74.76
Overall average BeQ	81.64	80.60	80.90

An Engaged score indicates that there is good positive energy amongst staff members. Perceptions around the self scored on the higher end of the scale and could be interpreted as good levels of Engagement from an individualistic perspective. Though still categorised as Engaged, the score is lower than the average I-engage score of the other staff members’ group at 80.60%, compared to the innovation ambassadors score of 81.64%. The overall I-engage scores in table 5.2 above indicates that there is some level of creativity and innovation present, participants have voice and are mostly satisfied and productive. However, the significant fluctuation between the Respect and In-flow constructs, as compared to the overall average BeQ, points to possible disengagement, apathy, low morale, and negative behaviour.

5.3.1.1. Aligning BeQ scores with innovation status

In order to align the I-engage scores with innovation ideas, Table 5.3 below summarises the number of participants per group (innovation ambassadors and other staff), as well as the status of innovation ideas logged (either logged and implemented, or logged and not implemented/not logged).

Table 5.3: Innovation statuses for innovation ambassadors and other staff

Group	Innovations logged and implemented	Innovations logged and not implemented	Never logged
Innovation ambassadors	16	5	4
Other staff	12	18	23

According to Table 5.3 above sixteen innovation ambassadors and twelve other staff logged innovation ideas that were implemented (36%). In contrast, five innovation ambassadors and eighteen other staff have logged innovations that were not implemented (29%), and four innovation ambassadors and twenty three other staff have never logged an innovation idea – this accounts to 35% of the overall participative group. For ease of reference on the graphs that follow, the two groups (innovation ambassadors and other staff) will be split into innovations that have been logged and implemented, innovations logged and not implemented, or innovations not logged.

5.3.2. Resilience

Resilience refers to the degree to which members: report feeling competent and validated in the work they do, are given opportunities for growth and development and feel that they are able to perform a variety of tasks. Members' levels of perseverance in terms of their ability to perform well under pressure, is also measured here (Viljoen 2008).

The I-engage scores for Resilience were, innovation ambassadors 84.57% and other staff 83.32%, averaging 83.68%. Figure 5.2 below presents Resilience dynamics. Primarily both groups scored high on most of the sub-constructs of Resilience, namely Feeling Competent, Adaptability, Tenacity, Resilience, and Efficacy.

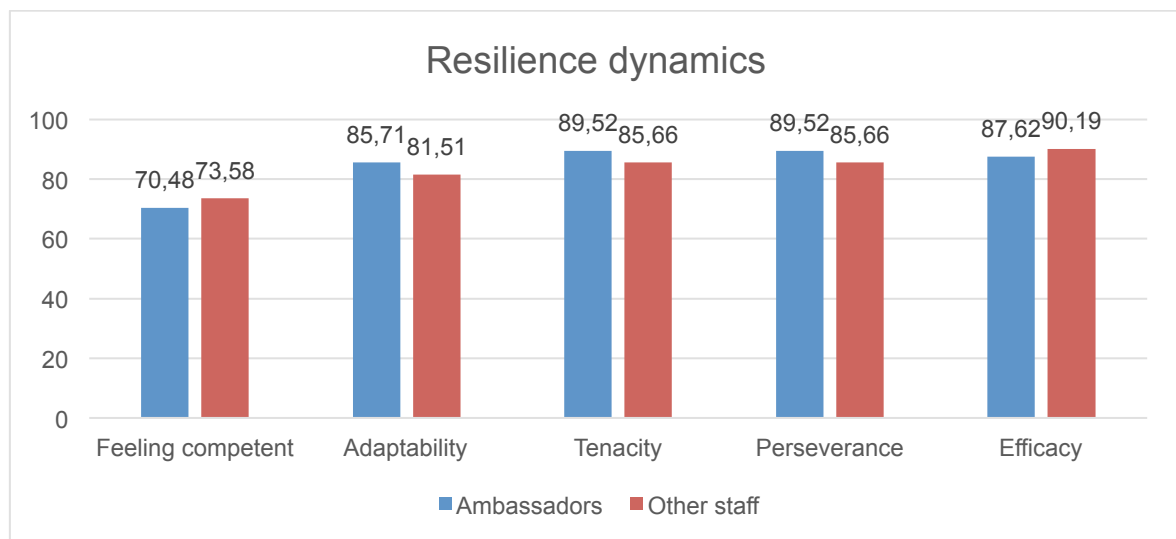


Figure 5.2: Resilience dynamics

In figure 5.2 above the sub-construct of Feeling Competent for innovation ambassadors were decidedly lower at 70.48% compared to IDC staff's score of

73.58%. It implies that innovation ambassadors felt less competent than other staff about their skills or abilities in a given activity. They may feel incompetent about their abilities in a given area, may appear tense, sad, angry, or defiant, and therefore feel reluctant to participate.

On the sub-construct of Adaptability innovation ambassadors scored 85.71% and other staff scored 81.51%. Adaptability combines flexibility with versatility. Flexibility is the willingness to adapt - a person's attitude, and versatility is the ability to adapt – a person's aptitude. The scores were somewhat high and participants may view themselves as more flexible and versatile than they actually are, because they may aspire to it.

On the sub-construct of Tenacity innovation ambassadors scored 89.52% and other staff scored 85.66%. Tenacity is indicative of people who use new information to arrive at new decisions, and to find new ways to achieve goals when the current ways no longer work.

On the construct of Resilience innovation ambassadors scored 89.52% and other staff scored 85.66%. On the sub-construct of Efficacy innovation ambassadors scored 87.62% and other staff scored 90.19%. Efficacy alludes to an individual's beliefs in his/her capabilities to meet task-specific demands and to carry out a particular course of action.

5.3.2.1. Resilience in relation to innovation

With reference to the I-engage scores for Resilience in paragraph 5.3.2, it is appropriate to corroborate the scores per group with number of innovations implemented, or logged and not implemented/not logged. Figure 5.3 illustrates Resilience in relation to innovations logged.

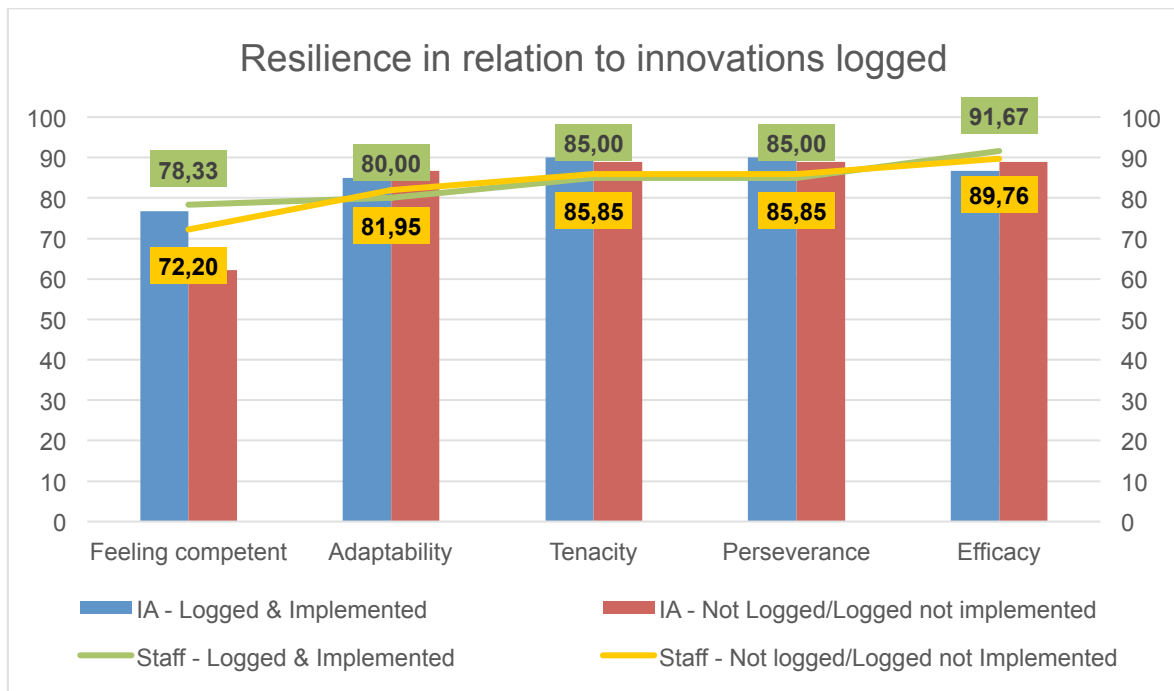


Figure 5.3: Resilience in relation to innovations logged

Figure 5.3 illustrates that innovation ambassadors, who have been unsuccessful in implementing their ideas, or who have never logged an idea, have a low sense of competency (62.22%) – even more so than for other staff (72.2%) who have been similarly unsuccessful. This may coincide with their low sense of dignity as noted in paragraph 5.3.4.1. Staff who have been successful in implementing their ideas (78.33%), perceived themselves more competent than innovation ambassadors (76.67%). Staff who were unsuccessful, or have not logged ideas scored 72.2% on competency compared to innovation ambassadors, 62.22%. According to figure 5.5 above it can be concluded that, apart from the construct of Feeling Competent, there is not a noteworthy variance between innovation ambassadors and staff who have logged ideas, or not. Within this research, it can therefore not be concluded that resilience is directly correlated to innovations logged.

On all the other constructs for resilience, namely Adaptability, Tenacity, Perseverance, and Efficacy the scores were very comparable and there were no distinct variances between participants who have successfully implemented their innovation ideas, and those who have not.

5.3.3. Regard

Regard pertains to the degree to which members report on their sense of self regard - to what extent do they feel that they can contribute and add value in their work and thereby build their sense of self-worth and ability to add value. (Viljoen 2008). The construct of Regard illustrates Engaged scores on all sub-constructs, namely Self-Regard, Confidence, Awareness, Willingness to grow, and Value Add

as is evident on Figure 5.4 below. Both groups have a high sense of self-regard, and felt that they are able to contribute to their area of work, know what their growth and development areas are, and have a high sense of awareness and confidence to do what is required of them.

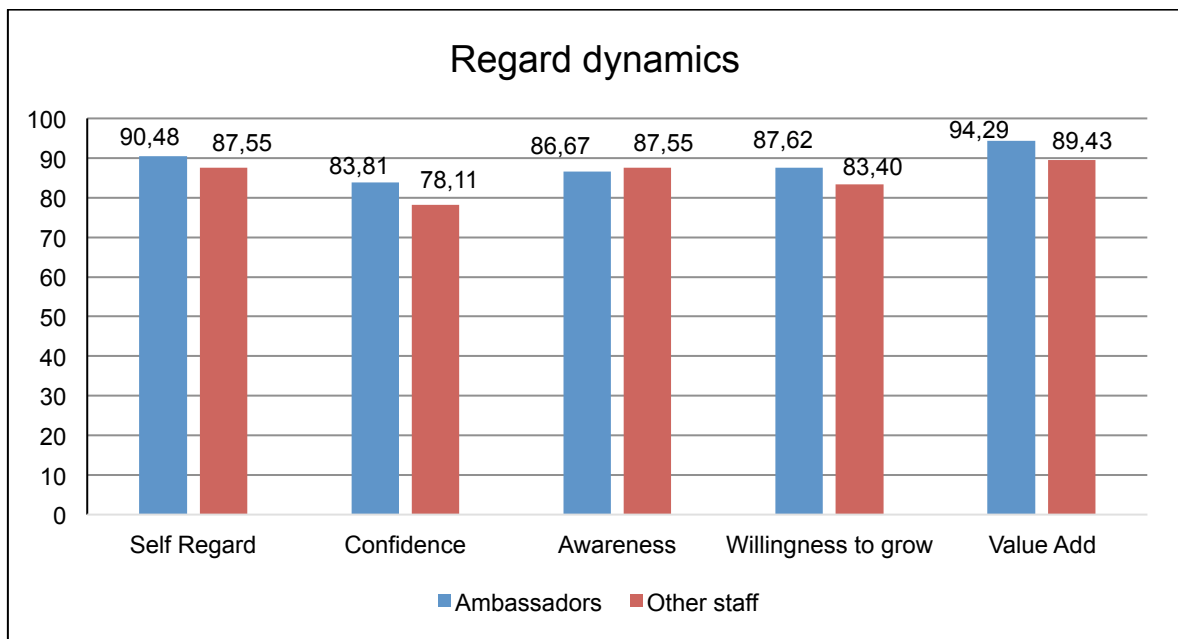


Figure 5.4: Regard dynamics

Figure 5.4 illustrates that confidence levels varied somewhat and is lower for IDC staff (78.11) than for innovators ambassadors (83.81%). Contrastingly, Regard may also be indicative of narcissism, where people have an exaggerated sense of self-worth and self-esteem. Narcissists have an exaggerated sense of self-worth and self-esteem. They have an inflated sense of entitlement, low empathy towards others, fantasise of personal greatness and have a belief that ordinary people cannot understand them. Narcissists are heavily invested in their high opinion of themselves, and they want others to share and confirm this opinion. When other people question or undermine the flattering self-portrait of the narcissist, he/she may turn aggressive in response.

5.3.3.1. *Regard in relation to innovation*

With reference to the I-engage scores for Regard in paragraph 5.3.3, it is appropriate to corroborate the scores per group with number of innovations implemented, or logged and not implemented/not logged. Figure 5.5 illustrates Regard in relation to innovations logged.

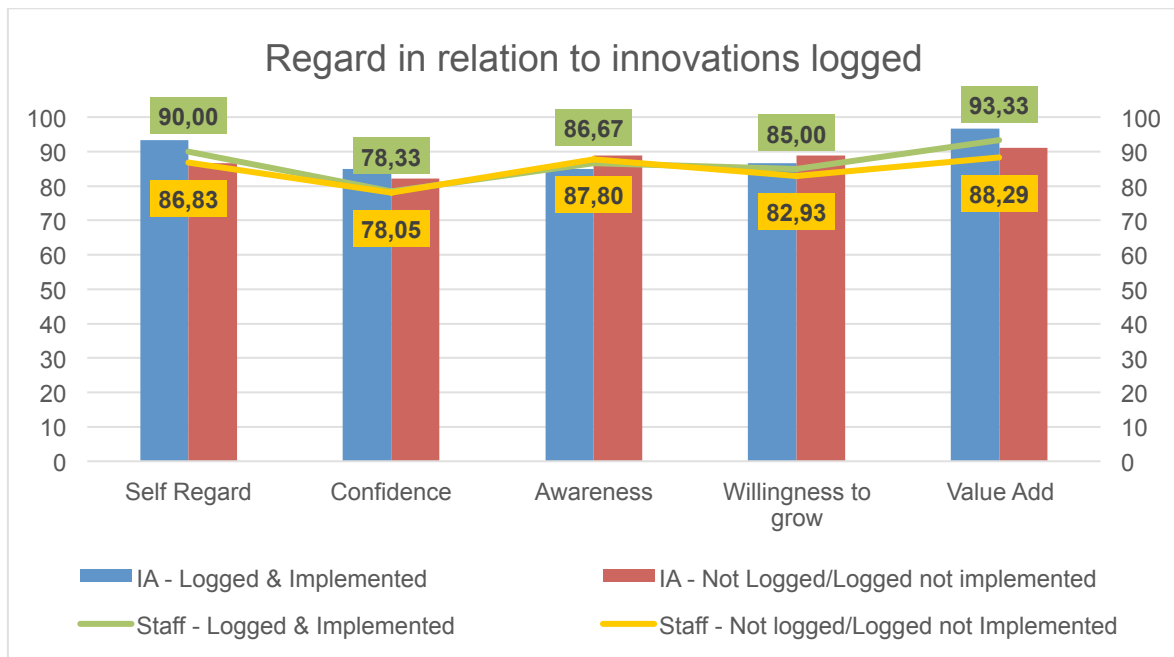


Figure 5.5: Regard in relation to innovations logged

It is evident in figure 5.5 that innovation ambassadors who have never been successful in implementing their ideas (or who have never logged an idea) have a lower sense of Regard (86.67%) compared to other staff (86.83%). Although the scores for most constructs were relatively high, staff who were unsuccessful or have never logged ideas, had the lowest confidence scores (78.05%). Interestingly, staff who was successful (78.33%) scored only .28% more on Confidence than unsuccessful staff (78.05%).

Innovation ambassadors who have been successful in implementation of their ideas had exceptionally high self-regard (93.33%) and value add (96.67%) scores. Innovation ambassadors who were unsuccessful had a higher willingness to grow (88.89%) than similar staff (82.93%).

5.3.4. Respect

Respect measures the degree to which members report having a good sense of self-awareness and feelings of being respected when they are allowed to air their views (have voice) and are heard or listened to (Viljoen 2008). The construct of Respect measured lowest within the I-engage domain with an average score of 71.68%, of which innovation ambassadors scored 73.90% and other staff 70.79%.

The score is classified as being “Involved” according to the I-engage measurement (see paragraph 1.10). Typically, Innovation ambassadors felt more respected (73.90%) than other IDC employees (70.79%). Figure 5.6 illustrates the constructs that constitutes Respect.

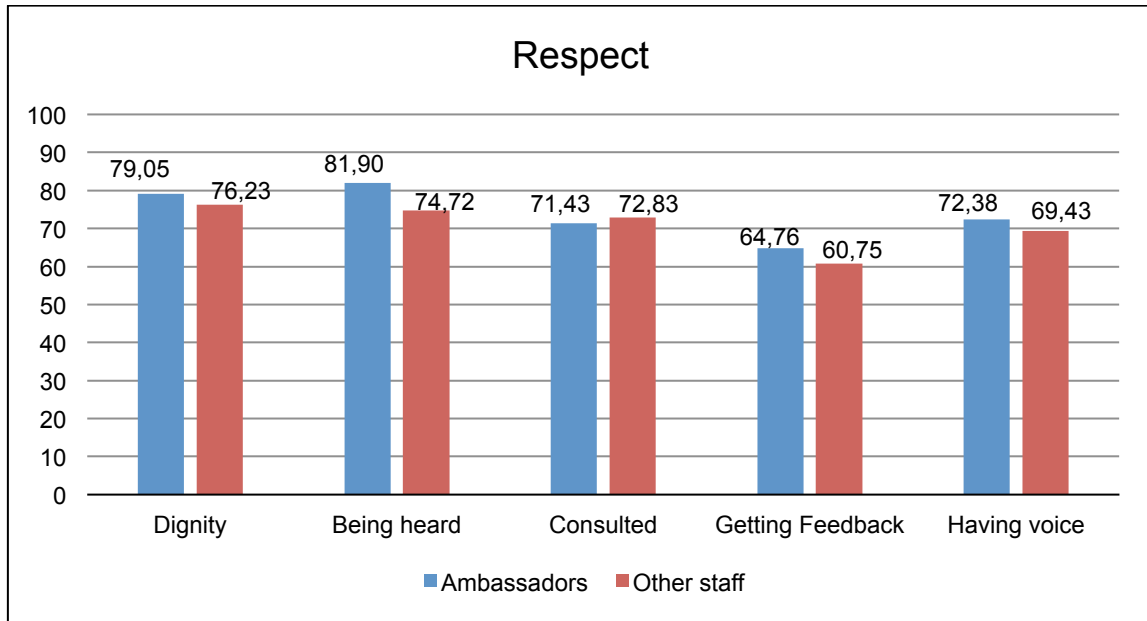


Figure 5.6: Respect dynamics

Respect is the sincere desire to understand and consider other people's choices, commitments and needs in relation oneself. Respect equates to recognition and engagement, and is a key factor in creating a strong organisational culture. In figure 5.6 above, the fact that some participants felt recognised for their individual contribution, enabled them to "rise to that recognition" and strive to be worthy of it. In contrast, participants who did not feel recognised for their hard work may have felt forgotten, unappreciated and disrespected. The sub-constructs of Consulted, Getting Feedback, and Having Voice measured lowest within the Respect construct.

On the sub-construct of Dignity innovation ambassadors felt, they were treated with more dignity (79.05%) than other staff (76.23). An organisation's market value is amongst others driven by the ideas, intellectual capital and innovations of people within it. If people feel dignified in the way the company treats them, it should lead to better customer outcomes, and better financial and value creation outcomes. Management should treat staff with dignity and show staff how their work influences value creation outcomes.

On the sub-construct of Being Heard innovation ambassadors were predominantly satisfied of being heard with a score of 81.90%; whereas other IDC staff only felt sufficiently satisfied with a score of 74.72%. Listening is giving the other person the experience of being heard. It becomes a giving, not a taking. Being Heard adheres to the traits inherent to emotional intelligence - for a person to recognise his/her own emotions, to understand what other people trying to say to him/her, and to realise how his/her emotions affect people around him. It also involves the

perception of others, to understand how they feel so that it allows one to manage relationships more effectively. IDC staff felt that decisions made were not always based on the overall view of the people involved, and recommendations did not necessarily emerged from consultation.

The sub-construct Consulted measured less for innovation ambassadors (64.76%) than the other IDC employees (72.83%). A lack of joint consultation is evident in issues of mutual concern. Being consulted does not equal to be “in agreement with”. Solutions to problems should be seek through a genuine exchange of views and information on things that are important to both parties, for example strategy and goals.

The sub-construct Getting Feedback measured higher (64.76%) for innovation ambassadors compared to other staff members (60.75%). Ample feedback would encourage IDC staff to learn more and make more effort. The lack of adequate feedback results in an absence of dialogue, ambiguity about employees' development, deteriorated performance levels, and demotivated staff. Thus, employees function based on the information they receive. If this is inferior, they may assume without asking - causing unnecessary misperception and disengagement.

The construct of Having Voice measured 72.38% for innovation ambassadors, who felt they have more voice than other IDC staff, measuring 69.43%. When people are permitted to voice their opinions, they are more likely to go about business pragmatically, rather than to obsess about a situation and let it fester. This will boost workplace productivity. Another example of having voice is to challenge constructively the status quo with the intention of improving it. This allowance of 'having voice' would inspire IDC staff to make innovative suggestions for change, or modifications to standard procedures. In order for the IDC to optimise its business results with fully engaged employees, their creativity need to be unrestrained so that their interests can be aligned with business outcomes.

5.3.4.1. Respect in relation to innovation

With reference to the I-engage scores for Respect in paragraph 5.3.4, it is appropriate to corroborate the scores per group with number of innovations implemented, or logged and not implemented/not logged. Figure 5.7 illustrates Respect in relation to innovations logged.

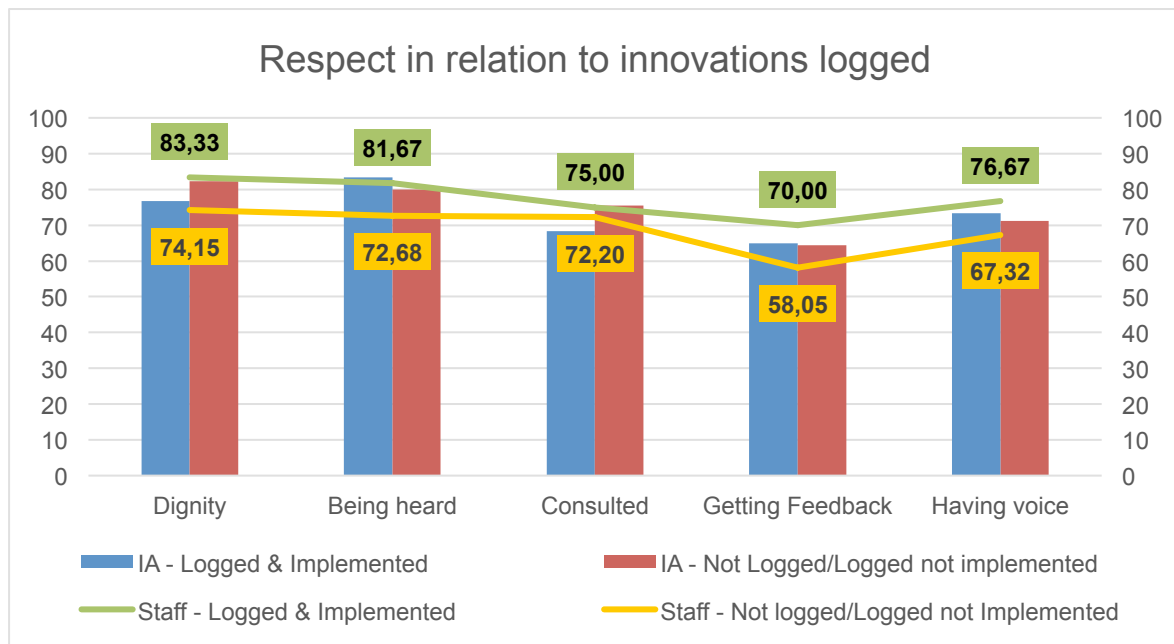


Figure 5.7: Respect in relation to innovations logged

Figure 5.7 illustrated that staff who have logged and implemented innovation ideas scored consistently higher on the constructs of Dignity, Consulted, Getting Feedback and Having Voice than innovation ambassadors. This is indicative that ideas logged and implemented inspired more Respect from staff than for innovation ambassadors. Staff whose ideas were rejected may be discouraged because they do not get feedback on why their ideas were rejected (58.05%). Similarly, they also felt they did not have carte blanche to raise their concerns and voice their opinions (67.32%).

Innovation ambassadors, who previously logged ideas and had it implemented, felt they are not being consulted enough (68.33%) and they did not receive satisfactory feedback either (65%). This has affected their sense of dignity and the way they value themselves and others. A vicious cycle may ensue, because the same lack of feedback and negativity they perceive may filter down to other staff.

5.3.5. Corporate Citizenship

Corporate Citizenship relates to information shared with respect to employees' locus of control, sense of corporate citizenship and a willingness to want to contribute to the success of the organisation. It also refers to employees' level of willingness to engage and take responsibility for their role or employees' inclination to not do this and rather want to blame others if things go wrong, or if things are not done, rather than take up personal authority and initiative (Viljoen 2008)

The consistently high scores noticeable in Figure 5.8 below demonstrated a strong degree of corporate citizenship, which indicated a desire of participants wanting to behave like owners towards the IDC. They have a strong connectedness to the work they do and the contributions they are willing to make.

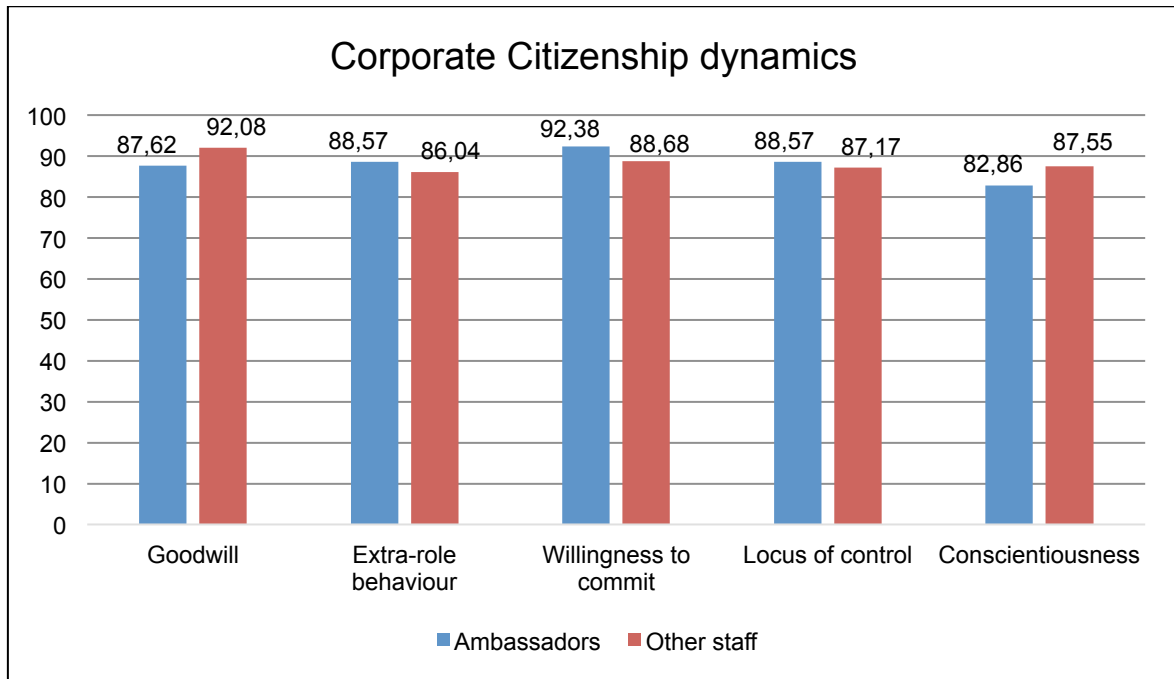


Figure 5.8: Corporate Citizenship dynamics

Figure 5.8 above confirm that IDC staff is serious about doing the right thing today to ensure that the organisation can be sustained for the future and in turn generate lasting value for the stakeholders.

5.3.5.1. Corporate Citizenship in relation to innovation

With reference to the I-engage scores for Corporate Citizenship in paragraph 5.3.4, it is appropriate to corroborate the scores per group with number of innovations implemented, or logged and not implemented/not logged. Figure 5.9 illustrates Corporate Citizenship in relation to innovations logged.

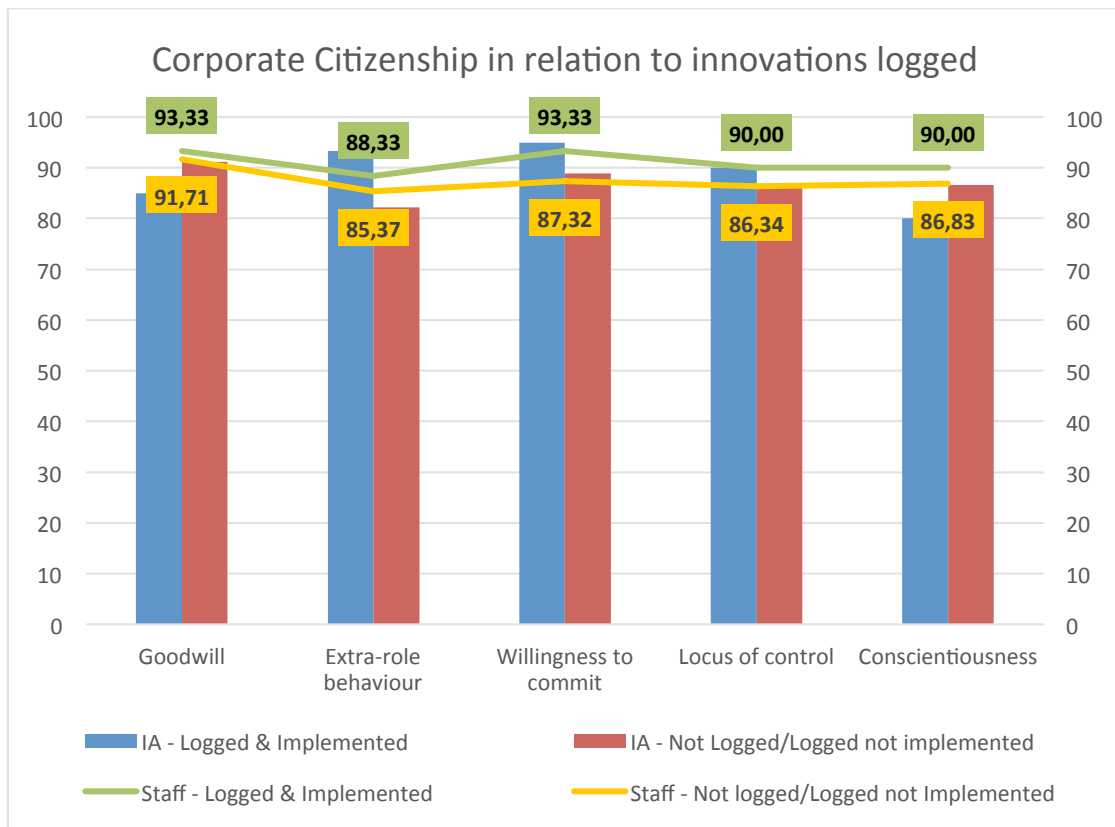


Figure 5.9: Corporate Citizenship in relation to innovations logged

In figure 5.9 all the constructs for Corporate Citizenship measured well above the I-engage overall average score (80.90%). It is apparent that staff, who have been successful in implementing ideas scored higher on Goodwill (93.33%) and Conscientiousness (90%) than innovation ambassadors with the same successes (85% and 80% respectively). Both scored equal on Locus of control (90%).

Innovation ambassadors who were successful scored higher on Extra-role behaviour (93.33% versus 88.33%) and Willingness to commit (95% versus 93.33%) than other successful staff. Innovation ambassadors whose ideas have been unsuccessful scored less on Goodwill (91.11%) than their other staff counterparts (91.71%). Staff and innovation ambassadors whose ideas have not been accepted for implementation scored lowest on Extra-role behaviour – staff scored 85.37%, and innovation ambassadors scored 82.22%. It is suggested that willingness to commit is a prerequisite for innovation to take place.

5.3.6. In-flow

In-flow measures the degree to which employees report being able to do their work in a synergized way so that work feels enabling and rewarding. Participants that feel challenged and stimulated by their work, have opportunities to grow and develop themselves, are able to do their work efficiently within reasonable time

frames and that are mandated to make decisions within their sphere of influence, generally will report feeling “in-flow” with their work (Viljoen 2008).

The construct of In-flow, as demonstrated by figure 5.10 below, revealed the lowest scores in the I-engage domain. The sub-construct of Autonomy, with both groups scoring 65% affirmed that participants felt they do not always have the mandate to make decisions. On the sub-constructs of Challenge, Opportunity to grow, and Belonging the innovation ambassadors scored lower than the other IDC staff members.

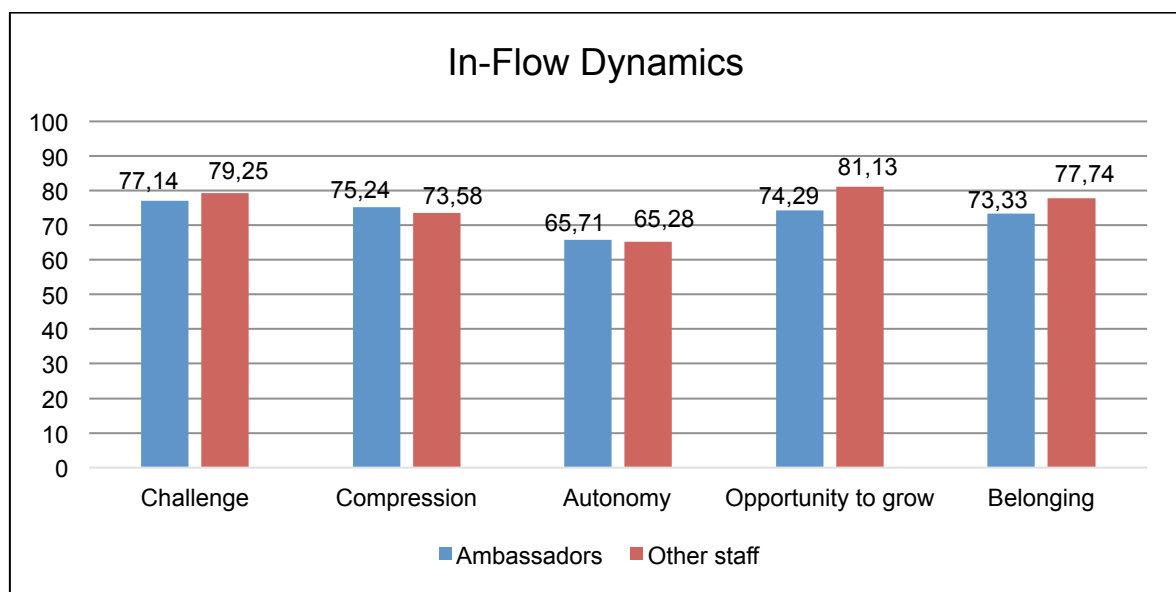


Figure 5.10: In-flow dynamics

Figure 5.10 illustrated the fact that the In-flow construct was classified as Involved on the I-engage score. This indicated that participants did not always feel challenged and stimulated, felt that opportunities to grow and develop are not optimum, and they did not have the sense of belonging that is normally evident in a company where the workforce are highly engaged. The low scores on Autonomy and mediocre scores of Belonging may lead to internal politics, and participants would subsequently leave the organisation to become fulfilled because their work has lost its sense of meaning.

5.3.6.1. In-flow in relation to innovation

With reference to the I-engage scores for In-flow in paragraph 5.3.6, it is appropriate to corroborate the scores per group with number of innovations implemented, or logged and not implemented/not logged. Figure 5.11 illustrates In-flow in relation to innovations logged.

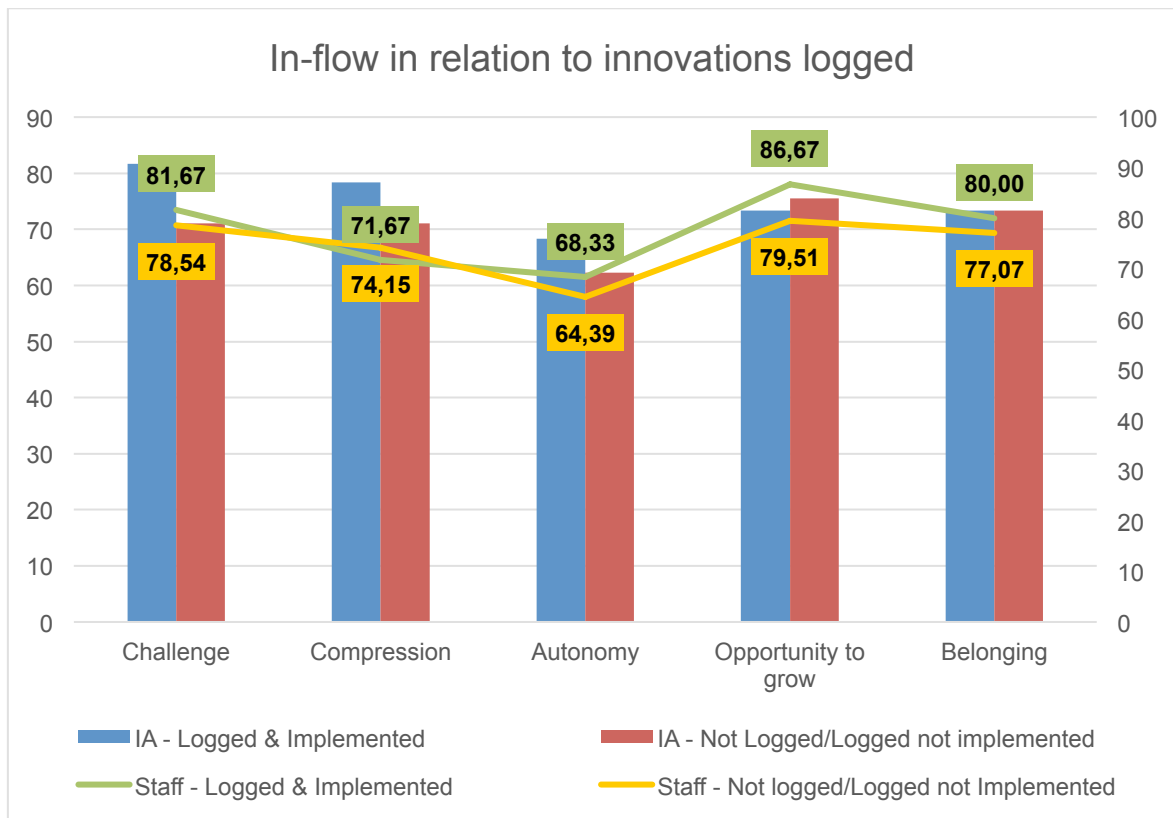


Figure 5.11: In-flow in relation to innovations logged

In figure 5.11 above innovation ambassadors, who have been successful in implementing their logged ideas, scored equal on Challenge (81.67%) and Autonomy (68.33%) compared to other staff. This is unlike innovation ambassadors (who have never been successful in implementing their ideas), and who scored 71.11% for Challenge compared to other staff, 78.54%. Taking into cognizance the high scores for innovation ambassadors and staff who have been successful in implementing their innovation ideas, it is suggested that Challenge is a prerequisite for innovation. Successful innovation ambassadors also scored higher on Compression (78.33%) than other staff (71.67%).

Innovation ambassadors and staff whose ideas have been unsuccessful (or never logged ideas), scored lowest on Autonomy (62.22% compared to 64.39%). Staff who has been successful scored highest on Opportunity to grow (86.67%) compared to innovation ambassadors (73.33%). Unsuccessful staff scored even higher on Opportunity to grow (79.51%) compared to innovation ambassadors (75.56%). Innovation ambassadors (successful and unsuccessful) scored equally low on Belonging 73.33% than staff, who scored 80% (successful) on Belonging and 77.07% (unsuccessful) respectively.

5.3.7. Emotional intelligence

The overall I-engage scores to rate levels of emotional intelligence were innovation ambassadors 82.35% and other IDC staff 79.77%. With reference to figure 5.12 below, emotional intelligence is measured by combining the Respect, Resilience, and Regard constructs (Viljoen 2008).

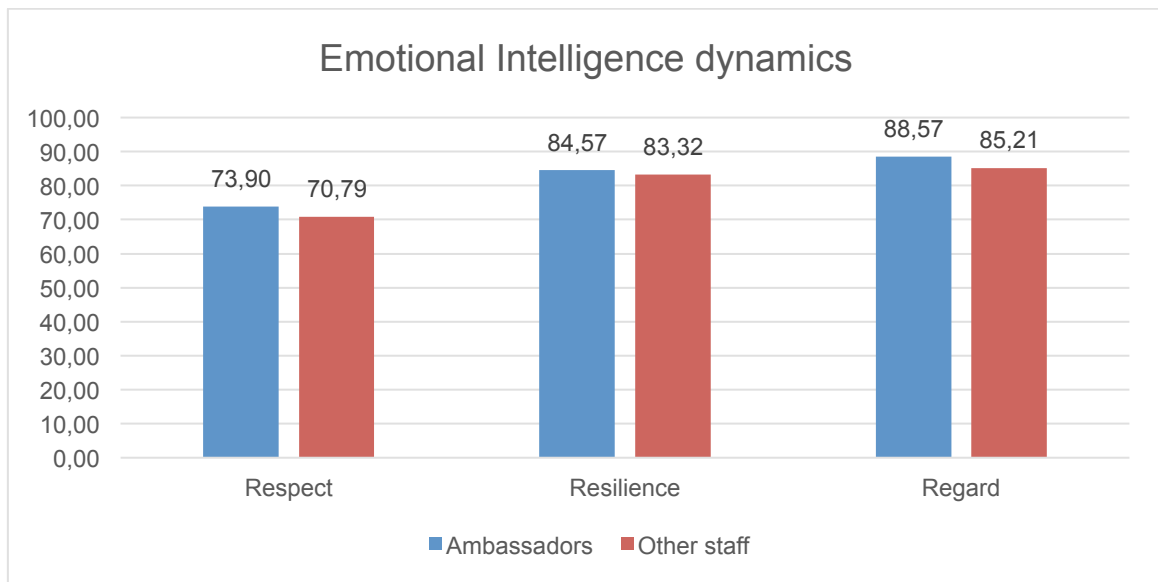


Figure 5.12: Emotional Intelligence dynamics

In figure 5.12, the scores of the Resilience and Regard constructs classified both groups as Engaged on the I-engage, whereas the construct of Respect, with a lower score, positioned them in the “Involved” quadrant. Although the collective emotional intelligence scores suggests that innovation ambassadors and other IDC staff are sufficiently emotionally intelligent, the low scores of Respect is indicative of entropy, a trend towards lower human energy.

5.3.7.1. Emotional intelligence in relation to innovation

With reference to the I-engage scores for Emotional Intelligence in paragraph 5.3.7, it is appropriate to corroborate the scores per group with number of innovations implemented, or logged and not implemented/not logged. Figure 5.13 illustrates emotional intelligence in relation to innovations logged.

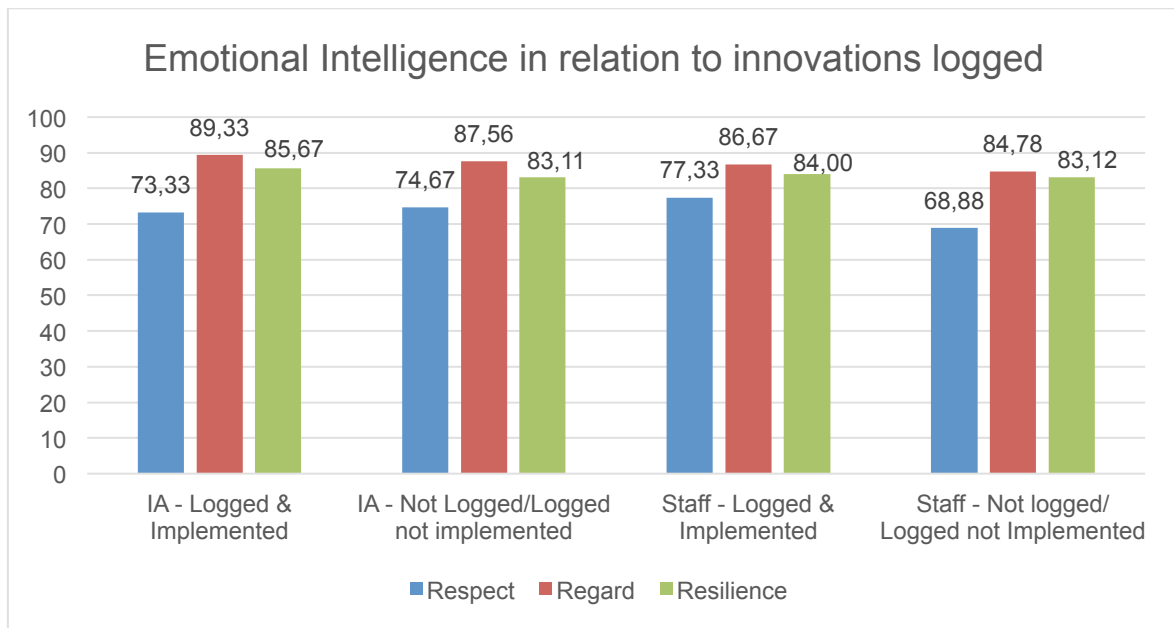


Figure 5.13: Emotional intelligence in relation to innovations logged

According to Figure 5.13 the Respect score, a construct within Emotional intelligence, has been consistently lower than Regard and Resilience (the other constructs within the Emotional Intelligence measurement). Innovation ambassadors who have logged and implemented their ideas successfully scored equal at 73.33%, compared to staff at 77.33%. Innovation ambassadors and staff who were unsuccessful in implementing their ideas scored 74.67% and 68.88% respectively. Innovation ambassadors who were unsuccessful, or have not logged ideas, scored higher (74.67%) on emotional intelligence compared to innovation ambassadors who have been successful (73.33%).

The construct of Regard scored highest within the Emotional intelligence domain, with successful innovation ambassadors scoring highest at 89.33%, compared to successful staff at 86.67%. The lowest score for Regard were for staff who were unsuccessful or never logged an idea at 84.78%. Successful innovation ambassadors scored highest on resilience at 85.67%, compared to similar staff at 84%. The resilience scores for unsuccessful innovation ambassadors and other staff were equal on 83% and did not indicate .

5.4. Responses from Innovation ambassadors and other IDC staff

5.4.1. *Encouragers of innovation*

Of the total participants 4% reported that “nothing” encouraged them to innovate. There were also fifteen non-responses to this question. Six themes were identified that emerged from the question “What encourages innovation at the IDC?” and

each will be briefly discussed below. Figure 5.14 illustrates the weighted scores for each theme.

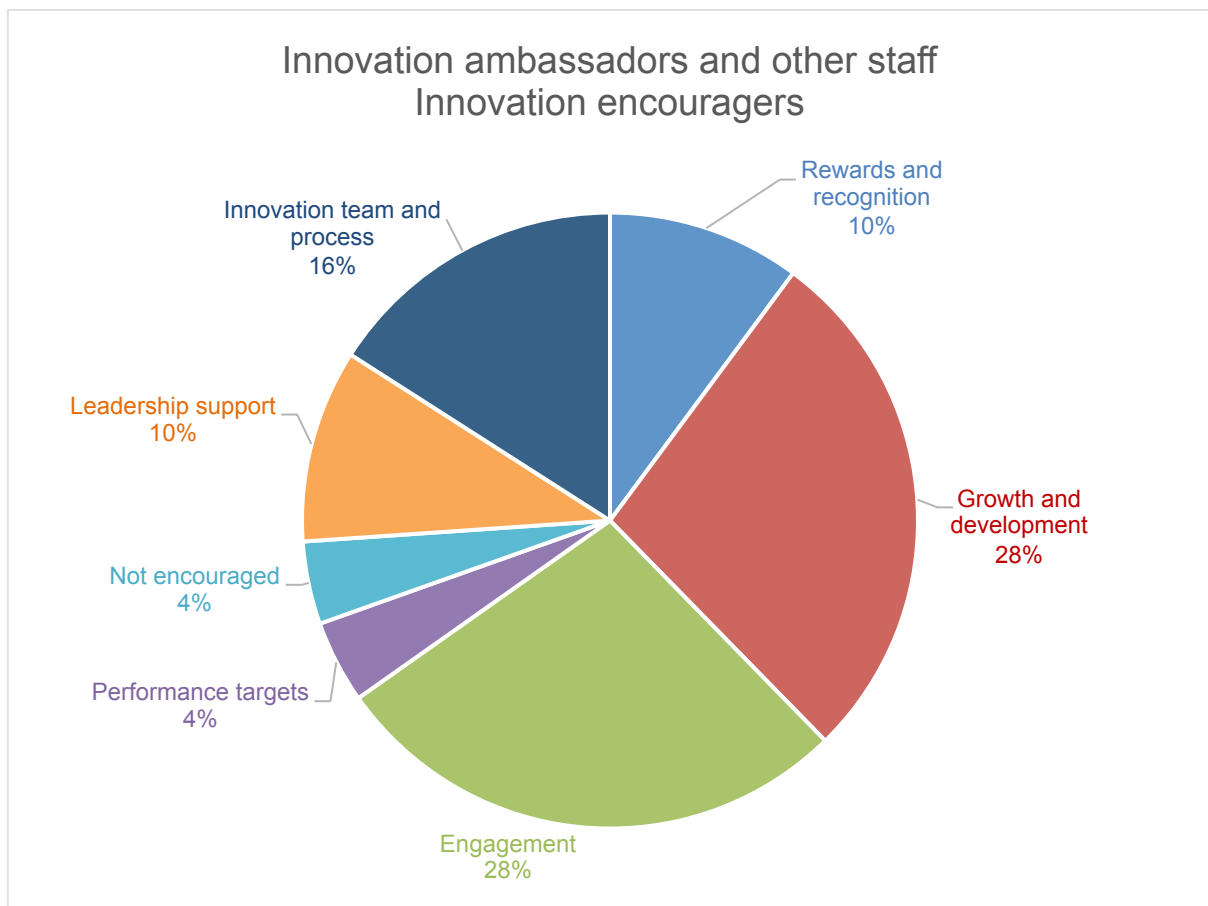


Figure 5.14: Innovation encouragers for innovation ambassadors and other staff

5.4.1.1. Rewards and recognition

According to figure 5.14, 10% of the participants agreed that rewards and recognition was one of the important facets of innovation. This affirmed that participants did not see innovation as a natural extension of the business or their work, but rather, that monetary rewards and acknowledgement would inspire them to be more innovative.

5.4.1.2. Growth and development

The importance of growth and development inspired 28% of the participants to be innovative. Participants recognised the importance of introducing new ways to do business as crucial to keep the IDC a strong competitor in the market. Reasons offered were that improved processes, strive for excellence, alternative solutions to current problems, lateral thinking, and improved customer service would encourage innovation.

5.4.1.3. Engagement

The significance of communication and collaboration amongst participants and inter-departmentally was another source of encouragement for innovation. 28% of the participants agreed that innovation should be talked about freely and regularly and high levels of collaboration amongst teams would promote and encourage a flow of new ideas. Positivity and encouragement, an open forum to freely express ideas, and a climate where participants have voice and are being heard have been defined as vital elements for innovation.

5.4.1.4. Performance targets

In figure 5.14, 4% of participants felt that innovation must form part of the performance targets of each employee and they must be measured thereon.

5.4.1.5. Leadership support

In figure 5.14, 10% of the participants felt that leadership support played a pivotal role in encouraging innovation and that leadership must set the example for innovation in the IDC. Some of the comments that would encourage innovation were “Management that listens to innovators”, and “positivity and encouragement from Management”, whilst “support for innovation from the CEO” was raised as another point.

5.4.1.6. Innovation team and innovation process

In figure 5.14, 16% of the participants concurred that support from the innovation team, and the ease of submitting ideas encouraged them to innovate. They felt that the innovation department must be more visible and promoted to encourage innovation corporate-wide. Comments noted were, “There are opportunities for participants to develop innovative ideas, and this is encouraged”, and “there is a continuous drive and encouragement to submit ideas”.

5.4.2. Discouragers of innovation

Seven themes emerged from the question: “What discourages innovation at the IDC?” Each theme will be briefly discussed below. Figure 5.15 illustrates the weighted scores for each theme.

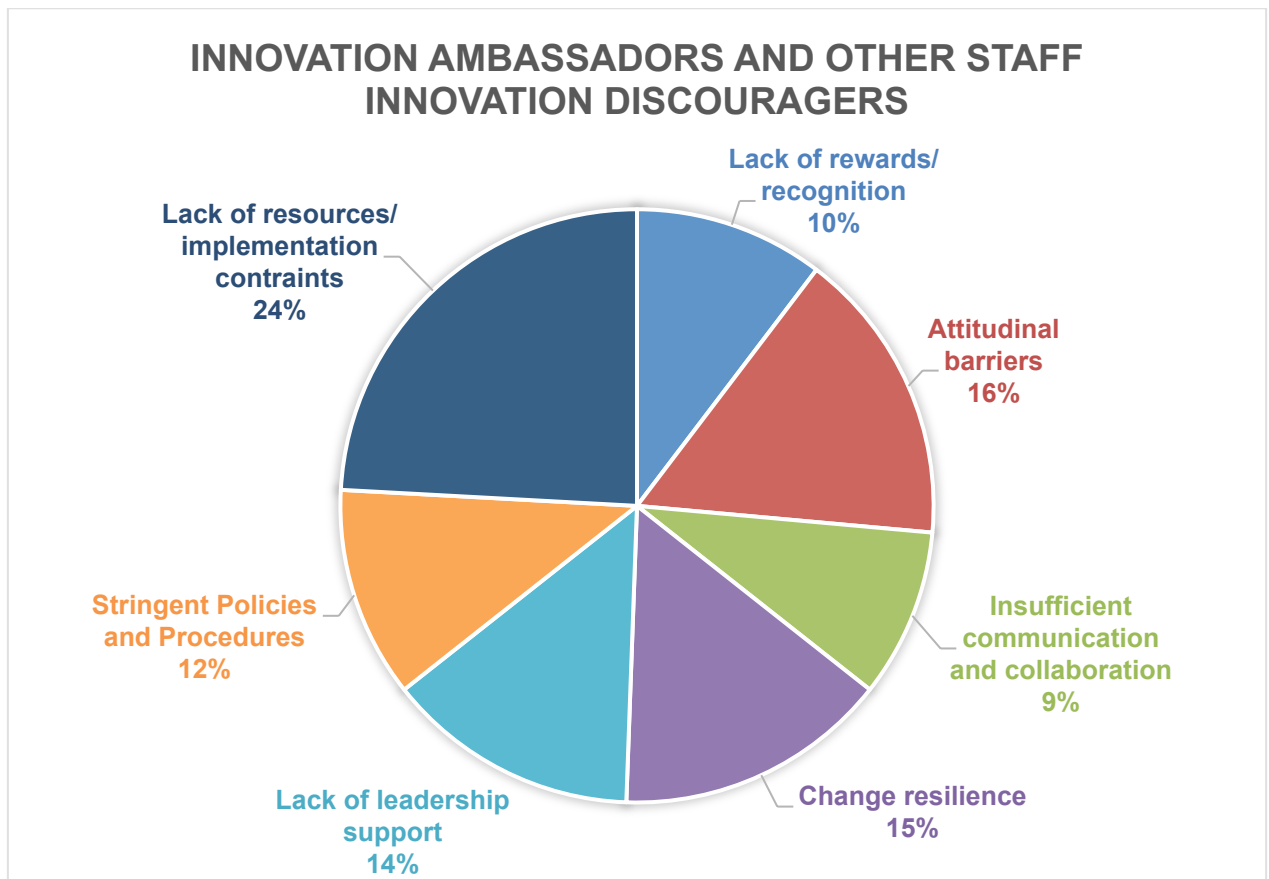


Figure 5.15: Innovation discouragers for innovation ambassadors and other staff

5.4.2.1. *Lack of Rewards/Recognition*

According to figure 5.15, the absence of incentives and acknowledgement made 10% of the participants less inclined to innovate. Participants reported that some of their ideas that were submitted (and not approved for implementation), made them feel seemingly unimportant and unrecognised. The comment made was, “When I submitted ideas, it was not seen as important”. They also felt that the current innovation incentives structure is inadequate. Two participants complained that their ideas were stolen (after it was turned down) and other participants then claimed it for their own.

5.4.2.2. *Attitudinal barriers*

Various attitudinal barriers, such as apathy, favouritism, internal politics, complacency, motivation, lack of follow-through, were identified by 16% of the participants as attitudes that are alive and well and allegedly discourage innovation.

5.4.2.3. Insufficient communication/feedback

In figure 5.15, 9% of the participants alluded to insufficient communication and negative feedback, especially from the Innovation Review Committee, as a reason for discouragement of innovation. Comments raised were, “there is an uncertainty that individual opinions will be heard”, and “feedback is only communicated with the Manager, and not with person who submitted the innovation Idea”. Another comment worth mentioning is, “Some people responsible for assessing the merit of an idea will first look at how the idea will impact their own work and can stifle the idea if it does not suit them”.

5.4.2.4. Change resilience

In figure 5.15, 15% respondents agreed that there is an unwillingness to take risks. The comment made was, “The appetite of decision makers is one where radical innovations are not really considered. The corporation is not ready, nor positioned to make radical innovations”. They further stated that due to a relative conservative IDC culture, people are purportedly reluctant to accept change. Comments made were, “People are not willing to consider change”, “things tend to take time to change” and “being seen as wanting to change would deviate from the standing norm”. Other comments were, “People do not always see the bigger picture and if they are not directly touched by it, or it does not coincide with their belief system they are not interested”, and “people and management are adverse to change”.

5.4.2.5. Lack of leadership support

In figure 5.15, 14% of people felt that there is a lack of leadership support for innovation in the IDC. A comment made was, “Management does not lead by example”. The perception is that senior management are not aware of the challenges that face the majority of staff and are unwilling to consider changing processes and procedures. It was said that IDC Leadership fails to take charge of innovation and are reactive in their attempts to innovate. It was also noted that staff are not empowered to make decisions and take risks. A general disinterest and managers who are bad listeners were other reasons cited for lack of leadership support. The lack of leadership support relates back to the comments made of Respect in paragraph 5.3.4.

5.4.2.6. Stringent Policies and Procedures

In figure 5.15, 11% of the respondents reported that there is too much red tape to implement innovation ideas properly. They claim that tedious processes stifle a spontaneous innovative spirit. Comments cited for discouragement of innovation

were, “tedious processes and other units not supporting ideas to implement if viable”, and “fraud, policies and changing circumstances”. “Not understanding the processes of submitting and getting approval for innovative ideas” was cited as another concern.

5.4.2.7. Lack of Resources / Implementation constraints

According to 24% of respondents a general lack of resources, such as budget, time, people, and cross-functional support resulted in negativity and attributed to discouragement in innovation. Comments raised were, “Insufficient time and space do not allow for employees to stop killing fires and think of new ways of doing things. There is a culture of running around and not stopping to check whether the running around can yield better results”, and “failure to implement due to lack of budget”. Other comments were, “Negativity, uninterested managers, limited budget, and people may feel that it will entail too much work”, and “Insufficient time given work under pressure and deadlines”.

5.4.3. Importance for IDC to innovate

On the question “Why is it important for the IDC to innovate?” participants offered mainly three reasons and it is extracted based on their responses:

5.4.3.1. Growth and development, improved products and services, and change

In relation to growth and development, 49% respondents felt that innovation forms part of the successful and continued growth of the company. One person mentioned that the IDC could not afford to rest on its laurels and still expect to be carried by the successes of the past. It is necessary to introduce new products and services and to stay ahead of competitors - be it for talent and/or for business. IDC personnel must become involved in the way IDC works and changes. They must respond to the constant change of what clients require. Innovation can also be a tool to achieve cost efficiencies and improve processes.

5.4.3.2. Have foresight, stay relevant, and be competitive

In relation to having foresight, staying relevant and competitive, 41% of respondents stressed that in order to innovate it is important to stay ahead in business and continue to grow. The company’s horizons need to be expanded continuously. Innovation is also necessary to strengthen the IDC's balance sheet, and to improve efficiencies, in order to sustain and grow the IDC's development impact. Innovation is necessary to improve the ways of doing things and to

challenge the status quo, to stay relevant in future, especially with its service offering to clients, both internally and externally.

5.4.3.3. *Improved customer service*

In relation to improved customer service, 10% respondents confirmed that the IDC have to make a difference in the way clients are being served. It is imperative that the IDC questions what it does and how it does it in order to continuously improve the clients' experience as well as improve the results realised internally. Improved turnaround times to clients requires the IDC to come up with new ideas for the sake of speeding up response times to clients.

5.4.4. *Instilling a culture of innovation*

On the question of "As management how would you instil a culture of innovation in the IDC?" the following responses were received and five themes were identified:

5.4.4.1. *Management involvement*

It was felt that management must lead by example. There should be a real "open door" policy, staff's ideas should be listened to, and management should have an open mind to new things. They should also develop and/or enhance their lateral thinking skills and stay up to date with latest trends. Management should play a more significant role, by being actively involved in innovation initiatives. Leaders should foster a mood of risk taking, but they should also be tolerant to failures. They should inspire a culture of winning and success. People should be empowered to make decisions about things that affect them and their work. Probing questions should be asked about the way the organisation operates and staff should be encouraged to come up with innovative ideas to address those challenges. People should be challenged to ask, "Is this the most effective and efficient way to do things, and why?" The innovation department should not only manage ideas, but also challenge and probe, instil a culture of thinking about IDC products, how it adds value, and what it means to our stakeholders. Responsibility and accountability should be assigned for the implementation of innovation initiatives - even if it means delegation of authority - and people should be allowed flexibility to try, test and fail.

5.4.4.2. *Marketing and communication*

Communication is an area of concern. More innovation awareness should be conducted. Examples of innovative ideas that directly impact a department should be shared with the team and the rest of the company. Continuous engagement from top to bottom is necessary so that achievements are showcased, innovation

awareness is purposefully marketed, competitions are held, inputs are being appreciated (rewarded and recognised), and feedback is provided regularly. Informal brainstorming sessions should be held. Staff should be heard, creative thought and input encouraged, and ample support should be provided. An environment where employees can freely voice their opinions should be encouraged.

5.4.4.3. Relaxed stringent and inhibiting processes

People should have the freedom to "think out of the box" so that they can discover new ways of doing things. Intimidation tactics to get people to innovate should be prohibited. Emphasis should be focussed on our clients as well as on business process improvement (less attention should be given to "nice to have" initiatives). Staff should be given a platform to implement their suggestions. Innovation should be a natural, organic process and people should be allowed freedom to think and innovate without fear.

5.4.4.4. A supportive environment

An environment that is supportive of innovation should be established and teams should be allowed time to collaborate and innovate. Innovation should thrive under relaxed circumstances, and not form part of performance targets, as this brings undue pressure to innovate where at times it is unnecessary. The way the innovation unit is managed should be changed. They are too curtailed in the environment they work in. They are dynamic and need the freedom to implement and drive the culture change for innovation. Participation should be encouraged and a sense of ownership instilled when it comes to innovation. It is not just the responsibility of the innovation department, but each and every one to look at processes and opportunities that exist in this space and make this organisation a better place to work in, as well as keeping the organisation relevant and competitive. Fun activities should be introduced - not everything should be cast in stone.

5.4.4.5. Rewards and recognition

Successes should be celebrated and rewarded with meaningful incentives. Rewards for innovation may be tailored to the innovator - some might want public recognition, whilst others may want to avoid it. The consistency of innovation rewards is lacking with some innovations being rewarded whilst others are being overseen. Perhaps allow for greater non-financial incentives, which may include dedicated time for innovation. Everyone should be given the opportunity to contribute and feel his or her contribution is valued.

5.4.5. Characteristics of an innovative person

The innovation ambassadors and other IDC employees proposed that the following characteristics are necessary to be innovative. A person must be open-minded, optimistic (converts problems into challenges), have little or no fear of failure, be able to express an opinion, and welcome criticism. An innovator must be enthusiastic, think laterally and questions the status quo. He must be flexible, creative, have a strong work ethic, be open to change, self-motivated, and can persevere amidst challenges to implement an idea.

A person must possess leadership skills, be intuitive, be able to align him/herself to the business, be robust and a calculative risk taker. "A "thinker" who reads a lot, can see "gaps" in the market; someone who thinks differently about certain topics than others, intelligent, happy, stable, realistic, go-getter, entrepreneurial, positive, not scared to take a chance, but who can still weigh up all the risks and consequences".

5.5. Responses from the Innovation team

The focus group session held with four members of the innovation department, and yielded the following responses to the questions asked:

5.5.1. Aspects of innovation success

One participant felt that the IDC is quite good in terms of finding resources for the implementation of innovations where leadership buys into the innovation. "If they believe it's good and right, they will find the money and the time and the people to implement new ideas. The condition to this, however is that leadership must buy into the idea".

Another participant felt that the IDC has been successful in Open Innovation initiatives, particularly where they partnered with an external entity. There has also been success in implementing cross-departmental projects, but progress is often slow due to IDC policies

5.5.2. Aspects of innovation failures

One aspect highlighted was the fact that the IDC is very risk averse. "That hinders us to look at innovation for what it could offer. If we think the risks outweigh the benefits, we are not even willing to try." It is felt that people have difficulty in seeing

a benefit where there seems to be no personal benefit to them, or their business unit. It was further suggested that the company fail at innovation on two aspects:

(1) Get leadership buy-in for innovations that stretch the mandate or stretch the procedures or processes. The moment something out of the norm is proposed leadership is hesitant to buy into it. This confirms the risk adversity. Without leadership support, nothing can happen. (2) A challenge is making people understand that innovation is actually part of a person's job and not something in addition to. This is confirmed in utterances like, "It is not on my targets, I'm not going to do it". One participant felt that as an organisation we failed to make people realise that if they do not innovate, even about the way they do their jobs, they are actually not doing their jobs.

Another participant added that the organisation fails to decentralise innovation, thereby hampering the implementation of many good ideas both internally and externally. "We fail to get sufficient buy-in in order to get sufficient resources. We also fail to reward and recognise innovation adequately".

5.5.3. *Innovation stimulators*

It was felt that personal gain is a major objective for innovation. One person argued that: "there are those that are unique, who see the broader sense, but it is mostly about what am I going to get out of it? How is the organisation going to reward me? I need people to look at me, see me, and put me on a platform". This statement was also confirmed by another participant who reiterated that rewards and recognition is the main stimulant for innovation.

Another participant posed a more positive view: "My experience is that there are people who innovate because they have drive and an interest in it. Those people are not doing it for personal gain, or interest, or because it is on their targets - they have a drive to want to do better".

One participant felt that: "People who feel involved and motivated in their jobs are driven to be more innovative. If innovators were given more autonomy to implement their ideas, they would be more innovative".

5.5.4. *Discouragers of innovation*

It was said that although the company has an innovation system that manages ideas from cradle to grave, many people do not know or understand how it works and get frustrated when they have misaligned expectations. Added hereto is the people aspect. People need to be given feedback on submitted innovations. This

lack of human interaction supports people's attitudes of, "This is an additional job for me so I will do it whenever I have time". Eventually the excited innovator becomes discouraged if the situation is not managed timeously.

The target system and a general disinterest were mentioned as key discouragers of innovation. Comments raised were, "Why should I come up with an idea to make something better for another department. There is a lack of understanding to realise that if I help another department perform better, it actually benefits me in the process. So there is a disinterest and probably not a systemic understanding of how things influence each other".

One person noted that the IDC's policies and procedures, the culture of the IDC and the type of people employed at the IDC hamper innovation.

5.5.5. Influence of process on innovation

A participant suggested the IDC population could be divided into two groups with regard to innovation. There are those individuals that buy into innovation in its truest sense: "It is not about me, it is about what can I do for the organisation to make it better and make the environment better – even if it is not my own. Those people, if you get them in a cross-functional team you will have an amazing time in order to process an idea and get it through even if it's not processed you'll work through it very quickly with detail. So they are very committed". The other group is self-centred and works in silos. The prevailing attitude is, "I have the knowledge; I will not share it, because if I share it with a person in this group they will probably tell someone and he/she may look more intelligent. I find that counter-productive but it seems to be something that people are using as a reason not to participate, or cooperate, or share with each other". The group felt that IDC people do not have a culture of sharing. There is however, people whom, the more they see themselves aligned to the IDC strategy, the more they become energised and truly innovative. Unfortunately, they are still in the minority.

One participant articulated that the innovation process is systemically connected to larger IDC processes and in that regard, it may hinder innovation. The moment you have an innovation that requires something slightly different, nobody knows what to do. But even beyond that nobody is willing to even suggest or try something new". The systems and processes just do not support innovation."

Another view expressed was there are people who are just not interested to find alternative ways to solve a problem. To them there cannot be any exceptions to the rule. "How can we expect people to be innovative in a simple situation like

this? People say, we understand and we see the innovation. It is an innovation idea. We support innovation. We see what you are trying to achieve. However, we have to follow process. The people are not solution-oriented".

Attitude plays a major role in innovation as was confirmed by a participant: "The company is target and money driven and there is no sense of pride in the organisation - only a sense of "what is in it for me" and "what can I get out of it? These behaviours hamper innovation and the way the company is structured, performance management and monetary rewards serve to encourage this".

5.5.6. IDC innovation culture

The discussion commenced with a facetious statement by two of the participants: "Culture? What innovation culture?"

One opinion offered was, "You can only talk of a culture when it is sustainable and if it is observable from the outside. As an observer to the organisation in the IDC, even within the IDC, you cannot see the innovation. So you cannot define that innovation culture yet, because has not been established".

Another view reflected: "It is very focused on what each individual can personally get out of innovation. There is no communal sense of bettering the organisation or the country. It is a selfish culture predicated by entitlement".

5.5.7. Benchmarking IDC to innovation industry norm

The reaction received from one person was, "You want us to comment on a survey and a methodology that is a point in time observation or perception of people in the system? My opinion is different from what the survey results offer". Another participant replied that there is a trace of an innovation culture present, but he/she does not know what it really is. "There is something there, but I don't think I can define it succinctly at this moment. I am struggling".

The previous statement was reiterated by another person: "To add to that – it is not to say there is no culture. The culture is not manifested enough and that is the challenge. Therefore, it is not self-sustaining now. It needs a department to drive it. If I, as an Innovation Manager, do not drive the ideas that were approved in my portfolio, they do not move. You can only talk of a true innovation culture when those things move on their own - when the system is somewhat self-generating. So perhaps the statement – it is but yet an embryo".

A perspective raised was the fact that IDC is being compared to other institutions who are also only now starting to promote innovation awareness. In that sense, IDC results may look good at present. "I think once innovation in the IDC has matured, that is when we can really take the measurement seriously. Only then will it be a true reflection because we would see progress over time. When you no longer have to push and kick start things to happen. In the absence of an Innovation department, would the IDC still be innovative?"

5.5.8. *Innovation maturity*

The response was that there are no hard and fast rules. It depends on the industry, the organisation, and on the leadership. One company can be innovative within six months and be sustainable. Another company may take six years to become innovative and may still not succeed. Leadership is the definitive factor. An innovative company now can by a change in leadership, not be innovative anymore. Innovation progresses through cycles just like any other industry – it grows, matures, and then dies. There are too many influencing factors to predict a time to maturity.

5.5.9. *Remaining innovative*

The group felt it is not possible for a company to remain innovative indefinitely. An innovative company may become comfortable with their recipe of innovation. To stay ahead in the field of innovation a company has to be innovative in the way it innovates.

5.5.10. *Characteristics of an innovative person*

The innovation focus group responded that self-drive is named as an important characteristic. A person needs to be a visionary, somebody who can visualise the benefits even if there is no personal gain in it. A person needs to be able to work collaboratively with others, because most innovations depend on input from others. Good people skills are important, because a person must be able to sell his/her idea and be convinced of what is envisaged. A person must have patience and resilience and not lose heart too early, because innovations may be rejected initially and a fresh approach may be necessary.

Passion and drive were identified as two characteristics that are imperative for innovation. Another view raised was that a person must be multi-disciplined, multi-skilled, must be a natural leader within the IDC, must be solution-orientated,

confident, assertive, a systemic thinker, must have a high adversity quotient that relates to resilience – that is “keep on, keeping on”. Within the IDC specifically, it was felt that person must be employed less than two years. It was speculated that once a person reached two years of employ in the IDC, he/she becomes complacent like the rest. Only if a person displays all of the abovementioned traits, can he/she be acknowledged as an innovator. Internal research within the innovation department has shown that employees with less than two years’ service in the IDC are great innovators. They are called the Alchemists of the archetypes. This respondent defined the Alchemists as “a typical archetype of anybody on a Professional or Management job band within the IDC employed less than two years”. It was theorised that a person employed longer than two years, who does not possess all of the attributes mentioned above, will probably not survive as an innovator, and he/she will not be inclined to naturally innovate, unless it forms part of performance targets.

Another participant replied that innovative people are very independent, love and value autonomy, and loath micro-management. They are intrinsically motivated and innovate for the greater good and for a sense of purpose. They value the opportunity to learn, grow, and appreciate time off versus financial rewards.

When asked for concluding remarks to the focus group session, one participant replied, “The IDC will need to seriously overhaul the entire organisation; change its hiring practices; overall its performance and change management processes; and allow far more flexibility in working hours if it ever hopes to attract the right talent and embed the right culture where innovation can thrive”.

5.6. How resilience and emotional intelligence contribute to innovation in the IDC

The causal loop in figure Figure 5.1 below illustrates the promoters and inhibitors of innovation in context of the IDC. It presents the various constructs that constitute emotional intelligence and resilience, and how it is intricately woven into the prevailing issues that influence innovation – either in a positive, or in a negative way.

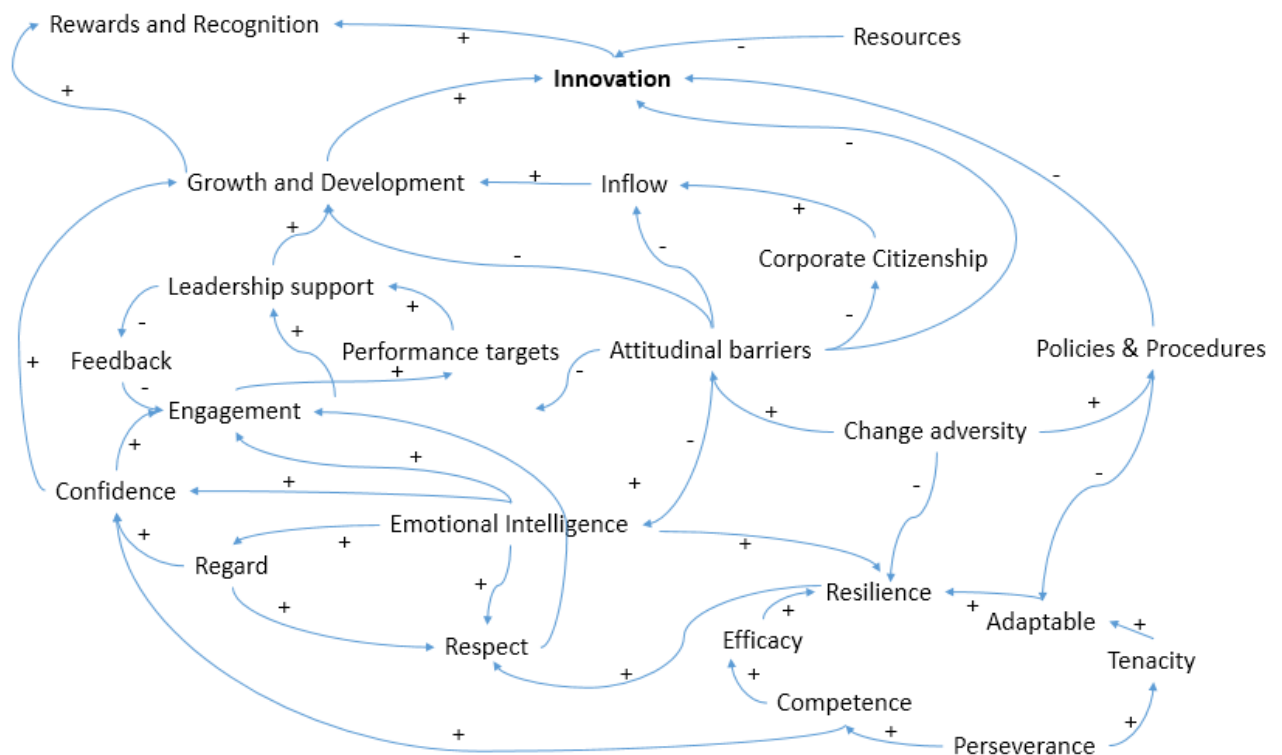


Figure 5.16: Causal loop – promoters and inhibitors of innovation in IDC

If a person is *emotional intelligent*, he/she will have *self-regard*, which will contribute him/her to have *confidence* to add value to him/herself and the business. Being confident will empower a person (and the business) to grow and develop. *Growth and development* is a major contributing factor for *innovation*. With growth and development and innovation come *rewards and recognition*. A person with a high level of emotional intelligence also have (and receive) *respect* (they have voice, are being heard, are consulted, get feedback, and have dignity). People who have respect will communicate and collaborate. An emotional intelligent person is resilient. People who are *resilient* have *efficacy* (they believe their abilities to perform a task), are *competent* (have skills), can *persevere* (persist in the face of adversity), are *tenacious* (can adapt to change), and are *adaptable* (can deal with daily demands). Competent people have more confidence, and resilient people command more respect.

People who have emotional intelligence promote employee *engagement*. They also have high levels of confidence. If enough communication and collaboration happen, *leadership support* will be evident. Communication and collaboration also promotes the setting of *performance targets*, which will enhance leadership support. If the leadership do not give *feedback*, communication and collaboration will stifle. This will result in less confidence in leadership and performance will deteriorate. The more leadership support there is, the more growth and development will take place and this will transform into more innovation initiatives being implemented.

Attitudinal barriers are established due to low levels of emotional intelligence. It also creates a barrier to communication and collaboration, as well as to growth and development. With attitudinal barriers present there can be no *Corporate Citizenship* (willingness to contribute to success of company), resulting in little or no innovation. Corporate Citizenship is necessary for *In-flow* to be present (work feels enabling and rewarding). Insufficient *resources* (for example human, financial, time, cross-functional teams' cooperation) will also inhibit innovation.

Change adversity may lead to the implementation of very stringent *policies and procedures* that will inhibit innovation. Risk adversity will also inhibit resilience and will contribute to the establishment of attitudinal barriers. Rigid policies will constrain adaptability (because of change adversity) and discourage innovation.

5.7. Summary

The BeQ information was extracted from the questionnaires and triangulated with the open-ended questions for descriptive analysis. The data was extracted into manageable, but meaningful, chunks, and similar information was coded and grouped together to form categories. Themes emerged and formed a framework of interconnected ideas that were connected by a shared pattern. The various data collection methods were integrated, compared, and visually presented in graphs to provide an inclusive view on engaging resilience and emotional intelligence for innovation in the IDC. Chapter 6 provides the findings of the research.

CHAPTER 6 : RESEARCH FINDINGS

6.1. Introduction

In this chapter, the analysis done in the previous chapter were interpreted into research findings. The chapter commences with the findings on resilience and emotional intelligence dynamics. Each sub-construct is deliberated on. On an individual level, the overall I-engage score was 80.90%. This “Engaged” score, according to the I-engage quotient, suggested sufficient individual energy for IDC staff to be resilient and emotionally intelligent. However, taking into cognizance the fact that on many of the sub-constructs the scores varied quite considerably from the average overall score, including conflicting comments made by participants, the underlying assumptions suggested a different picture. This suggested that participants did not necessarily habitually focus their efforts effectively, and did not always display sufficient emotionally connected behaviours to sustain a progressive culture of innovation.

6.2. Resilience in the IDC

The overall scores for Resilience were 84.57% for innovation ambassadors and 83.32% for other staff. It is suggested that levels of resilience within the IDC are aligned with the I-engage score, and IDC staff in general, view themselves as being resilient. The sub-constructs within Resilience will be discussed next.

6.2.1. Competence

Competence refers to the skills levels of staff. On the sub-construct of Feeling Competent innovation ambassadors, who were successful in implementing ideas, scored 76.67% and similar other staff scored 78.33%. These scores were contrastingly lower than the average I-engage score of 80.90%. Of particular interest is the Feeling Competent score. Innovation ambassadors who have not been successful in implementing their ideas, or who have never logged an idea do not feel competent enough in their current positions (62.22%). At this stage, they will not be able to perform superiorly, nor would they be able to provide value to the innovation team. The score for other staff, though still low, is slightly higher at 72.2%. This is also indicative of people getting demotivated when their ideas are declined.

At present the innovation review committee and innovation ambassadors do not necessarily consist of cross-functional, experienced and innovation-savvy

individuals. This creates a void in competence levels. Comments made by staff perceived managers as not being engaged enough. Leadership commitment was waning and the innovation message needed to be re-invigorated. The innovation team confirmed this finding with statements that there was not enough leadership buy-in for innovation in the IDC. They felt that innovation skills development and rotation of staff, particularly innovation ambassadors, were necessary to ensure a constant flow of skills and experience. In the four years of the innovation team's existence, re-election of innovation ambassadors has not taken place.

Staff commented that in general motivation, buy-in and follow-through were lacking, and the inability to implement innovation ideas properly attested to limited levels of resilience. Not only were the resilience levels of staff questioned, but it was also extended to innovation ambassadors, and IDC leadership. This negativity was further supported by comments from the innovation team on change adversity; that leadership is hesitant to buy into anything out of the norm, and that people are frustrated because of misaligned expectations. There are obvious signs of people struggling to cope and being unable to bounce back to a state of normal functioning.

The lack of competency was further supported with comments by staff that people were not empowered or willing to make decisions and take risks, and that ideas submitted were not seen as important enough. This was supported by a comment that "risk aversion and fear of failure is a stumbling block" and may have resulted in people having a built-in bias to delay doing work that are expected from them, regardless of its merits of urgency. People mention that "red tape" and a high workload consumed all their time and energy. They may protect themselves with extensive documentation (serving as "evidence") against potential pitfalls. There is also clear evidence of entropy - a degradation of energy to perform work. They elaborated that upon submission of the idea, there is often excitement and a promise of a possible new project. However, somewhere in the innovation chain the attitude changes to "that will never work", or "this is not how we have been doing it before" and the ideas are then declined. People subsequently become despondent. They gave up attempts to change or improve a situation, or submit new ideas again, because rejection makes them feel "incompetent".

The low scores on competency were also indicative of an inability to adapt to change and to exploit opportunities for growth and development during periods of uncertainty. Even though growth and development emerged as one of the themes that encouraged IDC innovation ambassadors and staff to innovate, the fact that competence levels are unsatisfactory constituted to people being ill prepared for it. Thus, as a defensive response, incompetence becomes barriers to innovative change. Innovation ambassadors and staff supported this finding by citing adversity to change as a discouragement for innovation.

6.2.2. Adaptability

Although levels of adaptability were aligned with the overall I-engage score (80.90%), there was a 4.2% decline in the IDC staff members' score (81.51%) compared to the score of the innovation ambassadors (85.71%). This coincides with the competence theory discussed in paragraph 6.2.1, and suggests that the ability to maintain performance under changing circumstances and amidst work pressure are more strenuous for IDC staff than for innovation ambassadors. Comments to support this finding became evident by statements that insufficient time was allowed to innovate given work pressure and deadlines. Innovation is seen as "an additional activity removed from day to day duties". In consideration of the comments of innovation ambassadors and staff, there was a decline in levels of energy, drive, enthusiasm, and passion. One comment to support this was, "The push for innovation feels forced, stifling the innovative spirit which should be spontaneous".

Rigid processes, cited by many participants as a major obstacle for innovation prohibited people to act on their own initiative. This coincided with people not feeling empowered to make decisions and take risks – therefore they cannot sufficiently adapt, because they do not have the authority to influence process.

6.2.3. Tenacity, Perseverance and Efficacy

According to this research the scores for the remaining sub-constructs of Resilience, namely Tenacity, Perseverance, and Efficacy were well above the overall I-engage of 80.90% and will be discussed briefly below:

The average scores for Tenacity were 89.52% for innovation ambassadors and 85.66% for other staff. Tenacity refers to adapting to change: to succumb to the change, to survive the change, to be resilient to the change by regaining the level of functioning prior to the change, or to thrive and function better than before the change. On an individual level, participants felt they were tenacious enough to adapt to change. However, the prevailing change resiliency culture within the IDC is contradictory for innovation to flourish organisation wide. This may result in people becoming frustrated, demotivated and lethargic.

The average scores for Perseverance were 89.52% for innovation ambassadors and 85.66% for other staff. According to the scores, on an individual level, participants felt they can persevere and endure in the face of adversity, and would

remain task oriented in the face of pressing situational demands, failures and setbacks.

The average scores for Efficacy were 87.62% for innovation ambassadors and 90.19% for other staff. On an individual level, participants felt sufficiently self-motivated to performing a task and contribute their best. According to the scores IDC staff would not lessen their effort or give up altogether - they will try harder to master a challenge. They would respond to negative feedback with increased effort and motivation. On an organisation wide level, some of the comments made by staff members were quite dissimilar to what the average score (88.9%) indicated. Respondents felt their motivation was stifled due to a lack of commitment, rigid processes, and negativity. When asked whether IDC is really above the innovation industry norm (according to an innovation survey done by Innocentrix in 2013), a comment made by an innovation manager was, "My opinion is different from what the survey results offer". This opinion was supported by the other team members of the innovation department. It was felt that the real culture in IDC is different to what is portrayed.

6.3. Emotional Intelligence in the IDC

According to the research, the average I-engage score for emotional intelligence was 82.35% for innovation ambassadors, and 79.77% for other IDC staff. The emotional intelligence levels, as scored by the BeQ model, suggested that staff did not understand, nor were aware of what motivated their colleagues, causing problems to work together cooperatively. Participants were not adequately inwardly focused to conform to standards of correct behaviour. Emotional intelligence is made up of the constructs Respect, Resilience, and Regard, and must be read in conjunction with each other to get a holistic picture of emotional intelligence levels in the organisation. In this chapter, the constructs of Respect and Regard were discussed. Please refer to paragraph 6.2 for a discussion on Resilience. Although the constructs of Corporate Citizenship and In-flow were measured separately, it is intricately linked with emotional intelligence, because it creates the milieu in which emotional intelligence can flourish. Each construct are discussed briefly below.

6.3.1. Respect

Of concern was the construct of Respect, measuring on average, lowest for other staff at 70.79%, and 73.90% for innovation ambassadors. This was significantly lower than the overall I-engage score of 80.90%. Participants did not feel valued which caused them to disengage psychologically and behaviourally with other staff members within IDC. Individuals, who do not feel valued by their colleagues, will feel unworthy to contribute and will not be motivated to expend effort to benefit the

team. Individual team members should be willing to help others for the good of the team and so that they can perform well in unison. Comments made about silo-mentality support the notion that a general lack of respect is prevalent. People who feel unvalued will perceive to be disrespected, and will distance themselves from the team. If there is a positive team identity, people will be “action ready”, and will be willing to invest in the team. The sub-constructs of Respect will be discussed next.

People want to have voice. The average scores for having voice were, on average 72.38% for innovation ambassadors and 69.43% for other staff. Innovation ambassadors who have successfully implemented innovations scored lower (73.33%) than for similar other staff (76.67%). This posits that staff members perceived they have more voice than the innovation ambassadors. Contrariwise, innovation ambassadors and staff who have not been successful scored 71.11% and 67.32% respectively. This suggested that people who feel they do not have voice, will not log innovation ideas. Staff wanted to be afforded the opportunity to unleash their individual voices. The absence of a platform where information could be shared resulted in disengagement.

People want to be heard. The average scores for being heard were, 81.90% for innovation ambassadors and 74.72% for other staff. Innovation ambassadors who have successfully implemented innovations scored higher (83.33%) than for similar other staff (81.67%). Innovation ambassadors and staff who have not been successful scored 80% and 72.68% respectively. With reference to the comments made, there was a genuine desire from staff to be listened to by management. People need to feel that their concerns are being heard. They feel management is motivated by self-interest and this result in lapses in trust and failed empathy. They want to feel that their input and ongoing involvement is vital to take the organisation forward. Managers should learn and cultivate active listening skills so that the hidden meaning of the unspoken word can be understood.

People want feedback. The average scores for this sub-construct were 64.76% for innovation ambassadors and 60.75% for other staff. Of all the Respect sub-constructs, feedback measured lowest for all groups. Innovation ambassadors who have successfully implemented innovations scored lower (65%) than similar other staff (70%). Innovation ambassadors and staff who have not been successful scored 64.44% and 58.05% respectively. By getting feedback, employees will know what is required from them, what improvements are needed, how they should go about correcting an unfavourable situation, and what strategies can be implemented to improve processes in the organisation as a whole. Two of the most crucial antecedents of employee engagement are the opportunity to provide upward feedback and to be well informed about the organisation’s “workings”. Well-informed employees have clear goals, and are

inclined to make good use of their time. Informal recognition is just as meaningful as monetary rewards. Employees need to be convinced that management listens, supports and recognises their contributions in order to be more engaged. Good communication is as much about *how* something is said as opposed to *what* is being said.

People want to be consulted. The average scores for this sub-construct were 71.43% for innovation ambassadors and 72.83% for other staff. Innovation ambassadors who have successfully implemented innovations scored lowest at 68.33% compared to similar other staff (75%). Innovation ambassadors and staff who have not been successful scored 75.56% and 72.2% respectively. People want to be challenged and consulted in operational issues. Similarly, they must be allowed to fail whilst discovering new ways of doing things. Being consulted is not just about obtaining valuable feedback, but it is also about acquiring buy-in from those being consulted to give their opinions. It will contribute significantly to a sense of Corporate Citizenship when people take responsibility for their roles and eliminate a culture of blaming. In addition to feedback, people also want recognition. Recognition should be more individualised. Some people prefer monetary rewards, whereas other people want public recognition. Management must consider more ways to give recognition (and it must be fair) – only then can it be meaningful and motivating.

People want to be treated with dignity. The average scores for this sub-construct were 79.05% for innovation ambassadors and 76.23% for other staff. Innovation ambassadors who have successfully implemented innovations scored lower (76.67%) compared to similar other staff (83.33%). Innovation ambassadors and staff who have not been successful scored 82.22% and 74.15% respectively. Comments raised about people having apathy, complacency, bad attitudes, and negativity towards change support the reason for these scores. There is a sense of indifference. People do not have empathy, and are not sensitive to what, how and why their colleagues feel and think the way they do. People do not have the ability to “emotionally read” others and treat them with dignity. Reflective listening is necessary to understand the needs of the other person.

6.3.2. Regard

Regard pertains to the degree to which members report on their sense of self-regard, build their sense of self-worth and ability to add value. The construct also notes whether members value personal feedback and whether they see the need for personal growth and development. Members’ feelings of confidence are also evaluated here especially with regard to the way members experience their level of confidence to act on their own (either where they might need to be empowered or guided, or to the extent to which they are comfortable to take their own initiative) (Viljoen 2008).

The average I-engage scores for regard, a construct of emotional intelligence, were 88.57% for innovation ambassadors, and 85.21% for other IDC staff. On average, the scores on all sub-constructs were exceptionally high. On the sub-construct of self-regard, people had a good sense of self-acceptance and were aware of their potential areas for self-improvement. Contrastingly, narcissism is positively correlated to emotional intelligence (see paragraph 6.4.1), as well as with lower levels of empathic concern and perspective taking, leading to the suggestion that narcissists may be emotionally unresponsive to others. Narcissists have an exaggerated sense of self-worth and self-esteem. On the sub-construct of awareness, people displayed a good sense of self and a clear perception of who they were. On the sub-construct of willingness to grow, it is evident that people are aware of their strong and weak points, and want to connect to share information and knowledge. On the sub-construct of value add, people want to be involved in improving processes and contribute to the success of the company.

The only sub-construct that measured lower than the overall average I-engage score of 80.90%, was the sub-construct of Confidence for IDC staff, 78.11% versus 83.81% for innovation ambassadors. Innovation ambassadors who have successfully implemented innovations scored higher (85%) compared to similar other staff (78.33%). Innovation ambassadors and staff who have not been successful scored 82.22% and 78.05% respectively. Instilling confidence is to empower employees to own their work and take responsibility for their results. In this research people feel they are not sufficiently consulted and heard, thus there is a perception that they are not authorised to think, behave, take action, control work and make decisions autonomously. The rigid processes and change adverse culture within the IDC can be attributing factors to this. Systems and processes should be compiled in such a way that it gives employees more freedom to be innovative.

Employees who lack self-confidence often find themselves unsure of their work, causing their performance to suffer. Accomplishments must be acknowledged. It is important to balance the positive with the negative - managers should not only focus on areas of improvement, but they should also acknowledge areas where employees' excelled in their work. In order for employees to feel more empowered, and have confidence, they must be dedicated to learning, growing, and developing. Leadership should not only exist at the top and employees need to be given more opportunities to be self-managed. They should be held accountable for their actions. A high level of trust should exist between management and employees, as well as amongst employees. Communication – vertically and horizontally – is of cardinal importance and conflict and resolution management strategies should be implemented effectively and efficiently. Employees who have confidence in their own ability are motivated and resilient to work through initial setbacks.

6.3.3. Corporate Citizenship and In-flow

6.3.3.1. Corporate Citizenship

The average I-engage scores for Corporate Citizenship were 88% for innovation ambassadors, and 88.3% for other IDC staff. The scores are well above the overall I-engage score of 80.90% and are indicative of people having a sense of responsibility for their actions and commitment towards the organisation. They are committed to act in a way that benefits the organisation. They feel there are ample opportunities for them to leverage the core competencies of the organisation in order to create business value. People want to be trusted to take responsibility for their actions and to exploit new opportunities. That way they can do more than what is expected from them. There is an underlying sense of conscientiousness, which can be unleashed given the right environment and support. It is also suggested that willingness to commit is a prerequisite for innovation to take place.

6.3.3.2. In-flow

The average I-engage scores for In-flow were 73.14% for innovation ambassadors, and 75.4% for other IDC staff. In stark contrast to the scores of Corporate Citizenship, In-flow measured the lowest of all the constructs within the individual domain. The I-engage scores for this sub-construct were 77.14% for innovation ambassadors, and 79.25% for other staff. Although the score is not far below the average I-engage score of 80.90%, it is indicative of people wanting challenging jobs and have a positive effect on others – it is a platform to create meaning. It is suggested that Challenge is a prerequisite for innovation.

The current economic climate and social issues may demotivate people and create a sense of hopelessness. Happiness depends on inner harmony. People can only be happy and contented when they have inner harmony. The employee wellness programme must be fully utilised and remarketed to assist staff to lead vigorous lives, be open to experiences, stay focussed, and have strong ties and commitments to other people and to the environment in which they live. This will enable people to enjoy what they do, even if tedious or difficult; reduce boredom, so that they can take in stride anything that comes their way. The turnover rate in the IDC for the period March 2013 to March 2014 was 5.91% on average (IDC Human Capital department 2014).

In addition, the issue of change adversity was supported with comments that leadership buy-in is lacking where it stretches the IDC's mandate or policies and

procedures. However, where there was sufficient buy-in, leadership was cooperative in providing the resources to implement the innovation idea. Leadership buy-in was also instrumental in the implementation success of cross-departmental innovation initiatives. More autonomy was mentioned as a key requirement for innovation.

On the construct of Compression, the I-engage scores were 75.24% for innovation ambassadors, and 73.58% for other staff. Innovation ambassadors who have successfully implemented innovations scored higher (78.33%) compared to similar other staff (71.67%). Innovation ambassadors and staff who have not been successful scored 71.11% and 74.15% respectively. IDC staff felt they do not have enough freedom to work without interference. This is evident from the many comments in the results about rigid processes that restrict their working abilities. Over and above the “prescribed” work allocated to a person, he/she must be allowed freedom to do “discretionary” tasks. Managers must trust their subordinates and maintain a balance between freedom and control. Giving staff freedom to work without interference demonstrates trust. It makes people feel valued, builds confidence, and helps with personal development.

On the sub-construct of Autonomy, the I-engage scores were 65.71% for innovation ambassadors, and 65.28% for other staff. Innovation ambassadors who have successfully implemented innovations scored similar to other staff at 68.33%. Innovation ambassadors and staff who have not been successful scored 62.22% and 64.39% respectively. IDC people do not feel they have sufficient freedom to make decisions. The low scores of this construct are evidence of comments made that “red tape” and stringent policies and procedures are obstacles that suppress decision-making and innovation. People are naturally limited in their decision-making abilities due to their cognitive abilities and available resources. However, the conservative risk appetite of the IDC further limits, and even prohibits people to make decisions. The culture is to focus on doing what is right (as per the rules), rather than searching for rationally determined best choice decisions. Autonomy is linked with having a strong sense of self-confidence (see paragraph 6.3.2), making employees feel a greater responsibility for the outcomes of their work, and increase their motivation to work. If people are restricted in making decisions, they will become frustrated, lose their passion, their sense of authority will be diminished, and they will subsequently leave their employ at the company. People should be allowed to achieve results through their own striving and independence in order to sustain high performance.

On the sub-construct of Opportunities to Grow, the I-engage scores for this sub-construct were 74.29% for innovation ambassadors, and 81.13% for other staff. Innovation ambassadors who have successfully implemented innovations scored significantly lower (73.33%) to similar other staff (86.67%). Innovation

ambassadors and staff who have not been successful scored 75.56% and 79.51% respectively. It is said that a company's most valuable assets are their human resources. Innovation ambassadors (who are selected from all areas of business and who do not necessarily have innovation skills), feel they contribute less to the innovation success of the company than other IDC staff. People need opportunities to grow. It refers to the extent that a person feels he/she has opportunities at work to develop his/her skills. It is imperative that they see innovation as a natural extension of their jobs, and that their contributions are valued to achieving the goals of the company. Innovation ambassadors must be supported to enhance their skills, work closer with the innovation department on innovation initiatives (have a bigger impact on the decision making process to implement proposed innovations), and have the freedom to collaborate freely with other business units.

On the sub-construct of Belonging, the I-engage scores were 73.33% for innovation ambassadors, and 80% for other staff. Innovation ambassadors who have successfully implemented innovations scored significantly lower (73.33%) to similar other staff (80%). Innovation ambassadors and staff who have not been successful scored 73.33% and 77.07% respectively. The forces of change have created a "belonging paranoia" internally for many people and they may ask: "Do I have what it takes to be relevant?" According to the research, innovation ambassadors have a greater need to belong than other IDC staff. This may create a deficit in creativity, innovation, and performance. When people feel they do not belong, they may spend most of their time trying to create value for themselves (to validate their personal value to the group) rather than build it for their team or the organisation.

6.4. Characteristics of an innovative person

The characteristics of an innovative person as described by innovation ambassadors and staff were closely aligned with those identified for an emotionally intelligent person.

6.4.1. What it is not

In paragraph 3.4.1 above, the dark Triad (Petrides 2009) has been described. Narcissism was positively correlated to emotional intelligence, as well as with lower levels of empathic concern and perspective taking, leading to the suggestion that narcissists may be emotionally unresponsive to others. Narcissists have an exaggerated sense of self-worth and self-esteem. Other characteristics that have been associated with narcissists (Petrides 2009) are, abuse (exploiting people), entitlement, leadership/authority, superiority/arrogance, and self-absorption/self-admiration.

Attitudinal issues were cited by as a deterrent of innovation. These attitudinal issues could have manifested due to lack of respect, revealed by the emotional intelligence measurement of the BeQ model. It was mentioned that staff are egotistical in a sense, because they wanted to innovate because of the elevated status it would give them. There was also mention made of people not willing to share their knowledge, because it may benefit others and not themselves.

The high scores on some of the results of the BeQ model should therefore be viewed objectively. Are the high scores of Regard not as a result of a narcissistic culture prevalent within the IDC? Are the low scores within the construct Respect (being consulted, feedback, having voice, being heard, dignity), not as a result of a culture of exploitation, authority, arrogance and self-absorption? Are the low score for competence within the construct of Resilience not proof that people have overly favourable views of their abilities and that their incompetence robs them of the metacognitive ability to realise it?

6.4.2. *What it is*

The researcher proposes that participants are well aware of the characteristics required for innovation. The research proved that emotional intelligence and resilience are intricately woven into these characteristics, and the absence of it could have dire consequences on the innovation culture of a company.

The characteristics of an innovator as listed by staff were, open-minded, optimist, no fear of failure, be able to express an opinion, welcome criticism, enthusiastic, think laterally and questions the status quo, flexible, creative, strong work ethic, open to change, self-motivated and can persevere, have leadership skills, be intuitive, be able to align himself to business, robust, calculative risk taker, intelligent, realistic, and entrepreneurial.

The characteristics coincided well with ones listed by the innovation team, namely someone with self-drive and passion (autonomy), a visionary, a systemic thinker (leadership skills), someone who can communicate and has a collaborative work ethic (engaged), have good people skills, is confident, is, is intrinsically motivated, and is an Alchemist (emotional intelligence), have a high adversity quotient (be resilient).

6.5. Summary

The findings of this research have been discussed in terms of the variables identified, namely engaging emotional intelligence and resilience for innovation. The characteristics required of a person to be innovative have been aligned with those required for emotional intelligence and resilience. It has been resolved that the high scores on Regard, and the low scores on Respect and competence (Resilience), may be prevalent as a result of narcissism, self-absorption and incompetence. The following chapter will have concluding remarks and recommendations. The research aims will be confirmed and potential future research will be identified.

CHAPTER 7 : CONCLUSIONS AND RECOMMENDATIONS

7.1. Introduction

In this chapter, the research project will be concluded. Recommendations will be made to coincide with the research findings, as measured by the BeQ model (Viljoen 2008) and the descriptive analysis done on the open-ended questions. Analysis was done in chapter 5 and the research findings were discussed in chapter six. This chapter provides recommendations, confirm the research propositions as listed in paragraph 1.5.1, and identify potential future research.

7.2. Concluding remarks

The overall I-engage scores for innovation ambassadors and other IDC staff did not differ significantly, with innovation ambassadors scoring 81.64% and other staff 80.60%. The overall average was 80.90%. The significance of emotional intelligence for innovation as confirmed by Zhou and George (2001), Barczak, Lassk and Mulki (2010); Chopra and Kanji (2010); Rego, Sousa, Pina e Cunha, Correia and Saur-Amaral (2010), was relevant for this research. Similarly, the significance of resilience for innovation as confirmed by Välikangas and Romme (2012), was explored. The issues that need to be addressed are listed below.

7.2.1. Respect

The issue of Respect needs to be addressed. This became apparent after emotional intelligence was measured by the BeQ model (Viljoen 2008) and the I-engage score for Respect revealed that it was noticeably lower than the other emotional intelligence constructs. Participants felt they did not getting sufficient feedback, and this affected their sense of dignity and the way they value themselves and others. Participants were disengaged psychologically and behaviourally because they did not feel valued. Silo-mentality was prevalent and participants felt demotivated to the extent that they did not want to expend effort to benefit the team. The same “us and them” mentality also filtered down to business unit level, where there was uncooperativeness amongst cross-functional teams to work symbiotically together.

The sub-constructs of Being Consulted, Getting Feedback, and Having Voice measured lowest within the Respect construct. The low score on having voice suggested that people who feel they do not have voice, will not log innovation ideas. A measure of fear has manifested with staff because they felt they were restricted in verbalising their opinions, and therefore feared the repercussions of

their actions. This was also highlighted by the innovation team. Cognitive dissidence has developed between staff and leadership, because staff believed that they were not being heard by leadership. This confirmed the theory of Bruneau and Saxe (2012) who stated that close-minded individuals would choose coercive actions, rather than co-operative negotiations.

There is a lack of credit given and appreciation for initiatives implemented successfully. There is also a lack of respect present between staff members of different views. Communication and collaboration channels are deficient and a lack of feedback contributes to frustration and unmotivated employees. Innovation ambassadors, who felt they should be consulted, were being disregarded. People want to be involved in strategies to improve processes in the organisation.

In some cases, narcissism was rife and contributed to a lack of respect. This was underpinned by Petrides' (2009) emotional intelligence theory (see paragraph 3.4.1). The research revealed that because of narcissism, some participants felt exploited, that authority was being abused, and that a sense of arrogance and self-absorption were present.

7.2.2. Confidence

The sub-construct within the construct of Regard revealed that a lack confidence could be a contributing factor for underperformance. Because people feel they are not being consulted and heard, there is a perception that they are not authorised to think, behave, take action, control work and make decisions autonomously. This confirms Viljoen's theory (2008) that confidence is evaluated in the way people experience their level of confidence to act on their own – either where they might need to be empowered or guided, or to the extent to which they are comfortable to take their own initiative. Contrastingly, there were also clear indications of inflated confidence levels indicative of arrogance and a sense of entitlement. Covert narcissists are anxious people who have very little confidence in themselves (Ashby, Lee, and Duke 1979; Serkownek, 1975).

7.2.3. Competence

There is a perception that people do not have the necessary (innovation) skills and competencies to do what is expected of them, and had a dire effect on resiliency levels. If a person is not competent, he/she will lack confidence and resilience, and will be prone to give up when adversity ensues. Lowman (2002) referred to these skills as the activities a person can accomplish as a result of their knowledge and experience.

Innovation ambassadors scored low on this sub-construct. The innovation review committee and innovation ambassadors do not necessarily consist of cross-functional, experienced and innovation-savvy individuals and endorses the low score on competence levels. Managers did not seem to be engaged enough and the general motivation, buy-in and follow-through were lacking. An inability to implement innovation ideas (because of “red tape”) was cited a reason for incompetence and people felt disempowered because they were not given the opportunity to make decisions and take risks. Incompetence was cited as a barrier to innovative change.

7.2.4. Adaptability

The prevailing IDC culture was seen as change adverse. Rigid processes, cited by many participants were a major obstacle for adapting to change and exploiting opportunities for growth and development. Managers prohibited people freedom to use their own initiative and this manifested in a lack of trust. People felt disempowered to make decisions and take risks because they did not have the authority to influence process. Empowered employees will have more confidence. A culture of inclusivity must be fostered – where rigid procedures can be reasonably adjusted to allow for less risk adversity and to nurture an environment where innovation can thrive. Concerted efforts must be made to acknowledge and reward contributions.

7.2.5. In-flow

Compression was cited as an area of concern. Over and above the “prescribed” work allocated to a person, people wanted to be allowed freedom to do “discretionary” tasks. An individuals is unconsciously aware of his/her own potential capacity for work, the work level of the role in which he/she is employed, and the payment level required for this role. This supports Jaques’ (1956) levels of work theory. Controls should be flexible enough to allow an employee to perform his work as he sees fit so long as it meets the required standards. Managers must trust their subordinates and maintain a balance between freedom and control. Rewards and recognition, cited on both sides of the spectrum as encouragers and discouragers of innovation, must be managed carefully. In some instances people felt they were not sufficiently rewarded for their innovation ideas, whereas other people felt they did not want monetary rewards, but rather increased personal recognition.

Autonomy within the In-flow construct was scored very low. This affected the individual, as well as a group’s cohesiveness. Autonomy is a type of healthy

narcissism or self-investment that is characterized by personal independence, high self-aspirations, and resistance to social pressure (Wink, Dillon, & Fay 2005). There is evidence of overt, narcissistic grandiosity that manifested in self-importance, and preoccupation with receiving attention and admiration from others; as well as covert narcissism, that manifested in an openly displayed lack of self-confidence and initiative, and an absence of zest for work. Individuals were concerned that they had little discretion or control over their jobs, whereas within the team, this was not necessarily the case. This also coincided with comments about the lack of communication and collaboration. Although people felt sufficiently challenged and that there were ample opportunities for growth, the fact that they were limited in their decision-making abilities, diminished their sense of authority, and made them frustrated, so that they have lost their passion, and became disengaged. Some participants felt a loss in the sense of belonging. They felt alienated and may try to create value for themselves (to validate their personal value to the group) rather than build it for their team or the organisation.

7.3. Recommendations

A platform for open communication must be encouraged to promote creativity and innovation (and encourage a flow of new ideas), foster respect and trust, improve teamwork and cooperation, and encourage good work relationships. A committee, representative from all levels in the organisation as well as innovation ambassadors and the innovation team should be established to resolve issues that hinder innovation (for example attitudinal barriers). Growth and development can only happen if there is sufficient communication and collaboration, and a culture of inclusivity present. Everybody must be encouraged to provide input and suggestions, and it should be acted upon. When people feel included and valued they are more likely to be productive.

Competency levels should be addressed. It should be supplemented with soft skills training that address issues highlighted in paragraph 6.4, the characteristics required for an innovative person. There should be informal sessions to create an awareness for innovation. Innovation should be actively marketed. Competitions and fun events inviting teams to resolve a business challenge should be implemented. The people who came up with a novel idea should be allowed to be actively involved in the implementation of the idea. The innovation process should be simple and easy to participate in. The procedure and system for logging ideas must be revised. Leadership must sponsor the initiatives and they must be seen to be more visible and actively involved.

A partnership should be established with Human Capital department (to address issues of In-flow) and Corporate Secretariat (to address policies and procedures) in order to adjust it and make it more accommodating. An official project must

then be initiated, and the company must be divided into groups. Each of these groups should be represented by cross-functional team members. The people must be given a platform to voice their concerns, without the fear of being victimised, and remediating actions should be put into place to address it. Projects to co-create must form part of this exercise and accomplishments should be celebrated. In addition, the wellness program within the IDC must be given more visibility and concerted effort must be made to support staff in need of assistance.

Emotional intelligence training should be introduced in a practical way, from supervisory to executive management levels. Leadership must be reminded of their responsibility to support innovation visibly, and to open communication channels. It can form part of their performance targets, and they must be measured on it by all staff reporting to them.

7.4. Confirmation of research aims

The research propositions measured the participative sample's emotional intelligence and resiliency levels. Open-ended questions were posed to innovation ambassadors, other staff, and the innovation team to explore their views on various aspect of innovation within the IDC - what was viewed as most supportive of innovation, and in contrast, what was viewed as slowing down or halting innovation. The results of the measurements were triangulated and descriptively analysed, as well as graphically presented.

The propositions for the research were listed as:

(1) How does emotional intelligence impact on innovation?

It is suggested that by engaging higher levels of emotional intelligence, it positively contributes to more innovation. Emotional intelligent people are aware of their own emotions. They are also aware of other people's emotions. They can manage change, adapt and solve problems of a personal and interpersonal nature, and have the ability to generate positive affect and be self-motivated. It is therefore likely that emotional intelligent people will interact socially, which could stimulate enhanced thought and would result in engagement of innovation activities. Although the collective emotional intelligence scores suggested that innovation ambassadors and other IDC staff were sufficiently emotionally intelligent, the low scores of Respect were indicative of entropy, a trend towards lower human energy. The high scores on Regard were indicative of a good sense of self-regard, and participants had confidence in their sense of self-worth and ability to add value. Contrastingly, though, there is also a tendency to narcissism. Low levels of empathic concern and perspective taking suggest a degree of emotional unresponsiveness – thus, low emotional intelligence.

(2) How does resilience impact on innovation?

It is suggested that by engaging higher levels of resilience, it positively contributes to more innovation. Resilient people have an ability to bounce back from adversity and to adapt to new risk environments. They can solve problems, plan and think creatively. They have a sense of purpose and belief in the future, which would result in engagement of innovation activities. In this research, apart from the construct of Feeling Competent, there was not a noteworthy variance between innovation ambassadors and staff who have logged ideas, and those who have not. It can therefore not be concluded that resilience in the IDC is directly correlated to innovations logged.

(3) What can be done to optimise innovation in the IDC?

A platform for open communication must be established and employee engagement must be nurtured. Employees must be willing to invest in themselves and expand their discretionary efforts to be forward thinking in order to help the IDC succeed and sustain its success. Willingness to commit is a prerequisite for innovation to take place. They must demonstrate this by contributing their best and going the extra mile, proposing innovative initiatives and proactively seeking new opportunities. Similarly, the IDC must create an environment where innovation can flourish, by engaging with staff in addressing the obstacles of innovation, as listed in paragraph 5.4.2 above.

7.5. Potential future research

This research focused solely on engaging emotional intelligence and resilience within the individual domain of the BeQ model (Viljoen 2008). The measurements for the constructs were sufficiently proven for the purpose of this research. This research may be extended to cast specific emphasis on the subtleties between low levels of Respect and spiral dynamics. It is however proposed that for future research the group and organisational domains of the BeQ are also brought into the equation to establish employee engagement in the extended environment of the team and the organisation. This would provide a more holistic view, rather than on emotional intelligence and resilience levels alone. The application of the BeQ model in its entirety will realise the full value of the BeQ on all areas of employee engagement.

7.6. Conclusion

Emotional intelligence and resilience are imperative for innovation to flourish. Resilience, as a construct of emotional intelligence should not be viewed in isolation of it. The BeQ results of the research were occasionally contradicted by the comments offered in the open-ended questions. It is nonetheless ubiquitous

that higher levels of emotional intelligence and resilience are crucial for leadership and staff to foster an environment where innovation is encouraged. Organisations, such as the IDC, should consider a closer integration between innovation and human capital, to facilitate intervention in areas of employee development and to prepare them for a future of change and innovation.

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Appendices