

**A QUALITATIVE EXPLORATORY STUDY ON
CREATIVITY IN HUMAN RESOURCE DEVELOPMENT**



**A QUALITATIVE EXPLORATORY STUDY ON
CREATIVITY IN HUMAN RESOURCE DEVELOPMENT**

SHAHIEDA ALLIE



**Mini-thesis submitted in partial fulfillment of the requirements for the
degree of master of arts in Social Work, University of Western Cape**

SUPERVISOR : Dr. S. Booley
CO – SUPERVISOR : Prof. SS. Terblanche

November 2002



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ACKNOWLEDGEMENTS

I would like to acknowledge the following persons who have been instrumental in assisting me in the completion of this mini – thesis.

Fayruz Davids for her time, support and persistent encouragement that assisted me throughout the process. Her wisdom and sound advice has been highly valued.

Riedewhaan and Saa-ra Allie for their patience and support under trying circumstances.

The Trauma Centre for allowing me the opportunity for self development and the staff for their willingness to participate in the study and their support.

Dr. Sharhid Booley and Professor Terblanche for their expert supervision and encouragement to complete this thesis.

Malika Smith and Leoni Futter for their technical support.

I appreciated all the efforts and support received and trust that this study contributes to the future development of everyone.

(ii)

ABSTRACT

This was an exploratory study on the perceptions and experiences of the service providers at the TRAUMA Centre on creativity in human resource development and its contribution towards organisational sustainability.

The researcher used the qualitative research methodology as this method was deemed to facilitate participation by research subjects through the use of literature studies, documentary studies, a focus group and semi-structured interviews. In the analyses of the data obtained through methodology used, concepts closely related to the study being that of creativity, human resource development, managerial practices and organisational sustainability emerged as recurring themes that served to locate the study within systems theory. Due to the inter-relatedness of the concepts, the study was conducted within a framework of human resource development as a means of achieving organisational sustainability.

Data gathered confirmed that service providers perceived creativity to be linked to organisational sustainability and that the development of the human resources was an integral means to achieve organisational sustainability. The researcher is of the opinion that the utilisation of the different methodologies largely assisted the researcher in achieving the research objectives of developing the human resources in a creative way.

(iii)

DECLARATION

I declare that *A QUALITATIVE EXPLORATORY STUDY ON CREATIVITY IN HUMAN RESOURCE DEVELOPMENT* is my own work, that it has not been submitted before for any degree or examination in any other university, and all the sources I have used or quoted have been indicated and acknowledged by complete references.



Full name: **Shahieda Allie**

Signed: 

NOVEMBER 2002

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CHAPTER ONE

INTRODUCTON

STATEMENT OF THE PROBLEM

This research explored the perceptions and experience of the service providers at The Trauma Centre, about creativity in human resource development as a means of achieving organisational sustainability. At present there is concern about the future of the organisation's sustainability.

1.1 RATIONALE FOR THE STUDY



The Trauma Centre, like many other non - governmental organisations, is faced with the challenge of developing alternative strategies in order for the organisation to sustain itself. The demands of the external environment often require innovative means of responding to the challenges facing the organisation.

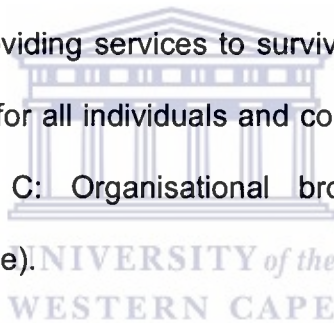
According to Stoner and Freeman (1989 : 363):

“ Organisations depend on, and must interact with, their external environment in order to survive. Any factor in the external environment that interferes with the organisation's ability to attract the human and material resources it needs, or to produce and market it's services or products, becomes a force for change.”

The Trauma Centre is a non – governmental human rights organization and was officially launched in July 1993, but its roots go back to the early 1980's. During

this time, in the context of repression and human rights abuses by the apartheid government, various progressive organisations were formed to address the broad needs of the many victims of state violence. The Trauma Centre grew out of a partnership of these organisations, as it was envisaged that a centre was needed to carry on the work of providing for the mental health needs of ex-political prisoners, returned exiles and other victims of political violence and repression.

Since 1993, the Trauma Centre grew and evolved, in response to the changing needs of the population. Today the organisation comprises over 25 staff members. In addition to providing services to survivors of human right abuses, the organisation now caters for all individuals and communities who are affected by violence. (Annexure C: Organisational brochure September 2002), (Annexure D: Organogramme).



The Trauma Centre's vision is that it is committed to a non-violent society and a culture of respect for human rights.

The mission of the Trauma Centre is that it promotes the healing of survivors of violence and torture and aims to create a non-violent environment, through providing and advocating for professional mental health services.

The organisation has the following objectives to achieve its aim:

- to relieve the traumatic stress of those affected by violence

- to develop and implement preventative interventions that impact on cycles of violence
- to identify and analyse the origins and dynamics of violence and trauma
- to inform the organisation's intervention strategy

The intervention strategy is implemented through the following programmes:

- The **Trauma Response programme** and team is the client's first stop when they visit or are referred to the centre. The trauma response counsellor will assess and counsel the client, and if necessary, refer them on to the appropriate programme. The trauma response team also offers crisis counselling for groups who have been victims of a trauma.
- The **General Violence programme** strives to reduce the psychosocial impact of violent experiences on individuals, groups and communities. This is achieved through community awareness campaigns, advocacy, community based projects and counselling (counselling is offered for individuals, families or groups who have been affected by the following experiences: gang violence, taxi violence, murders, shootings, bombings, armed robbery, assaults, arson and suicide).
- The **Political Violence programme** assume that during the apartheid years, many South Africans endured human rights violations such as detention, torture, police brutality, disappearance of loved ones, combat

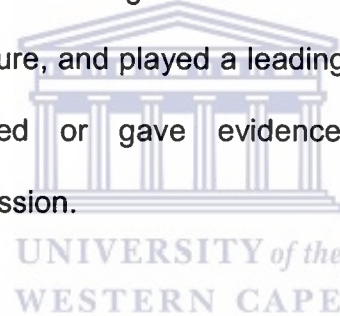
situations and assassination attempts. This programme comprises of two projects, namely the torture and refugee projects.

The ***Torture project*** aims to support survivors of human rights violations through counselling, story telling groups and skills and opportunities for veterans. Further more, human rights campaigns, advocacy, research and public awareness are aimed at creating a culture in South Africa where human rights are respected and protected.

The ***Refugee project*** provides a range of psycho - social support services for refugees and asylum – seekers. These include: individual or family counselling, advice around applying for asylum, integration into South African society, orientation programmes, information workshops and support groups.

- The **Training programme** aims to empower frontline workers in the health, education, safety and security, spiritual sectors, and non-governmental and community based organisations, with knowledge, skills and support to better equip them to cope with their jobs and to improve the services which they offer to survivors of trauma. Many of these frontline workers in the helping and service professions are exposed to trauma in the course of their daily work and some witness traumatic or life threatening incidents, while others work with people who have been severely traumatised by violence.

- The **Children and Violence** programme provides mental health care services to people under the age of 18 that have had traumatic experiences, or are being exposed to continuous trauma such as refugees, children witnessing violence and suffering from the effects of parental death through violence.
- The Trauma Centre has been active in various forms of **advocacy** initiatives. The main emphasis is aimed at reducing public violence, ensures that client's rights are observed with regard to services to which they are entitled, and on an organisational level participates in the global campaign against torture, and played a leading role in bringing support for those who witnessed or gave evidence before the Truth and Reconciliation Commission.
- **Research** is an integral part of organisational sustainability and development. The research programme and service planning programme undertakes research into the trends and impact of violence, monitors and evaluates service delivery programmes on an ongoing basis for the purpose of understanding the origins and dynamics of violence and trauma and to inform further programme implementation.
- **Networking** is recognised as important for the pooling of resources and sharing of knowledge. The organisation is committed to working in



partnership with other non – governmental organisations (NGO's), community based organisations (CBO's), government and universities.

1.1.1. The need for restructuring

The impact of the financial crisis experienced by the Trauma Centre during 2000, seemed to have surfaced only in 2001/2002. This included the impact of the loss of staff (and with them the resulting loss of skills and experience base – and in many instances, the knowledge base), low staff morale, limited capacity to complete and implement service delivery plans and maintain organisational functions and financial debt. The organization needed closure on this experience and to shift from a reactive to a pro-active mode of operating. Hence the above, the organisation underwent a major strategic planning process during 2001-2002.

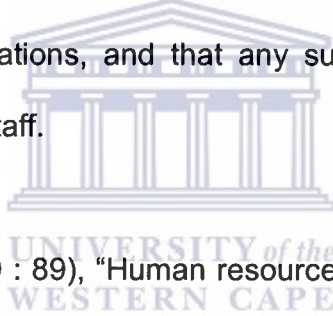
The key emphasis of management was on sustainability, and recognising the relevant organisational factors that impact on it, these being, strategic direction, human resources, financial resources, service delivery, external relations, governance and management practices.

The greatest challenge was to ensure the long-term sustainability of the organisation. Change management, particularly the temporary change in leadership (the director having been on sabbatical for one year) and the resulting change in management practices, coupled with the changes in management

practice required for sustainability, proved to be a critical factor, with priorities being to avoid further staff losses and to maintain motivation.

The organisation acknowledged the inter – dependence between human resources development and long – term sustainability of the organisation.

The need to develop creative approaches for sustainability of the organisation was reinforced after the Trauma Centre faced possible closure due to a financial crisis in 2000. The potential to develop the human resources in a creative way stems from the notion that the human resources are the most valuable assets of non - governmental organisations, and that any sustainability strategy should include the development of staff.



According to Cannon (1999 : 89), “Human resources are often an NGO’s most important asset, and there is a need to ensure that any sustainability strategy includes, staff development.” Cannon (1999 : 1), further states that “...organisational sustainability is not something which only concerns financial managers – making an organisation more sustainable involves many aspects of management and organisational development.”

The current functioning of the Trauma centre like many other NGO’s, is influenced by long-term sustainability issues and the need to seek alternative and

creative strategies to build organisational sustainability, are becoming more of a priority.

The threat of donor fatigue especially foreign funders indicating an exit strategy and the impact of globalisation, adds to sustainability concerns for non – governmental organisations and the need for local resource and sustainability mobilisation has become relatively urgent.

The current financial situation of the organisation is sound for the next two to three years, this however, cannot secure long-term survival as the major challenge of sustainability remains a priority.

The need for organisational development, and development in a sustainable manner, motivated the researcher to undertake the study. The researcher maintains that the human resources of the organisation is a vital resource, which is capable of being developed in a creative manner, and ultimately is an integral component to ensuring the sustainability of the organisation in the long term.

The current debate of organisational sustainability lends itself to the notion of breaking away from the mediocre in order to survive. Within this realm, it is necessary to explore ways and means of supporting creativity of service providers as well as creative approaches for human resource development.

1.2. RESEARCH QUESTIONS

When reflecting on the need for human resource development the following questions were posed:

- What are service providers perceptions and experience about organisational support for creativity?
- What are the service providers specific needs regarding alternative creative approaches?
- What are service provider's perceptions and experiences about personal creativity?

1.2.1. *THE GOAL OF THE STUDY*



The goal of the study was to explore the perceptions and experiences of service providers at the Trauma Centre about creativity in human resource development as a means for achieving organisational sustainability.

1.2.2 *OBJECTIVES OF THE STUDY*

The objectives of the study were:

- 1.2.2.1. To assess the staff's perceptions of creativity and how management practice's influences creativity by means of a focus group.

1.2.2.2. To explore service provider's perceptions about the organisation's support for creativity via semi – structured interviews.

1.2.2.3. To conduct a literature study on the concepts related to the study.

1.2.2.4. To analyse the data and make recommendations.

1.3. LITERATURE REVIEW

1.3.1. INTRODUCTION

The researcher was of the opinion that the literature study should focus on the following key concepts, which would be instrumental for creativity in human resource development as a means of organisational sustainability. The key concepts are:

- 
- Defining systems theory as a conceptual framework
 - Creativity
 - Organisational sustainability
 - Human resources development
 - Management practices

All of these concepts will be explored in more depth in chapter two.

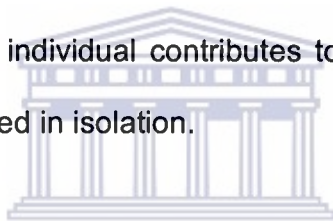
1.3.2. SYSTEMS THEORY AS CONCEPTUAL FRAMEWORK

This term generally refers to the inter-related functions of the organisational systems which include the human resources (staff - service providers), organisational resources (finances, assets, etc) and strategic direction and plan.

According to French & Bell (1990 : 52),

“...system denotes interdependency or interaction of components or parts, and an identifiable wholeness or gestalt.. Organisations are systems, and the aspects of interdependency and interaction of components and the wholeness are very important dimensions in organisational development.”

Individual staff members thus form part of the organisational whole. This statement proposes that the individual contributes to the organisational system and cannot therefore be viewed in isolation.



This view is posed by Gerber et al (1998: 34), “A system is simply a number of interdependent components that form a whole and work together with a view to attaining a common goal.” Literature reviewed endorses the view that the individual forms part of the organisational system, which requires a commitment by the organisation to invest in their development to enhance their creativity. It further requires a synergy between creativity and the development of the human resource component.

According to Unsworth (2001: 290), who quotes Deci and Ryan (1987), “... behaviours are initiated either through self determined choice or because of external demands.” This lends itself to the perception by the researcher that not

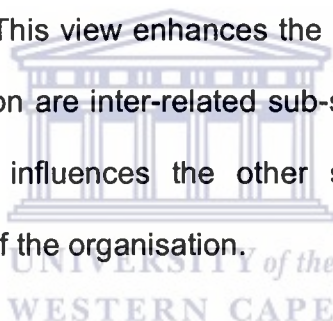
all persons are 'natural' initiators, but some require stimuli to motivate self-development. Establishing an environment conducive to motivation and creativity by the human resources could possibly create these stimuli.

Quinn in Russ-Eft et al (1997 : 393), state that:

"The human capital exists on four levels:

1) cognitive knowledge or mastery of a discipline 2) advanced skills or the ability to solve real world problems 3) systems understanding or the ability to solve complex problems and to anticipate unintended consequences 4) self motivated creativity. The author argues that all four are present in individuals, but that the first three can be located in organisational systems."

It appears that the fourth level cannot be seen in isolation from the prevailing culture in an organisation. This view enhances the researcher's notion that the individual and the organisation are inter-related sub-systems, which inter-acts in such a way that the one influences the other significantly and ultimately responsible for the success of the organisation.



Russ-Eft et al (1997: 393), states that "...human intellect, creativity and innovation provide the basis for a successful organisation." This highlights the interdependency of sub- systems as indicated by systems theory and lends itself to the inter relatedness of the key concepts of creativity, human resource development and sustainability which cannot be ignored in the literature study.

The study was located in the theoretical framework of systems theory with the emphasis on the development of the human resources i.e. the service providers, in a creative way, as a sub-system and means to attain organisational

sustainability. It is noted by McKenzie in Banks (2001:8), "... that people are to the organisation, what consciousness is to the mind." This notion enhances the perspective that more attention be given to the organisational 'person', as a relevant and creative resource who brings new learnings, behaviours, ideas and perceptions and ultimately contributes to development and sustainability within organisations.

It is felt that if sufficient acknowledgement were given to the sub- systems as reflected in the literature study, it would contribute to organisational sustainability.

1.3.3 *CREATIVITY*

This term refers to the perceptions and experiences of the service providers about creativity in human resource development as a means of attaining organisational sustainability.



Unsworth (2001: 289), states that "Many researchers have suggested that creativity is as important for the long - term survival of organisations (eg, Oldham & Cummings, 1996 et al), as it is in the scientific, artistic and developmental arenas." This endorses the opinion of the researcher that the concept of creativity cannot be ignored in the development of the human resources.

The Trauma Centre like many other NGO'S are confronted with the challenge of looking at alternative strategies for long-term survival of organisations. This notion is further supported by Stoner and Freeman (1989: 408), who defines

creativity as "...the generation of a new idea and innovation as the translation of such an idea into a product, service or method of production." The authors are also of the opinion that creativity has become a vital element to the organisational life in order to survive, and that organisations are often confronted with seeking "...new and better ways – more creative ways – of accomplishing its work."

The external environment with the key elements of donor fatigue, reduced resources and shifts in funding criteria, are major challenging factors for non-governmental organisations, which lends itself to the need for creative approaches for long-term survival.

The literature reinforces the need to shift from mediocre to more creative alternatives. According to Ford and Gioia (2000: 707), creativity refers to being "... domain specific, subjective to judgement of novelty and value of an outcome or product of a particular action." The author further highlights, "...that creativity is embedded in three interrelated subsystems, the person, the domain and the field."

The notion further supports that creativity is best nurtured in a permissible environment and climate within organisations and that the climate needs to enhance and promote the exploration of new ideas and ways to work.

Stoner and Freeman (1989 : 408), report that "... creativity alone contributes little or nothing to organisational effectiveness unless the creative ideas can in some way be used or implemented." Thus, in organisations, the creative process must include both creative and innovative elements."

Creativity, however, viewed in isolation from the sub-systems within an organisation, would impact negatively on organisational sustainability. One can therefore conclude that the lack of creativity within an organisation would impact negatively on the long-term sustainability of the organisation, which is highlighted by Ford and Gioia (2000 : 705). They claim that "In an era when the competitive environment demands that organisations develop new products, processes and revisions to accepted ways of thinking and doing, there are increasingly frequent calls to pursue creativity as a source of competitive advantage."



This point of view is further acknowledged by Patel (1998: 114), who claims that " NGO'S are under threat for a variety reasons..." which includes " ...funding crisis, loss of staff, accessing government facilities and problems related to the efficient functioning of NGO's."

It is with these current challenges that organisations are forced to be more proactive towards long – term sustainability. Patel (1998: 122) further suggests that the organisations "...will require genuine participation, strong and effective management and skilled and committed staff." The Trauma Centre like many

other organisations is confronted with the task of seeking alternatives, such as creative approaches to obtain organisational sustainability.

1.3.4 ORGANISATIONAL SUSTAINABILITY

This term can differ from organisation to organisation. At the Trauma Centre it refers to the management and administration of the organisation in a sustainable manner. (Operational planning report 01/06/02).

Lisa Cannon (1999: 5), defines sustainability as "... the ability of an organisation to secure and manage sufficient resources to enable it to fulfil its mission effectively and consistently over time without excessive dependency on any single source."



Lisa Cannon (1999 : 5), in her book " Life Beyond Aid" defines sustainability as "...the ability of an organisation to secure and manage sufficient resources to enable it to fulfil its mission effectively and consistently over time without excessive dependency on any single funding source." Many organisations, like the Trauma Centre, seemed to have been dependent on a singular source namely that of donor funding, and neglected to recognise its most valuable resource, namely it's human resources as a means to achieve organisational sustainability.

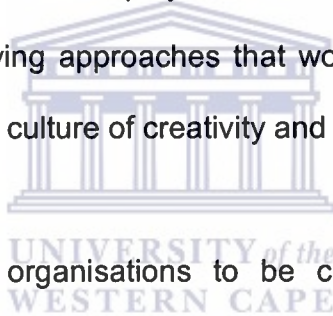
Organisational sustainability has become a significant survival issue amongst the non-governmental organisational (NGO) sector. According to the South African Non Governmental Organisational Coalition's (SANGOCO) sustainability study (2001),

“the funding situation for NGO's in South Africa has undergone dramatic changes in the last six years, ”and that “ ... the ability to raise money by organisations has been severely hampered by public apathy and disillusionment with the apparent lack of success of development aid, and increased competition from other funding processes.”

Due to these changes in the external environment, many organisations are challenged with sustainability issues and the need to survive.

Local, domestic and internal resource mobilisation has become key elements to help sustain organisations with the urgent need to seek more creative strategies towards long-term sustainability. Lisa Cannon (1999 : 11), further states “...sustainability depends on the flow of resources throughout the organisation”, and that, “Too often, NGO's begin thinking about sustainability only in terms of getting more resources into the organisation.” She further states that “.... finding creative strategies for building sustainability is an issue of concern for NGO's.” This concern was further identified at the Southern Africa Philanthropy & Domestic Resource Mobilisation Workshop held in Zimbabwe during August 2000. The workshop report stated that “The concept of resource mobilisation should be understood in the broadest sense to include all forms of resources – human, time, and material – and not be limited to financial assistance.”

The researcher is of the opinion that often organisations fail to recognise their internal resources and how to best apply these for sustainability purposes. The human resources are often quoted as the most valuable resource within organisations, but seldom recognised as a fundamental component to organisational sustainability. Currently the external environment requires organisations to adopt creative and innovative modes of operation, and by adopting a creative approach often starts with the examination of the preconceived novel manner. This notion was further motivated at the Southern Africa Philanthropy & Domestic Resource Mobilisation Workshop report (2000: 19) that states “...research can play a critical role in defining priorities, discovering potential, identifying approaches that work, documenting instructive experiences and promoting a culture of creativity and innovation.”



The need for NGO's and organisations to be creative and innovative for sustainability purposes seems to be a current debate on many agendas. This also highlights the necessity for organisations to review their internal resources, as the external resources seem to becoming extremely limited and scarce to sustain organisations. The human resources are an integral component of any organisation's life and its survival, and should be incorporated in sustainability strategies.

1.3.5 HUMAN RESOURCE DEVELOPMENT

At the Trauma Centre this term refers to – recruit, keep and develop right people

for the organisation and efficiently utilise the skills and capacity-base of the organisation. (Operational planning report 01/06/02)

Watkins in Russ-Eft et al (1997: 472), defines human resource development as "... the field of study or practice responsible for the fostering of a long term, work related learning capacity at the individual, group, and organisational levels."

According to Watkins in Russ-Eft et al (1997 : 472),

"Human resource development is the field of study and practice responsible for the fostering of a long term, work related learning capacity at the individual, group, and organisational levels. As such, it includes – but is not limited to – training, career development and organisational development."

Human resources are thus an integral part of organisational life and a sub-system, which forms part of the process to assist the organisation in achieving their objectives. It is also a resource, which needs to be managed like all its other resources that will contribute to the success of organisations.

This view is echoed by Swanepoel et al (2000 : 12), who claim that "Human resource management is viewed by many authors as an intrinsic part of an organisation and its management." He further report that "...it is management's task to combine, deploy and utilise all resources and/or inputs available to the organisation in a way which will ensure long-term organisational success in a changing environment." This implies that by using the human resources creatively it would facilitate the development of the human resources in an effective manner, which could ultimately lead to organisational sustainability.

1.3.6 *Management Practices*

This term refers to the style of management adopted in organisations. It can however differ depending on the context of the organisation. For the purpose of this study it refers to a style of management and how this contributes to an environment conducive for human resource development.

1.3.7 *Summary*

In this literature review the key significant elements of the study, namely creativity, sustainability and human resources, have been highlighted. The study is located in the theoretical framework of systems theory with the emphasis on the development of the human resources i.e.: the service providers, in a creative way, as a sub-system and means to attain organisational sustainability.

1.4 **RESEARCH METHODOLOGY**

The researcher utilised the qualitative research methodology as this allowed a participatory process with the research participants. The research occurred within the natural setting of the organisation that served to reduce the manipulation of some of the variables.

According to Babbie and Mouton (2001 : 270), qualitative research refers to "A broad methodological approach to the study of social action." He further claims that "qualitative studies use qualitative methods of gaining access to

research subjects (e.g. theoretical selection of cases, snowball sampling); qualitative methods of data collection (e.g. participation observation, semi – structured interviewing, the use of personal documents to construct life stories); and qualitative methods of analysis (e.g. grounded theory approach, analytical induction, narrative analysis, discourse analysis)”

The researcher used a focus group, semi – structured interviewing and studied organisational documents as methods for data collection. Further discussion on these data collection methods will follow.

The researcher is of the opinion that the qualitative method clearly lends itself to a naturalistic paradigm that allowed for a natural event to unfold. According to literature reviewed the topic under research appeared to embrace the qualitative methodology, which promoted interaction with research subjects. In this paradigm, emphasis was on forming relationships with research subjects and reducing the possibility of manipulation and control of research subjects.

1.4.1 RESEARCH INSTRUMENTS

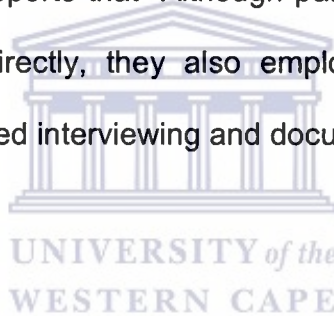
Documentary study

The researcher reviewed internal organisational documents to analyse the current sustainability plan. The objective was to obtain an overview and assess the development of the organisation’s sustainability plan for comparative purposes.

The following documents were reviewed and studied:

- Audited Financial Statements (1999 – 2001), to determine income and expenditure trends and the influence on sustainability concerns.
- Strategic planning reports for the period 1999 – 2001, to assess the impact of the strategic planning process and direction for long-term sustainability.
- Annual reports (1999 – 2001), to obtain an overview of organisational services, scope of areas of work, shifts in strategic plans and views on long – term survival.

De Vos et al (1998 : 284), reports that “Although participant observers primarily observe social behaviour directly, they also employ other data – gathering strategies such as unstructured interviewing and document analysis.”



Focus groups

A focus group was facilitated with the entire service provision and some administrative staff including the management team. The purpose of the focus group was to assess the participant’s perceptions and experiences of creativity in the context of human resource development as a means for organisational sustainability. (Annexure A)

The use of a focus group by the researcher was grounded in the view by De Vos et al (1998 : 314), that it “ enables the researcher to develop inductively, i.e. from the bottom up rather than from the top down, concepts, generalisations and

theories that are grounded in or reflect the intimate knowledge of the people participating.”

The use of a focus group allowed the collection of qualitative data and the advantage of the focus group allowed the researcher the opportunity to observe interaction amongst the participants on the relevant topic. The group discussions also provided further information on the similarities and differences by the participants.

Semi - structured interview schedule

The researcher administered a semi-structured interview schedule to the participants. Twenty schedules were distributed to all service providers and as well as managers, but only eleven were completed and returned.



A semi-structured interview schedule was used to explore the service provider's perceptions and experiences about the organisation's support for creativity in human resource development and a further assessment of their experiences about personal creativity.

The semi – structured interview schedule contained specific open questions directed at the participants and linked to the concepts of creativity, sustainability and human resource development. (Annexure B)

This complied with the view of De Vos et al (1998 : 299), that the semi – structured interview schedule approach, used by the researcher, served as a guideline for the participants and contained questions and themes which was relevant to the research study.

The use of a semi – structured interview schedule, recognised the fact that the researcher was involved in the organisation and wanted to enhance trustworthiness of the findings by allowing individual participants to respond to open questions in a way that will allow openness and honesty in an anonymous way.

1.4.2 PARTICIPANTS

The participants in this study consisted of the existing service provision and administrative staff of the organisation. They included the counsellors (five), trainers (four), the management team (who consist of the financial manager and the programme co-ordinators – a total of six) and four administrative staff members.

1.4.3 RESEARCH PROCEDURE

- The researcher initially reviewed all relevant organisational documents as mentioned above, to assess different trends and comparisons linked to the broad themes contained in this study. The themes being organisational sustainability, human resource development, creativity and management practices.

- The researcher then conducted a focus group with the assistance of a co-facilitator, to assess the perceptions and experiences of the participants of creativity in human resource development as a means of organisational development. This was conducted in June. The purpose and procedure of the group process was explained and clarified to the participants, which was also conducted during working hours and the regular in - service training period.
- The researcher then distributed the semi-structured interview schedule to participants two weeks later (June), as follow up to the focus group session. The participants completed the schedules by themselves without any participation by the researcher. These schedules (eleven) were then returned to the researcher without identifying details of the participants. In this way confidentiality was assured.

1.4.4 DATA ANALYSIS

The data gathered throughout the study was analysed by September 2002. When analysing the data the researcher looked for those themes that created linkages to the key concepts identified throughout the study. This method of data analysis is confirmed by De Vos et al (1998 : 338), who says that, "As the researcher identifies different themes, he should look for underlying similarities." The researcher explored themes from the different instruments used which

included focus documentary studies, focus groups and open ended interview schedule. This was studied in relation to the researcher's own induction process.

The researcher subsequently analysed the data in accordance with the phases followed in the study and extracted major themes from the documentary study, focus group and semi-structured interview schedule and further subjected the themes to personal interpretation by the researcher.

Documentary study

The documents perused were all internal organisational documentation relating to the strategic planning processes, audited financial statements and annual reports. The researcher made notes of concepts that appeared to be linked to the research study. Key factors included the following: creativity, organisational sustainability, human resource development and management practices. Of particular significance was the recurring reference to the need for human resource development as a means of achieving organisational sustainability.

Focus group

Data gathered via focus groups was clustered in accordance with common themes that emerged as well as the clustering of responses that could not be linked to the emerging themes.

Semi-structured interview schedule

The data obtained from the semi-structured interviews were also subjected to

analysis by extracting broad concepts initially and there after subjecting it to major themes that comprised the key concepts of the study.

1.4.5 DATA VERIFICATION

Data verification is an important process within the analysis of data. Guba's model in De Vos et al (1998 : 349) proposes four criteria to ensure trustworthiness and to guard against "biases in the results of qualitative analysis". These include; truth value, applicability, consistency, and neutrality.

Truth value refers to whether the researcher is able to establish a level of confidence in the truth of the findings by the research subjects. The fact that the participants completed the semi-structured interview schedules by themselves without any interference from the researcher allowed for this process. Also the focus group was held with the assistance from a co-facilitator who also assisted with the summarising of the results, lent itself to an objective process and reflected the views of the subjects.

Applicability, refers to the whether the methodology, procedures and instruments applied in a research study can be used in a different situation. With reference to this study, it is the opinion of the researcher that the above process followed in this research study is applicable to a different situation of the same context.

Consistency, refers to the data obtained via varied methods can ensure the same results. Hence this view the researcher is of the opinion that the use of both the focus group and semi-structured interview schedule allowed for a process of consistency.

Neutrality refers to the process to ensure bias in the research procedures and results. De Vos et al (1998) quote Lincoln and Guba (1985) where they place emphasis on the data in qualitative research, and in this way ensures neutrality. Neutrality was ensured by allowing participants to complete the semi – structured interview schedules by themselves with no interference or subjective participation by the researcher. A co-facilitator was also used to record the results of the focus group process.



1.5 ETHICAL CONSIDERATIONS

The relevance and purpose of the study has been discussed with the participants and received permission from the current director. This process is consistent with the principle of informed consent. The study is viewed important by all the participants as it is integral to the long-term survival of the organisation.

The researcher ensured a high level of confidentiality and that the study was located in a framework of organisational development which will be beneficial to both the organisation and its entire staff.

1.5 SIGNIFICANCE OF STUDY

The researcher maintains that a study of this nature can lead to a climate conducive to motivate the service providers towards enhancing their creativity and in this way contribute towards an alternative approach to achieving long-term organisational sustainability. As much as the researcher acknowledged the significance of the study, the limitations of any research study needs to be mentioned. One being that researchers are always personally involved. However it is the researcher's opinion that all measures and precautions were taken into account to limit this specific limitation.



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1.7 REPORT STRUCTURE

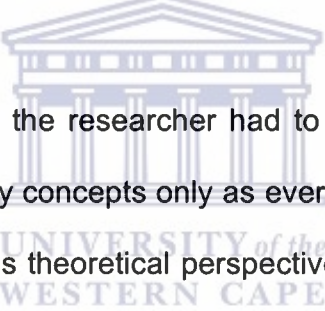
Chapter one	Introduction
Chapter two	Literature study
Chapter three	Data Analysis
Chapter four	Findings and Recommendations

CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

Several key concepts identified as being closely associated with the study became the focus of the literature studied. These concepts included; systems theory as a conceptual framework, creativity, organisational sustainability, human resource development and management practices.



For the purpose of this study the researcher had to restrict the literature study and concentrate on certain key concepts only as every concept under discussion could be located within various theoretical perspectives. eg In the management of human resources motivational and behaviour modification theories appears most appropriate. When addressing management practices management theory appears most appropriate. The researcher thus attempted to contextualise the many concepts within systems theory that appears to embrace the many theoretical perspectives.

2.1.1 SYSTEMS THEORY AS A CONCEPTUAL FRAMEWORK

The researcher was of the opinion that the selection of systems theory as a conceptual framework was appropriate and supportive for the purpose of the

study. This supports the notion that organisations are systems and that it consists of various inter - related subsystems.

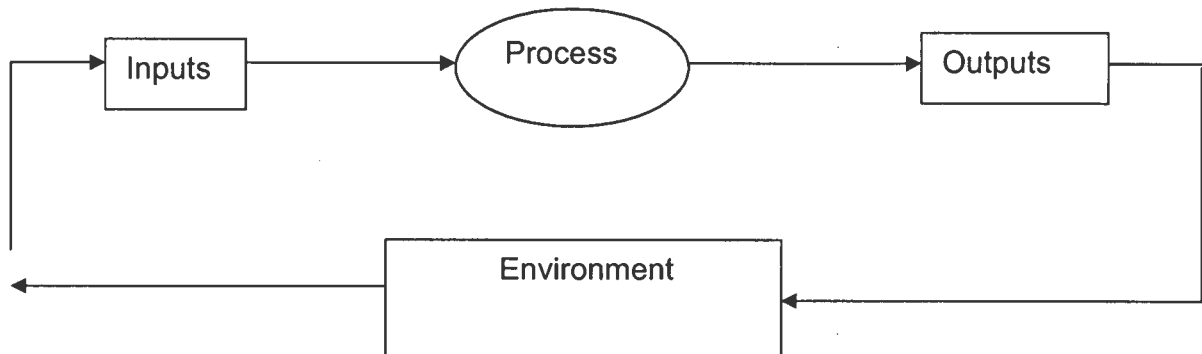
Systems theory is defined by Smit and Cronje (1997 : 62), as "...a set of inter – related elements functioning as a whole." Systems theory is further described as an approach by organisations, that focuses on the adaptation to external demands. This approach necessitates looking at all facets of the organisation in relation to the external environment and aligning organisational structures and systems accordingly. In keeping with this approach, the Trauma Centre had to review its current approach to sustainability.

This view is supported by Gibson et al (1991 : 31), who states that, "In systems theory, the organisation is one of several elements that interact interdependently. The flow of inputs and outputs is the basic starting point in describing the organisation."

He further states that, "...the organisation takes resources (inputs) from the larger system (environment), processes these resources, and returns them into changed form (output)." This implies that if an organisation remains static and unresponsive to the external environmental changes, it would negatively impact on effectiveness.

The following figure. 2.1 is an illustration of the basic elements of a system as illustrated by Gibson et al (1991)

Figure 2.1



As illustrated above, organisations depend on inputs as well as outputs from the environment, and it is therefore important for organisations to develop means and ways to adapt as the environment changes. The Trauma Centre as an organisation is dependent on the environment for survival.

In support of this view Smit and Cronje (1997 : 63), elaborates on a systems perspective of an organisation with a focus on inputs, process and outputs.

Inputs is seen as including human, financial and physical aspects, which is recruited from the external environment. Process is seen as manufacturing and operational systems together with management systems that ensures relevant outputs to the external environment in the form of services.

Systems theory further focuses on two vital considerations namely, that the ultimate survival of organisations depends on its ability to adapt to the demands of its environment and meeting these demands. This speaks to the importance of the systems approach within the management function. In support of this Smit and Cronje (1997 : 63), says that four basic concepts must be understood in this regard namely:

- An open system (as opposed to a closed system). An open system is seen as dependence on the environment and vice versa specific interaction between the system and the environment.
- A subsystem perceived as a system within a system eg. Staff, training, etc
- Synergy is a concept that is of particular importance to management, which implies the inter-relatedness of the sub systems.
- Entropy. This is the opposite of synergy. If organizations do not attempt to synergise the sub systems it would lead to disintegration.

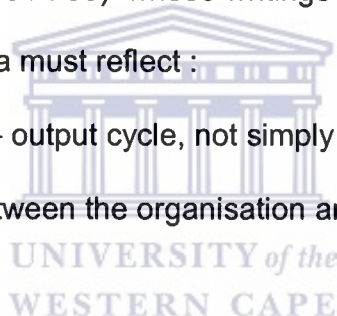
The above confirms that organisation are more than the sum of its parts and for organisations to be successful it needs to ensure an synergy between the sub-systems. This in itself poses a challenge to the management of the organisation.

Gibson et al (1991 : 36), says that, "The ultimate criterion of organisational effectiveness is whether it can sustain itself in the environment" and that "Survival requires adaptation." The Trauma Centre found itself in this position when the financial crisis was experienced. Questions that came to mind were

whether the organisational purpose and responses was appropriate to the changes in the external environment. This was strongly linked to the changing trends evident in the organisation that included, decreased income, low staff morale low outputs and staff turn over. This ultimately highlighted the need to ascertain what the concept of sustainability entailed as it was viewed that it was more than just financial viability.

Writings on organisational sustainability appears to view organisational effectiveness to be a key factor in organisations' achieving sustainability. This is supported by Gibson et al (1991 : 35) whose writings on effectiveness maintains that the organisation's criteria must reflect :

- The entire input process – output cycle, not simply output and,
- The inter-relationships between the organisation and the larger environment.



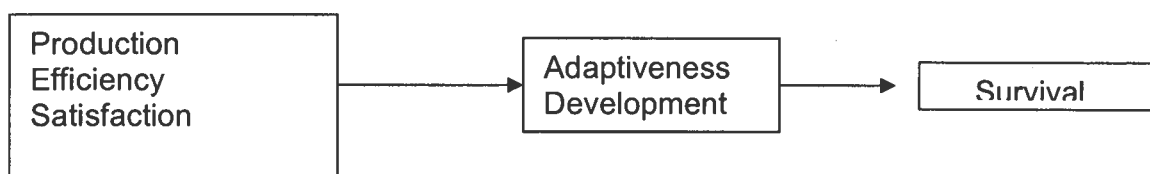
The above implies that organisational effectiveness cannot be seen in isolation from all the subsystems within an organisation but it includes a variety of components. It further implies that the managerial function is to maintain a balance between the subsystems. In recognition of the above the dimension of time becomes of relevancy with the acknowledgement of the organisation being part of a whole. The environment is perceived to form part of the whole.

According to Newstrom and Davis (1997 : 8), "A single organisation does not exist alone. It is part of a larger system that contains many other elements, such

as government, the family and other organisations.” This in itself implies that changes in the environment would have an effect on the organisation .eg. With the gradual exodus of foreign donors it had a negative impact on the finances of the organisation, increased inflation resulted in increased expenditure, the competitive nature of the private sector resulted in staff turn over as the organisation could not compete with perks offered.

In his time dimension model, Gibson et al (1991) identify the following indicators as essential criteria for organisational effectiveness as illustrated in Figure 2.2. Organisations are perceived to go through various life cycles. The organisation’s willingness or receptiveness to adapt to the changing environment could have positive or negative consequences. This alludes to the importance of managerial abilities to develop criteria to assist them in predicting the impact of environmental changes on the organisation.

Figure 2.2 Time Dimension model (Gibson et al: 1991)



The ability of managers to develop criteria is perceived to be indicative of indicators that could determine effectiveness of the organisation to ensure survival. The criteria includes production, efficiency and satisfaction. In addition

to this adaptiveness and development is seen to form part of the criteria and is summarized as follows:

- *Production*

This refers to the organisation's ability to meet the needs of its clients.

- *Efficiency*

This refers to the manner in which the organisation uses its limited resources.

For example, emphasis would be on the utilization to meet needs.

- *Satisfaction*

The focus is on meeting the employee's needs to avoid loss of staff, low morale which could affect outputs.

- *Adaptiveness*

This refers to the ability by management to predict changes in the environment both internally and externally.



- *Development*

Development includes the facilitation of development and training of human resources on all levels and developing proactive strategies in response to changes.

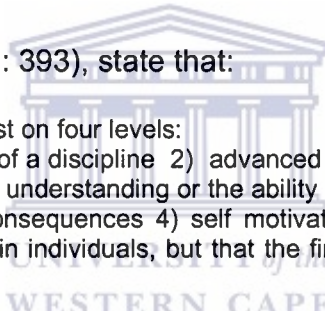
According to French & Bell (1990 : 52), "...Organisations are systems, and the aspects of interdependency and interaction of components and the wholeness are very important dimensions in organisational development.

It is thus the opinion of the researcher that individual staff members form part of

the organisational whole. This statement proposes that the individual contributes to the organisational system and cannot therefore be viewed in isolation.

It is perceived that not all persons in the work place are 'natural' initiators, but some require stimuli to motivate self-development. This view is supported by Unsworth (2001 : 290), who quotes Deci and Ryan (1987), "...behaviours are initiated either through self determined choice or because of external demands." Establishing an environment conducive to motivation and creativity by the human resources could possible create these stimuli.

Quinn in Russ-Eft et al (1997 : 393), state that:



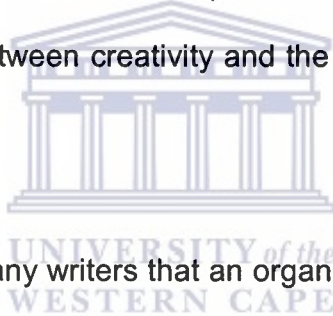
" The human capital exist on four levels:
1) cognitive knowledge or mastery of a discipline 2) advanced skills or the ability to solve real world problems 3) systems understanding or the ability to solve complex problems and to anticipate unintended consequences 4) self motivated creativity. The author argues that all four are present in individuals, but that the first three can be located in organisational systems."

It appears that the fourth level cannot be seen in isolation from the prevailing culture in an organisation. It is the researcher's opinion that, the culture of the organisation need to be conducive to allow personal creativity. The individual and the organisation are inter-related sub-systems, which inter-acts in such a way that the one influences the other significantly and ultimately responsible for the success of the organisation.

This view is supported by Russ-Eft et al (1997 : 393), who states that "...human intellect, creativity and innovation provide the basis for a successful

organisation.” This highlights the interdependency of subsystems as indicated in systems theory and lends itself to the inter-relatedness of the key concepts of creativity, human resource development and sustainability, which cannot be ignored in the literature study.

Gerber et al (1998: 34), states that, “A system is simply a number of interdependent components that form a whole and work together with a view to attaining a common goal.” Literature reviewed endorses the view that the individual forms part of the organisational system, which requires a commitment by the organisation to invest in their development to enhance their creativity. It further requires a synergy between creativity and the development of the human resource component.



It is the concluded view of many writers that an organisation is a social system of which the employee is the most important component. It is thus important for management to create and provide a climate, which is conducive to assist employees to grow and at the same time accomplish the organisational goals.

The study is thus located in the theoretical framework of systems theory with the emphasis on the development of the human resources i.e. the service providers, in a creative way, as a sub-system and means to attain organisational sustainability. It is noted by McKenzie in Banks (2001:8), “... that people are to the organization, what consciousness is to the mind.” This notion enhances the

perspective that more attention be given to the organisational “person”, as a relevant and creative resource who brings new learnings, behaviours, ideas and perceptions and ultimately contributes to development and sustainability within organisations.

It is felt that if sufficient acknowledgement were given to the sub- systems as reflected in the literature study, it would contribute to organisational sustainability.

2.1.2 CREATIVITY

Kreitner and Kinicki (1998 : 376), defines creativity as “...the process of using imagination and skill to develop a new or unique product, object, process or thought.” He further highlights three types of creativity, namely:

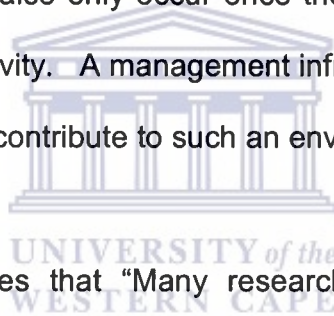
- Creation – which refers to the creation of something new
- Synthesis – which refers to combine or to synthesize things
- Modification – which refers to improving or changing things

Scientific research proved that creativity draws from knowledge, imagination and intuition, to the ability to see and make connections and distinctions between ideas and things. (Mazziotta in Kreitner : 1998)

Kreitner and Kinicki (1998 : 377), also refers to the stages involved in the creative process. These stages include:

- *The preparation stage* – that indicates that creativity begins from a knowledge base
- *The concentration stage* – refers to focussing on the problem at hand
- *The incubation stage* occurs unconsciously while people go about daily activities and make remote associations
- *The illumination stage* is generated by these associations
- *The verification stage* involves at the whole process of verifying, modifying and ultimately trying out the new idea

The stages of creativity can also only occur once the environment is conducive and open to the idea of creativity. A management infrastructure that encourages and reinforces creativity can contribute to such an environment.



Unsworth (2001: 289), states that “Many researchers have suggested that creativity is as important for the long - term survival of organisations (eg, Oldham & Cummings et al: 1996), as it is in the scientific, artistic and developmental arenas.” This endorses the opinion of the researcher that the concept of creativity cannot be ignored in the development of the human resources.

The Trauma Centre like many other NGO'S are confronted with the challenge of looking at alternative strategies for long-term survival of organisations. This notion is further supported by Stoner and Freeman (1989: 408), who defines creativity as “ ...the generation of a new idea and innovation as the translation of

such an idea into a product, service or method of production.” The authors are also of the opinion that creativity has become a vital element to the organisational life in order to survive, and that organisations are often confronted with seeking “...new and better ways – more creative ways – of accomplishing its work.”

The external environment with the key elements of donor fatigue, demand for better services, globalisation, reduced resources and shifts in funding criteria, are major challenging factors for non - governmental organisations, which lends itself to the need for creative approaches for long-term survival.

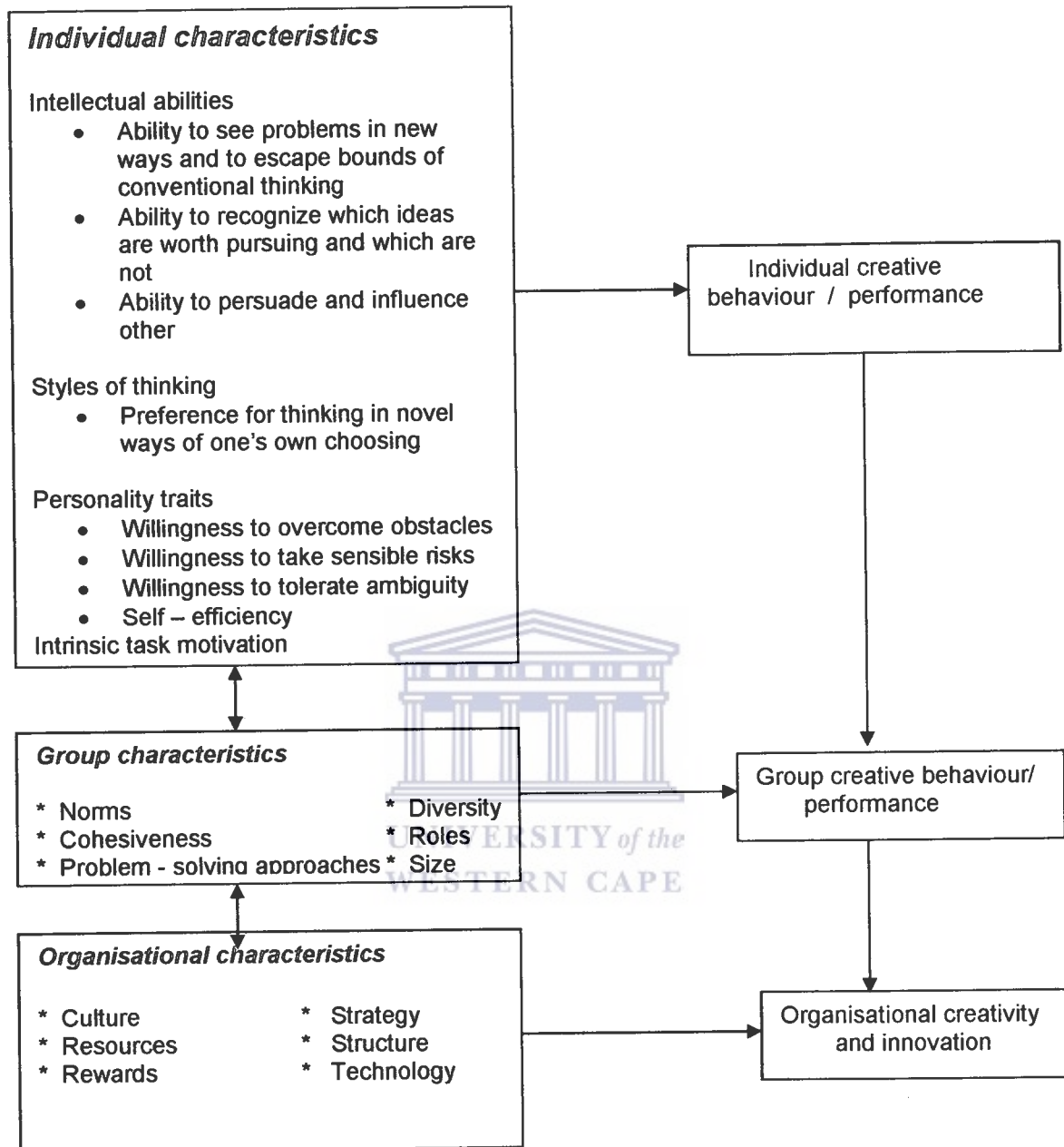
The literature reinforces the need to shift from mediocre to more creative alternatives. According to Ford and Gioia (2000: 707), creativity refers to being “... domain specific, subjective to judgement of novelty and value of an outcome or product of a particular action.” The author further highlights, “...that creativity is embedded in three interrelated subsystems, the person, the domain and the field.”

The notion further supports that creativity is best nurtured in a permissible environment and climate within organisations and that the climate needs to enhance and promote the exploration of new ideas and ways to work.

According to Kreitner and Kinicki (1998 : 378), in his model of organisational creativity and innovation, figure 2.3, illustrates the process of organisational creativity and says that “ ...organisational creativity is directly influenced by organisational characteristics and the amount of creative behaviour by groups.” and “ ... a group’s behaviour is influenced by group characteristics and individual performance,” and that “ ... individual creative behaviour is directly affected by a variety of individual characteristics.” This highlights the inter-relatedness and interactions of the various systems within organisations.

The model also highlights the point that organisational creativity, in order to thrive, needs resources, commitment and an organisational culture that reinforces it. This notion is supported by Stoner and Freeman (1989 : 408), who report that “ ... creativity alone contributes little or nothing to organisational effectiveness unless the creative ideas can in some way be used or implemented. Thus, in organisations, the creative process must include both creative and innovative elements.” This notion is further illustrated by the following model.

Figure 2.3 A model of organisational creativity and innovation



(Adopted from Kreitner and Kinicki (1998 : 378), in his model of organisational creativity and innovation.)

It is believed that an unsupportive work climate can sap creativity in individuals who have strong creative characteristics.

Robbins (2000 : 72), identified five organisational characteristics that contributes in stimulating creativity in individuals or employees. These characteristics include:

- *An organisational culture* that rewards and encourages risk taking
- *Porous boundaries*, which encourages spontaneity and face – to – face interactions and contributes to creative thinking
- *Autonomy*, which provides individuals with choices
- *Availability of slack resources* which allows for mistakes to occur and thus enhances risk taking
- *Moderate levels of work load* and time pressures, as it is believed that some levels of pressure allows creativity to thrive

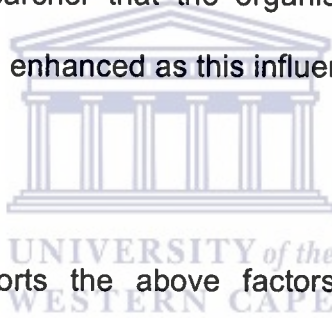
It is further believed that individual creativity can be learned and thus requires some form of stimulation. Stimulation of creativity should however coincide and possess the above mentioned organisational characteristics. Methods for stimulating individual creativity, identified by Robbins (2000 : 72), can happen once the right climate exist.

Geis in Kuhn (1988 : 31-32), reports that the following factors could contribute to making the organisational environment and climate conducive for creativity to thrive;

- Responsibility and power with little interference

- Organisational culture must be allow independence in problem solving and for control systems to be participatory
- Structured rewards to prevent intrinsic motivation from being contaminated
- Allow risk taking which needs to be clearly defined and confined
- Recruitment of people with creative potential supported with formal and informal training
- Strategies that will build employee commitment to organisational mission and goals

It is the opinion of the researcher that the organisational climate is a major component for creativity to be enhanced as this influences the creative abilities of individuals.



Robbins (2000), also supports the above factors and adds the following suggestions that can be of use to increase individual creativity;

- Belief in the ability to be creative
- A constant search for alternatives to a problem
- Avoid being too logical and rational, instead create alternative beginning states
- Concern with developing practical solutions, approach problems differently
- Constantly ask "what if" questions
- Open-ness to failure

It is with these current challenges that organisations are forced to be more proactive towards long – term sustainability. Patel (1998: 122), further suggests that the organisations “...will require genuine participation, strong and effective management and skilled and committed staff.”

One can conclude that the lack of creativity within an organisation would impact negatively on the long-term sustainability of the organisation, which is highlighted by Ford and Gioia (2000 : 705). They claim that “ In an era when the competitive environment demands that organisations develop new products, processes and revisions to accepted ways of thinking and doing, there are increasingly frequent calls to pursue creativity as a source of competitive advantage.” This point of view is further acknowledged by Patel (1998: 114), who claims that “ NGO’S are under threat for a variety reasons...” which includes “ ...funding crisis, loss of staff, accessing government facilities and problems related to the efficient functioning of NGO’S.”

The Trauma Centre like many other organisations is confronted with the task of seeking alternatives, such as creative approaches to obtain organisational sustainability.


2.1.3 ORGANISATIONAL SUSTAINABILITY

Lisa Cannon (1999 : 5), in her book “ Life Beyond Aid” defines sustainability as “...the ability of an organisation to secure and manage sufficient resources to

enable it to fulfil its mission effectively and consistently over time without excessive dependency on any single funding source.”

Many organisations, like the Trauma Centre, seemed to have been dependent on a singular source namely that of donor funding, and neglected to recognise its most valuable resource, namely it's human resources as a means to achieve organisational sustainability.

Organisational sustainability has become a significant survival issue amongst the non- governmental organisational (NGO) sector. According to the South African Non Governmental Organisational Coalition's (SANGOCO) sustainability study (2001),



“the funding situation for NGO's in South Africa has undergone dramatic changes in the last six years, ”and that “ ... the ability to raise money by organisations has been severely hampered by public apathy and disillusionment with the apparent lack of success of development aid, and increased competition from other funding processes.”

Due to these changes in the external environment, many organisations are challenged with sustainability issues and the need to survive.

Local, domestic and internal resource mobilisation has become key elements to help sustain organisations with the urgent need to seek more creative strategies towards long-term sustainability. Lisa Cannon (1999 : 11), further states “...sustainability depends on the flow of resources throughout the organisation”, and that, “ Too often, NGO's begin thinking about sustainability only in terms of

getting more resources into the organisation". She further states that "... finding creative strategies for building sustainability is an issue of concern for NGO's".

This view is supported by Geis in Kuhn (1988 : 33), who says that "To encourage a culture in which creativity can thrive is worthy of focused and sustained effort."

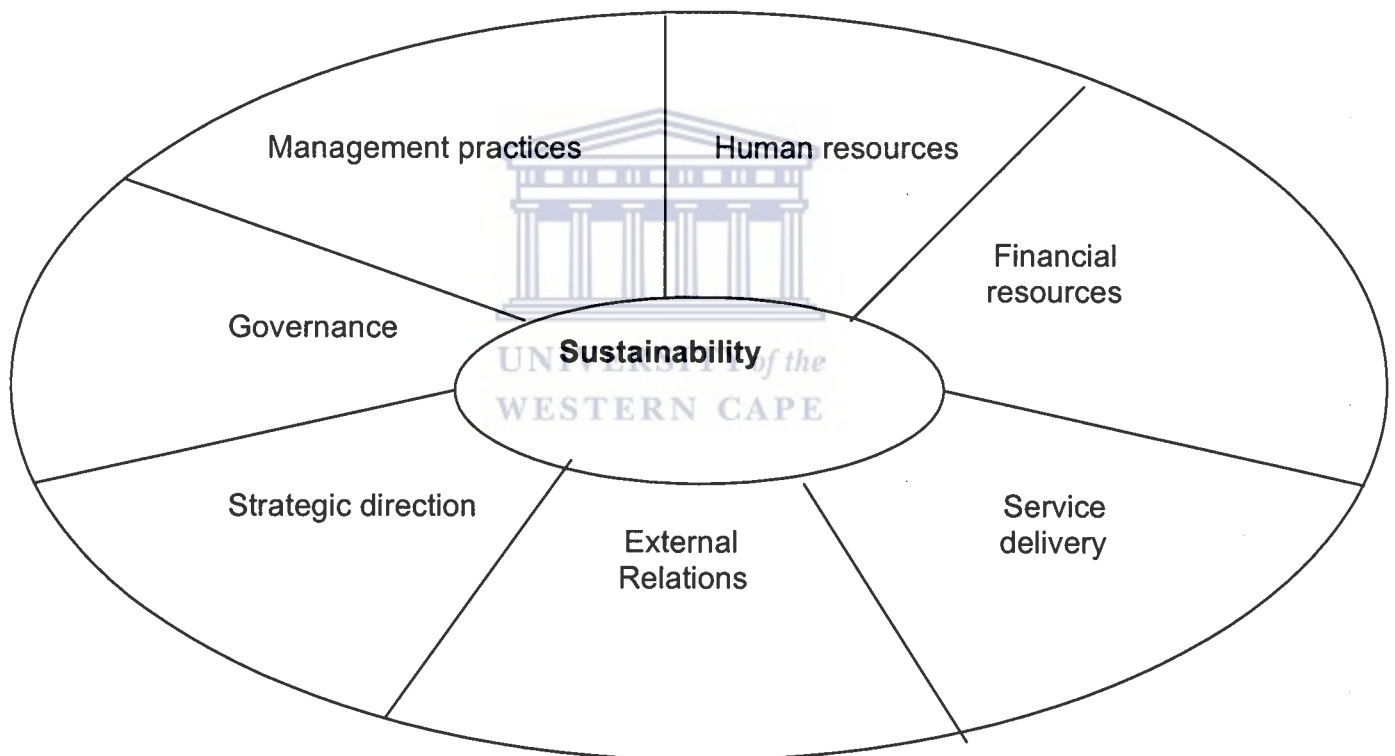
This concern was further supported at the Southern Africa Philanthropy & Domestic Resource Mobilisation Workshop held in Zimbabwe during August 2000. The workshop report stated that " The concept of resource mobilisation should be understood in the broadest sense to include all forms of resources – human, time, and material – and not be limited to financial assistance."

The researcher is of the opinion that often organisations fail to recognise their internal resources and how to best apply these for sustainability purposes. The human resources are often quoted as the most valuable resource within organisations, but seldom recognised as a fundamental component to organisational sustainability. Currently the external environment requires organisations to adopt creative and innovative modes of operation, and by adopting a creative approach often starts with the examination of the preconceived ways of operating. This notion was further motivated at the Southern Africa Philanthropy & Domestic Resource Mobilisation Workshop report (2000: 19), that states " ...research can play a critical role in defining priorities,

discovering potential, identifying approaches that work, documenting instructive experiences and promoting a culture of creativity and innovation.”

The following framework in figure 2.4 explains organisational sustainability and to highlight the organisational factors which impact on sustainability.

Figure 2.4 Organisational factors impacting on sustainability



(Adopted from Cannon 1999)

The above framework illustrates that sustainability is at the centre of organisational effectiveness and linked to major components in the organisation.

The researcher is of the opinion that each of these components must be considered in the establishment of sustainability goals.

It is also vital for organisations to develop a framework that defines the key factors which impact on organisational sustainability as it may differ from organisation to organisation.

The focus on human resource development, also need to have a focus on workplace competencies, major investment in training and a commitment by the organisation to become a learning organisation. Many writers have concluded that in order for organisations to survive it needs alternative ways and means to achieve organisational sustainability in order to adapt to a changing environment.

The need for NGO's and organisations to be creative and innovative for sustainability purposes seems to be a current debate on many agendas. This also highlights the necessity for organisations to review their internal resources, as the external resources seem to becoming extremely limited and scarce to sustain organisations. The human resources are an integral component of any organisation's life and it's survival, and should be incorporated in sustainability strategies.

Human resources are perceived to be an organisation's most important asset and it is the view of Cannon (1999 : 89), that organisations "...ensure that any

sustainability strategy includes staff development.” She further reports that “ Making an organisation more sustainable in the long run often requires finding the right balance between human resources expenditure and the results.” This view supports the notion that investment in human resources could contribute to more sustained organisations, and that a shift is often required in the human resources approach in organisations.

2.1.4 HUMAN RESOURCE DEVELOPMENT

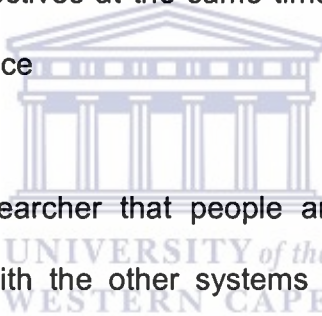
Watkins in Russ-Eft et al (1997 : 472), defines human resource development by saying that,

“Human resource development is the field of study and practice responsible for the fostering of a long term, work related learning capacity at the individual, group, and organisational levels. As such, it includes – but is not limited to – training, career development and organisational development.”

Human resources are thus an integral part of organisational life and a subsystem, which forms part of the process to assist the organisation in achieving their objectives. It is also a resource, which needs to be managed like all its other resources that will contribute to the success of organisations.

Smit and Cronje (1997 : 356), support the view that people are a subsystem in organisations and possess the following characteristics which interact with the other subsystems. These characteristics are:

- A system is *complex* – which reflects that people are unique, changes continually in the wake of experience gained and environmental changes, and ultimately matures
- A system can be *open or closed* – reflecting the interaction between people and the environment and vice versa. People are also influenced by the environment and in turn influences the environment
- A system *strives for equilibrium* – refers to people continually seeking physiological or psychological equilibrium
- A system strives towards achieving a *multiplicity of objectives* – people often seek to pursue many objectives at the same time. This often causes conflict and can cause an imbalance



It is the opinion of the researcher that people are a key subsystem in an organisation and interacts with the other systems and that people influences systems and vice versa.

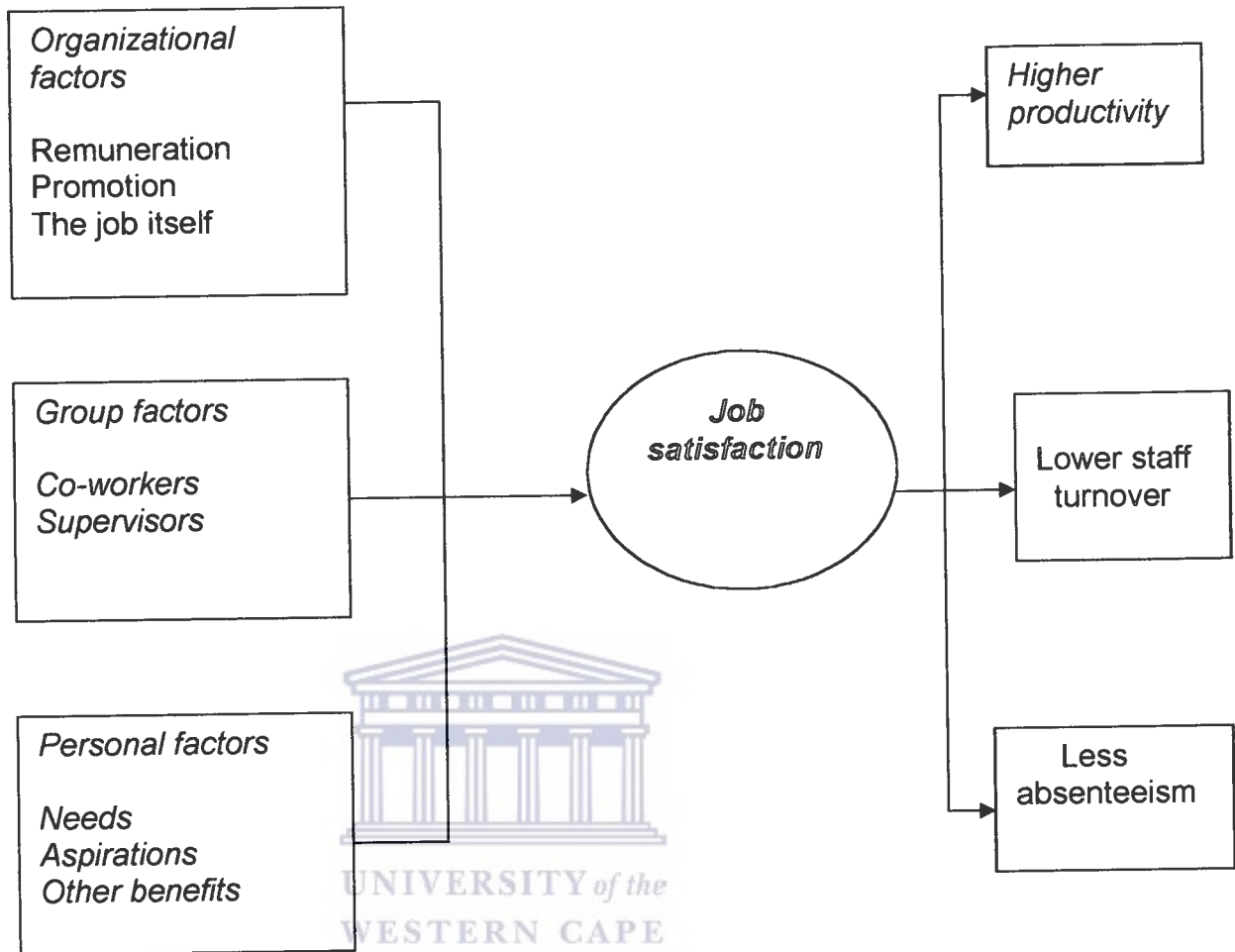
Further more people in the organisation are in general complex in nature. This in itself highlights the importance to identify the variables that influences individual behaviour in organisations. Smit and Cronje (1997 : 358), perceives that the following variables determine the behaviour of individuals and employees in organisations:

2.1.4.1 **Values and attitudes** – values and value systems influences individual's attitude, their level of motivation, perception and behaviour. Values in individual are however unique and can often be in conflict with that of the organization. It is believed that a hostile organisational environment could influence the values negatively. An attitude is described to be permanent general evaluation of people and objects and comprises of the following components: effective, behavioural and a cognitive component. Attitude and behaviour is directly linked and the one influences the other and often difficult to predict. Job – related attitudes are often the focus point in organisations and Smit and Cronje (1997 : 361), says that the most relevant attitudes are job satisfaction, job involvement and organisational commitment. Although attitudes are difficult to change, organizations can however change employees negative attitudes by changing the following:

- Organisational factors – which include: remuneration, promotion and the job itself
- Group factors – which include: co- workers and supervisors
- Personal factors – needs, aspirations and other benefits

This process of changing attitudes is further illustrated in the following diagram
2.5.

Figure 2.5 Source: Moorhead et al in Smit and Cronje (1997 : 361)



The development of attitudes are important and organisations need to be aware of how it can be changed. Changing peoples negative attitudes towards the organisation can enhance higher productivity, reduce staff turnover and decrease absenteeism.

2.1.4.2 Personality- insight into employee's behaviour is highly regarded and the following factors can influence this behaviour: personality type, locus of control, authorisation, self-monitoring, achievement orientation, self-esteem and risk profile. For the purpose of this study the researcher focussed on the following factors namely, locus of control, authorisation and self-monitoring.

- *Locus of control* is seen to be the person belief as to how his/her behaviour influences the results of their actions. Theory makes the distinction between internal (individuals believing that they control whatever they do) and external (a belief that events are based on fate and pure luck) locus of control.
- *Authorisation* refers to the belief by employees that power and status in organisations are shared.
- *Self – monitoring* refers to the extent to which employees are able to adapt their behaviour to that of co-workers.

2.1.4.3 Ability – is described to be the person's capacity to manage different tasks in a particular job. Of significance is that people in organisation differ, but more important is the application of these differences.

2.1.4.4 **Motivation** - is defined by Smit and Cronje (1997), " A motive is an inner state that energises or moves, and that directs or channels behaviour towards goal." Motivation also poses a process with key elements being: need, motive, behaviour, consequences, satisfaction / dissatisfaction and finally feedback.

2.1.4.5 **Perception** – refers to the process by which individuals arrange and interpret sensory impressions. This allows them to make sense of their environment.

2.1.4.6 **Learning** - refers to the changed behaviour that includes the process of conditioning and shaping. Insight into these processes can assist to understand employee's productivity, absenteeism and quality of work.

2.1.4.7 **Individual behaviour** – is regarded as a key component within organisations. Understanding individual behaviour in organisations with reference to the preceding behaviours can lead to the prediction of these behaviours to certain changes or events in organisation.

As previously indicated, people are key components and subsystems in the organisation and thus cannot be viewed in isolation of the other key systems.

This view is further supported by Smit and Cronje (1997 : 355), who says that " An organisation's human resources are crucial to success ." and that " ...an

organisation cannot exist without people. People are the lifeblood of an organisation; this is the resource that gets other resources going.”

The Trauma Centre like many other organisations failed to recognise the importance of its human resources as a key component to organisational sustainability. The primary objective during its financial crisis was mainly to import more resources from the external environment.

This implies that by using the human resources creatively it would facilitate the development of the human resources in an effective manner, which could ultimately lead to organisational sustainability.

In conclusion, many writers seem to acknowledge the importance of the human resources in the context of organisational survival. Organisations are challenged to adopt a human resources approach as it assists employees become better in their work, being more committed to the organisation, and it also creates a conducive climate in order for them to contribute their improved abilities. This will ultimately lead to organisational effectiveness.

This view is echoed by Swanepoel et al (2000 : 12), who claim that “ Human resource management is viewed by many authors as an intrinsic part of an organisation and it’s management.” He further report that “ ...it is management’s task to combine, deploy and utilise all resources and/or inputs available to the

organisation in a way which will ensure long-term organisational success in a changing environment.”

2.1.5 MANAGEMENT PRACTICES

Smit and Cronje (1997 : 9), sees management’s task, “...to combine, allocate, co-ordinate and deploy resources or inputs in such away that the organisation’s goals are achieved as productively as possible.” The writers further maintain that managers exercise certain functions to attain organisational goals. These functions include planning, organising, leading and controlling.

Gibson et al (1991 : 40), supports the above view where they define management as process that is as a series of actions, activities or operations that lead to some end. Management is essentially seen as the co-ordination of work undertaken by others by applying the functions of planning, organising, leading and controlling. The planning function involves the setting of organisational objectives. The organising function is the translation of planned activities into tasks. The leading function involves knowledge of individual differences and motivation, group behaviour, power and politics. The focus is on the interaction between the manager and sub-ordinates. The controlling function is to ensure that planned activities, is consistent with planned outcomes. This view is supported by Smit and Cronje (1997 : 398), in his writings on the control functions of the manager where he says that, “Control is therefore the regulatory task of management in that it allows action to tie in with plans, it is an important

guide in the execution of plan and it measure the performance of the whole organisation.”

In order for managers to exercise these functions effectively it would necessitate a level of acquired skills. In support of this Kuhn (1988 : xv), says that , “ Creative and innovative management implies dynamic managerial practices on the one hand and visionary commitment to implement them on the other.”

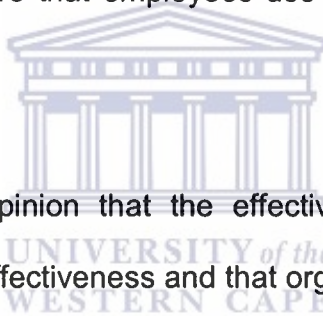
This type of management appears to be most suitable to meet the demands of the external environment and thereby influences organisational sustainability.

This view alludes to the fact that managers need to build management competencies. Robbins (2000 : 55) distinguishes between two groups of competencies which include knowledge and applicable skills. He says “...knowledge builds understanding” and “Applicable skills apply that understanding.” The writer identifies six managerial skills which could contribute to managerial effectiveness:

- Controlling the organisation’s environment and its resources. This reflects that managers need to be proactive and constantly aware of environmental changes
- Organising and co-ordinating. This mainly refers to managers having the skill to organise around tasks and co-ordinate interdependent relationships
- Handling information. This skills requires managers to have a set of behaviours using information and communication channels to identify

problems, insight into the changing environment resulting in effective decision making

- Providing growth and development. This skill requires continuous learning in the organisation and that managers must be responsible for their own learning and the growth and development of employees
- Motivating employees and handling conflict. Managers need to enhance the positive aspects of motivation and remove the conflicts which could impact negatively on employees motivation
- Strategic problem solving. Managers need to take responsibility for their own decisions and ensure that employees use their decision making skills more effectively



The researcher is of the opinion that the effectiveness of managers could contribute to organisational effectiveness and that organisations are compelled to adapt to environmental changes.

The human resources approach to management is such an approach, where it focuses on factors that influence and explain the human behaviour and recognises its importance to the success of organisations. The human resources approach to management was supported by Chester Barnard, who advocated the human resources approach (Robbins 2000 : 601), who says that “ ...organisations are made up of people who have interacting social relationships. The manager’s major roles were to communicate and stimulate subordinates to

high levels of effort.” He further says that in order for organisations to be successful it “...depended on maintaining good relations with people and institutions outside the organisation with whom the organisation regularly interacts.” Managers also need to be aware and examine the external environment continuously and attempt to adjust the organisation to a state of equilibrium and stability.

Greenberg and Baron (1997 : 471), reports that organisations differ from each other and often involves more than just the different personalities of employees. He says that “ ...in many organisations, employees are a constantly changing cast of characters...” and that “ ...often the new employees who themselves change rather than their organisation.” This implies that organisations need a level of stability to accommodate these changes often displayed by employees. This view is further supported by Greenberg and Baron (1997 : 471) who continuous to say that “ ...organisations have a stable existence of their own, quite apart from the unique combination of people of which they are composed at any given time.”

Organisational culture is believed to a factor that impacts the stability in organisations. Research done by Chatman and Jehn in Greenberg and Baron (1997 : 471), highlighted seven elements of organisational culture that can describe organisations:

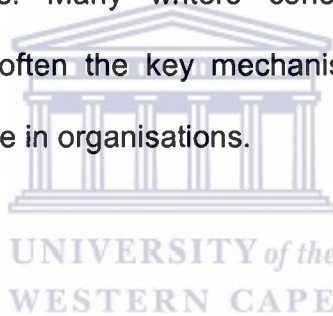
- Innovation – implies the extent to which people are expected to be creative and to generate novel ideas
- Stability – the extent to which a stable, predictable and rule orientated environment is valued as opposed to risk taking
- Orientation toward people – organisation having a people orientated culture often reflects a sense of fairness, being supportive and shows respect for the individual
- Results – orientation – the strength lies in the organisation's concern for achieving desired results
- Easygoingness – reflects a relaxed and laid back atmosphere in the organisation
- Attention to detail – where the main concern of the organisation is focussed on being analytical and precise and leaves little room for error
- Collaborative orientation – highlights the focus being on team - work instead of individuals.

Organisations are also unique and each organisation reflects a core set of values in the culture of its organisation. It is also important to mention that organisations often reflect a culture that is similar to the kind of work they do, eg human rights organisations reflects a culture based on the respect for human rights and a demand for dignity.

It is clearly evident that culture plays a significant role in organisations as it can contribute to the following:

- Provides a sense of identity for its employees
- Generates a commitment by the employees to the organisation's mission
- It contributes to clarifying and enhancing standards of behaviour and provides a sense of stability especially for new comers to the organisation

The above roles also clearly indicates the importance of culture in an organisation and that it can be perceived as an influencing force on specific behaviours in organisations. Many writers conclude that managers and management practices are often the key mechanism that either establishes, transmit and interprets culture in organisations.



2.2 SUMMARY

In this literature review the key significant elements of the study, namely; systems theory, creativity, organisational sustainability, human resource development and management practises have been highlighted.

In summary the following conclusions were drawn from the literature reviewed:

In systems theory as a conceptual framework, it is the view of many writers that an organisation is a social system made up of various components and that the employee should be regarded as the most valuable component. The literature

also reflected the importance to acknowledge the sub – systems in an organisation and its contribution to organisational sustainability in a creative way. Creativity, in the literature reviewed, highlights the link it has to the long – term survival of organizations and that it is embedded within the subsystems present in the organisation. Many writers seem to conclude that creativity, however, can only happen in a permissible environment and a climate that needs to be conducive to enhance and explore new ideas and ways of working within organisations.

In the literature reviewed it is clear that sustainability seems to be central to organisational effectiveness and linked to major components in organisations. There appeared to be consensus in the literature that the human resources are an integral component of an organisation's life and its survival and should be incorporated in sustainability strategies. Investment in a human resources approach was viewed by writers to be a key contributor to more sustained organisations. Many writers acknowledged the importance of the human resources in the context of organisational survival as organisations and in particular, managers are challenged to utilise all resources or inputs available to ensure long-term success in a changing environment.

Many writers also conclude that the role of managers and management practices are the key mechanism in organizations to deal with environmental changes the way organisations adapt to these changes.

The study was located in the theoretical framework of systems theory with the emphasis on creativity in human resource development as a means of achieving organisational sustainability.



CHAPTER THREE

DATA ANALYSIS AND LITERATURE CONTROL

3.1 INTRODUCTION

The goal of the study was to explore the perceptions and experiences of service providers at The Trauma Centre about creativity in human resources development as a means for achieving organisational sustainability.

In order to attain the goal the researcher gathered data through various data collection methods that included: focus group, semi – structured interview schedule and documentary studies. The findings of the research is analysed in this chapter and will be controlled with relevant literature contained in chapter two.


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Recurring themes of creativity, human resources development, organisational sustainability and management practices are highlighted as key concepts associated with the study.

The format for presenting the research findings will be as follows:

- Focus group and literature control
- Semi – structured interview schedule and literature control
- Conclusions

3.1.1 FOCUS GROUP

The data collected via a focus group assisted the researcher to assess the perceptions and experiences about creativity in the context of human resource development as a means for organisational sustainability. The focus group was conducted with the full staff component that included the service provision staff, administrative staff and the management team. Questions posed (Annexure A) were linked to key concepts associated with the study. The responses gathered from the focus group are reflected in tables 3.1 – 3.8. Colour codes indicate responses that were grouped as categories.

Figure 3.1 Responses to the questions posed to focus group.

Question 1	Response
<p>How do you contribute to the organisation?</p> <p>What makes you special?</p>	<p>Welcome and respect for clients</p> <p>Unique political history and understanding</p> <p>Team player-ship</p> <p>Welcoming and peaceful atmosphere</p> <p>Commitment to work/organization</p> <p>Combination of skills</p> <p>Passionate about the work</p> <p>Calm under pressure*</p> <p>Different styles of working, and knowledge- bases*</p> <p>Uniqueness as individuals (skills, knowledge, experience, attitudes)*</p>

The focus group's responses to this open question about their contributions to the organisation could be categorised as follows:

- Expertise, skills and knowledge base (red)
- Commitment to the organisation (purple)
- Individual uniqueness (red *)
- Team work / cohesiveness (blue)
- Operationalising of professional values (brown)

See summary under figure 3.2

The next question was aimed at probing on the previous question.

Figure 3.2

Question 2	Response
<p>What would the organisation lose should you leave?</p>	<p>Skills, knowledge, experience, creativity</p> <p>'Going the extra mile'</p> <p>Uniqueness of the individuals</p> <p>Commitment to excellence</p> <p>Respects and understands clients and colleagues</p> <p>Calmness, serenity and comfort</p> <p>New energy and enthusiasm, commitment</p> <p>Dedication, creativity</p> <p>The current equilibrium – interconnectedness</p> <p>Organisational credibility (when several people leave).</p>

The response from the focus group to what the organisation will lose should they leave could be categorized as follows:

- expertise, skills and knowledge bases (red)
- commitment and dedication by the staff (purple)
- values / culture (yellow)
- organisational stability and credibility (brown)

The outcome of the focus group's response to how they contribute to the organisation and what the organisation will lose should they leave indicates that participants perceived their contributions (mainly red and purple) to be in line with what Smit and Cronje (1997 : 355) identified as crucial contributions for organisational sustainability. The authors are of the opinion that these contributions should be acknowledged because, "An organisation's human resources are crucial to success. People are the lifeblood of an organisation; this is the resource that gets other resources going."

Figure 3.3

Question 3	Response
What is the main purpose of the organisation?	Helping people who have suffered traumatic or violent incidences Preventing traumatic events from occurring by cutting the cycle of violence Helping people lead a meaningful life after suffering trauma – increasing their productivity Build a team and make a comfortable space for everyone To be accountable

The responses of the focus group to what the main purpose of the organisation is can be categorized as follows:

- Vision /mission of the organisation (blue)
- Service excellence to sustain organisation (green)
- To build a team and a comfortable work space/environment (orange)



The majority of participants responded that they perceived the organisational purpose as being that of assisting traumatized persons. In addition to this some respondents (orange and purple), were of the opinion that the main purpose related to environment and related to sustainability issues. Some of the responses (blue) reflected the purpose of the organisation to be the vision and mission of the organisation. According to organisational documentation the Trauma Centre's vision is that of a commitment to a non – violent society and a culture of respect for human rights. The purpose of this question was to

ascertain service provider's understanding of what the Trauma Centre stands for. It appears that there are different interpretations as to the organisational purpose. This was illustrated by the association with the vision and mission being part of the purpose of the organisation. This perception by some participants illustrates that it is an area that needs to be addressed in future.

Figure 3.4

Question 4	Response
<p>What do you perceive as the obstacles to achieving the goals of the organisation?</p>	<p>Do not evaluate plans to ensure implementation</p> <p>Getting caught up in endless meetings</p> <p>Lack of communication in teams, no team spirit and a lack of support from team members</p> <p>Inadequate skills – not picked up and not addressed</p> <p>Negative interpersonal relationships and a lack of respect for each other as individuals.</p>

The focus group's responses to perceived obstacles in achieving organisational goals can be categorized as follows:

- Lack of evaluation to ensure implementation (brown)
- Lack of communication / team work (green)
- Inadequate skills base (black)

Although participants were very confident and sure about the organisational goals (which seemed to link with documents) as well as their personal commitment and expertise, etc(refer to question 2), participants perceived

obstacles being the lack of evaluation to ensure implementation (brown), communication and team work (green) and an inadequate skills base (black).

This outcome can be linked to one of the key concepts of the study being that of creativity and possible factors influencing creativity negatively. This links to the writings of Robbins (2000), who claims that in order to stimulate creativity in organisations it requires some of the following characteristics; porous boundaries to encourage interactions, availability of evaluation and control measures and resources that allows risk taking and mistakes to occur.

This outcome is also in line with the writings of Stoner and Freeman (1989), who states that, "...creativity alone contributes little or nothing to organisational effectiveness unless the creative ideas can in some way be used or implemented."



Figure 3.5

Question 5	Response
<p>How can the organisation overcome these obstacles?</p>	<p>Monitoring and evaluating plans to ensure implementation</p> <p>Eliminate/avoid duplication processes</p> <p>Improved team communication and spirit</p> <p>Identify collective team and individual goals</p> <p>Collective responsibility for team goals</p> <p>Constructive criticism/ feedback</p>

	Skills development Monitor personal and organisational goals Action to address negative impact of conflict
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The focus group's responses to how these obstacles can be addressed were categorized as follows:

- monitoring / evaluation / co-ordination to ensure outputs (green)
- ensure team work/communication (purple)
- skills/staff development (red)

The participants responses to addressing these obstacles included monitoring, evaluating and co-ordination(green), development of team work and communication channels (purple) and the development of skills and staff (red).

This outcome can be linked to one of the key concepts of the study being that of management practices and is in keeping with the managerial functions reported by Robbins (2000 : 55), who identified the following functions to include:

Controlling of the organization's environment and resources, organizing and co-ordinating interdependent relationships, handling information and communication channels, providing growth and development, motivating employees and deal with conflict and lastly strategic problem solving. It would thus seem that participants were of the opinion that the organisation should improve on these functions in order to reach its goals.

Figure 3.1.6

Question 6	Response
What are the key components of organisational sustainability?	<p data-bbox="605 334 1284 367">Sound, relevant, transparent and tested policies</p> <p data-bbox="605 409 1264 482">Open communication, vertically (top down and bottom up), and horizontally</p> <p data-bbox="605 519 1068 553">Accountability, flexibility, efficacy</p> <p data-bbox="605 592 1338 663">Teach ability – the individual’s openness to learning and decision to be responsible for self development</p>

The focus group’s response to what the key components of organisational sustainability are can be categorized as follows:

- sound organisational policies/approaches (green)
- sound communication processes (blue)
- accountability (red)
- staff development/self development (orange)



Lisa Cannon (1999) who defined sustainability as, “...the ability of an organisation to secure and manage sufficient resources to enable it to fulfill its mission effectively and consistently over a period of time without excessive dependency on any single funding source.” This supports the view that sustainability is more than just financial resources. The participants of this study identified this “resources” as indicated above.

Figure 3.7

Question 7	Response
<p>Do you perceive creativity as an essential component of organisational sustainability</p>	<p>Creativity to be flexible and open</p> <p>Creativity to happen at organisational staff and intervention level</p> <p>Creativity allows opportunities in programmes reactive to change</p> <p>mistakes allowed learn from mistakes</p> <p>Creativity should have boundaries: ie purpose of the organisation client needs set outcomes and goals, structure, consistency, predictability</p> <p>support systems to facilitate change</p> <p>Balance between planning and implementation</p>

The focus group's responses to whether creativity is an essential component to organisational sustainability can be categorized as follows:

- creativity allows flexibility and openness (orange)
- required at all levels (blue)
- provides opportunities (green)
- requires boundaries and support systems (red)

The majority of participants were of the opinion that creativity requires boundaries and support systems (red), in addition to this some respondents (orange and green), were of the opinion that creativity also allows flexibility and provides opportunities for the organisation. According to Geis in Kuhn (1988)

who stated that, “To encourage a culture in which creativity can thrive is worthy of focused and sustained effort.”

Figure 3.8

Question 8	Response
How would you define human resource development?	Professionally (skills, knowledge and expertise) Personally (individuals own motivation for self development) Organisation (policies and climate to support process) Staff recognized as key component * Allow creativity Two way process between individual, team, organisation

The focus group’s response to defining human resource development can be categorized as follows:

- professional / career/ personal staff development (red)
- organisational development (blue)
- value staff as an important asset to the organisation (red *)
- allow creativity (green)
- individual, team and organization – a two way process and connected (black)

The participants responded that they perceived human resource development as professional, career and staff development (red) and recognized staff as an important asset (red*). In addition to this some participants (blue and green),

were of the opinion that human resource development is also linked to organisational development and allows creativity. The outcome is clearly linked to the key concept of human resource development in the study and in line with the writings of Watkins in Russ-Eft et al (1997), who defines human resource development as, "... the field of study of practice responsible for the fostering of a long-term, work related learning capacity at the individual, group, and organizational levels. It includes training, career and organisational development."

Summary:

Through this data analysis it was evident that staff perceived and experienced creativity within human resource development as a key component to organisational sustainability. Results obtained also correlated with the literature studied in respect of the key concepts located within the study. To explore whether participants experience opportunities for creativity within the Trauma Centre, individual interviews were conducted via semi – structured interview schedules that contributed further to the validity and reliability of data collection.

3.1.2. SEMI – STRUCTURED INTERVIEW SCHEDULE

The data collected via a semi – structured interview schedule assisted the researcher to explore and assess the service provider's perceptions and experiences about the organisation's support for creativity in human resource development and a further assessment of their experiences about personal

creativity. Only eleven semi – structured interview schedules were completed and thus formed the sample for this source. The questions (Annexure B) posed were linked to the key concepts associated with the study. The responses gathered from the various questions are reflected in tables 3.9 -3.18.

Figure 3.9 Response to the question: Does the Trauma Centre facilitate a climate conducive to explore a level of creativity?

Respondent	Response
1	Encouraged to be creative New ideas not rejected / challenged
2	Encouraged to engage in various activities
3	Freedom to devise formats, little interferences from management
4	Scope to change Open discussion promotes creativity
5	Space to develop interest, ability, passion
6	Team work / independent work encouraged
7	Active participation allowed in programme designs
8	Openness/latitude to explore ideas
9	Given opportunities to access creativity
10	Free reign to think and act creatively and responsible
11	Open enough for people to develop

The participants responses can be categorised as follows:

- Little interferences (green)
- Working in a team and independently (blue)
- Openness to explore opportunities (red)
- Creativity encouraged (purple)

Most of the respondents (purple) indicated that they perceived the climate to be conducive for them to explore a level of creativity at the Trauma Centre. The participants (green and purple) reported to experience little interferences from management and they have a sense of freedom to explore creativity that is also encouraged by the management. In addition to this some respondents (blue and red), also indicated that they have the flexibility of working in a team and independently and that there is an openness present in order for them to explore opportunities. This is supported by Geis in Kuhn (1988) who says that certain factors could contribute in making the organisational environment and climate conducive for creativity to thrive. Some of these factors are responsibility and power with little interference, organisational culture allowing independence.

From data obtained it appears that respondents perceive the Trauma Centre as creating a climate for creativity. All participant's responses were indicative that the organisation provided this opportunity.

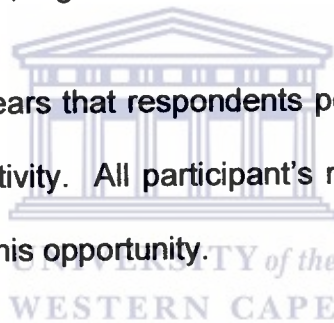


Figure 3.10 Responses to question: **What aspects of management influences your creativity?**

Respondent	Response
1	Respect for ideas, ability, skill Open to mistakes/support
2	Communication at times unclear/ambiguous
3	Management foster creativity Shows trust attitude encouraging/supportive, provide right climate for optimum performance, consultants limits opportunities
4	Belief /trust in abilities Sound board for creativity

5	Scope/trust/responsibility – allows scope for creativity Basic boundaries /freedom allowed
6	Honesty encouraged Atmosphere is conducive Willingness to listen/act
7	Acknowledgement given
8	Ineffective communication – too long gaps between decision making Lacks constructive feedback
9	Openness creates space to explore
10	Transparent/open Availability
11	Willingness to engage / allows for ideas to develop and implemented

The participants responses can be categorized as follows:

- Culture of -respect, honesty, belief, trust (blue)
- management fosters creativity (green)
- provide the right climate (purple)

Most respondents (green) reported management practices to be supportive and encouraging towards enhancing creativity. Two respondents experienced communication to be unclear and ambiguous at times as well as a lack in receiving constructive feedback. This is viewed to be an important for future follow up. Generally, the respondents reported that the management practices influences creativity in a positive manner. The data obtained from the participants is in line with the writings of Kreitner and Kinicki (1998 : 378), who illustrate in their model of organizational creativity and innovation (figure 2.3), that for creativity to thrive it requires resources, commitment and an organisational culture that reinforces it.

Figure 3.11 Responses to question: **What do you see as your developmental needs, to enable you to adopt alternative, creative approaches to working?**

Respondent	Response
1	Training / education Different approaches
2	Skills training/management training
3	Information / training
4	Opportunities to practice in diverse fields
5	Exposure to various components of work
6	accreditations
7	Exposure to organizational development
8	Specialized skills/general skills training to develop teamwork
9	Constructive feedback/ sharing of knowledge base
10	Monitoring system
11	Sharing of knowledge base/ different kinds of learning

The responses of the participants can be categorized as follows:

- Specialized training and education (green)
- Exposure and opportunities for diverse skills develop to allow creativity (blue)
- A monitoring system and accreditations (red)

The majority of participants (green) perceived specialized training and education, to be a major developmental need. In addition to this some of the respondents (blue and red) indicated the need for further opportunities to develop creativity, a constructive monitoring system and accreditations. The latter appears to be a specific need that needs to be explored. The developmental needs of staff are an essential component for creativity in human resource development. This is supported by Cannon (1999) who said that. " ... ensures that any sustainability strategy includes staff development."

Figure 3.12 Response to question: **Does the Trauma Centre make provision for you to develop your skills as a service provider/staff member?**

Respondent	Response
1	Yes / formalized process needed
2	Yes / via staff development
3	Yes / via training courses
4	Policies to facilitate development of skills
5	Units provide space to exercise creativity
6	Yes / gained experience, knowledge Supervision/scope to grow
7	Freedom to use initiative
8	Yes / ongoing staff development
9	Yes / atmosphere allows to explore within ambit of work Provides space for individual development / acknowledges different ways of working
10	Yes / relevant training resources
11	Yes / more than previous experiences

The participant's responses can be categorized as follows:

- Formalized staff development process needed (purple)
- Staff development, training courses and resources available (red)
- Opportunities and environment conducive to develop creativity (green)
- Policies available to facilitate skills development (blue)

The majority (red and green) of the participants reported that the organisation makes provision for staff to enhance their skills and the atmosphere to be conducive for such development. This is further perceived as a factor that will influence organisational effectiveness and ultimately lead to organisational sustainability. Some of the participants (purple) perceived a need for a formalized staff development process that will require urgent attention in future.

Watkins in Russ-Eft et al (1997 : 472) supports the outcomes in his writings on human resource development where he says that, " Human resource development is the field of study and practice responsible for the fostering of a long-term, work related learning capacity at the individual, group, and organisational levels.

Figure 3.13 Response to question: **Do you think that human resource development is a key component, and linked to organisational sustainability?**

Respondent	Response
1	Yes / People a key component/ part of organization Staff skills to remain relevant to client needs
2	Yes / keeps staff competent, accountable, productive Most important strategy for sustainability
3	Yes / structured HR system will sustain organization as it will retain staff longer
4	Yes / to assist career path, motivate staff, build and retain expertise
5	Yes / will keep and develop staff potential
6	Yes / if well planned will raise motivation, morale, enthusiasm, passion
7	Yes / adequately resourced staff ensures delivered goods
8	Yes / will meet needs of both staff and organisation
9	Yes / person is the tool HRD investment will ensure work at optimum level
10	Yes / People are best asset.
11	Yes / strong staff = strong sustainable organisation

The participant's responses can be categorized as follows:

- Human resources are a key component in the organisation (red)
- Human resource development is an important strategy for sustainability (green)

The majority of participants (red) perceived the human resources to be an integral and key component of the organisation and reported that, investment in human resource development will contribute to competent staff, increased accountability and productivity. In addition to this some participants reported that human resource development would contribute to sustaining the organisation. Human resource development is one of the key concepts linked to the study and the data obtained verifies the view by Smit and Cronje (1997) who stated that, "An organisation's human resources are crucial to success."

Figure 3.14 Response to question: **Do you have clearly defined roles and responsibilities?**

Respondent	Response
1	No / needs to be updated
2	Yes / uncertainties re: start and end process
3	Yes
4	Yes
5	Yes / difficulty in placing it into organizational context
6	Yes
7	Yes
8	Yes
9	Yes
10	Yes
11	Yes

Most of the participants (red) reported that their roles and responsibilities are clearly defined. One respondent saw the need for it to be updated, another, reported experiencing uncertainties where it start and end and a third participant experienced difficulty in locating roles and responsibilities into the organisational context of decision making. This requires follow up in future.

It appears that the majority of the participants are of the opinion that roles and responsibilities are clearly defined. Of concern is the fact that of the participants felt that this was not the case. This is an area that needs to be addressed in future. The need for staff to be clear on their roles and responsibilities is viewed important as it can contribute to clarifying and enhancing standards of behaviour and provides a sense of stability in the organisation.

Figure 3.15 Response to question: **Do you feel that there is a need for a formalized appraisal system?**

Respondent	Response
1	Yes / provides opportunity for reflection To increase effectiveness / means for growth
2	Yes / ensure fair and equal evaluation Defines goals clearly
3	Yes / to guide career development
4	Unsure / must remove perceived unfairness
5	Yes / to assess abilities and potential for further development A motivating tool
6	Yes / consolidates feedback / sets goals
7	Unsure / negative previous experiences
8	Yes / vital to professional development
9	Yes / to build people and not to "break" people
10	Yes / to tract professional development by employer/employee
11	Yes / ensures feedback, affirming, accountability, validation

Participants responses can be categorized as follows:

- A staff / career development tool (blue)
- Assist in defining goals (red)
- A feedback system (purple)

(Refer to concluding remarks under 3.16.)

Figure 3.16 Response to question: **Do you feel a formalized appraisal system would contribute to your development?**

Respondent	Response
1	Yes / scary!
2	Yes
3	Yes / to guide, not to punish To identify gaps openly and honestly
4	"keep on toes" discussion with management
5	Yes / assist in adopting work ethic Contributes to personal development / effectiveness
6	Yes / expected feedback
7	If constructive
8	Yes
9	If constructive
10	Yes / should occur in a safe and containing environment
11	Yes / ensures feedback on skills/career path To help locate mobility in organisation

Participant's responses to questions: whether they saw the need for a formalized appraisal system and whether such a system would contribute to their development, can be categorized as follows:

- A tool to enhance further development of the staff (blue)
- Allow constructive feedback (purple)
- Safe and containing environment (orange)

The participants responded that they perceived the need and purpose of a formalized appraisal system to be valuable for the development of staff. (blue)

Some participants (purple) also perceived such an appraisal system to be a constructive process that has to occur in a safe and containing environment (orange). The outcome can be linked to one of the key concepts of the study that

being human resource development. In this regard the data obtained can be linked to what Smit and Cronje (1997) said that people (staff) are sub systems in organisations and that they often strive for equilibrium which refers to physiological and psychological equilibrium.

Figure 3.17 Response to question: **What motivates you to work at the Trauma Centre?**

Respondent	Response
1	Client group/colleagues
2	Opportunities to use skills in varied ways
3	Creativity offered by organization to work in different formats
4	Context of the work
5	Ability to relate to core purpose/values of the organization Changed organizational environment gives space to use previous experience To participate in the development/ new challenges
6	Reasonable conditions of service Freedom
7	Open/ flexible climate / atmosphere Interest in field of work Making a difference
8	Organisational support Equipped for job Enjoys work
9	Comfortable, supportive atmosphere/ flexibility Allowed to explore different ways of working
10	Diverse compliment of staff Sense of team/ group cohesiveness
11	Commitment to quality of work secured by team, staff development, career path, and feeling of success

The responses of participants can be categorized as follows:

- Context and scope of work (purple)
- Opportunities and flexibility towards creativity (green)
- Supportive organisational climate (red)

The majority (green) of participants responded that they perceived the opportunities and flexibility to explore and develop their creativity to be a motivating factor. In addition to this some participants (purple and red), were of the opinion that the context and scope of the work, and the supportive organisational climate to be other motivating factors for them to work at the Trauma Centre. The outcome can be linked to one of the key concepts of the study that being of human resource development.

The participants reported the following factors to be motivating them to work at the Trauma Centre: a comfortable and supportive atmosphere which allows flexibility and freedom, opportunities to apply skills in a creative manner, participation in new challenges facing the organisation and the diversity of the staff. One respondent reported feeling de-motivated and needs more opportunities to grow.

The respondents used terms such as: experiencing a feeling of success, a sense of team and group cohesiveness, enjoys and equipped to do the work, able to make a difference and participating in the development of the organisation, to express how they are motivated to work at the Trauma Centre.

This also affirms the view of Smit and Cronje (1997), where they define motivation as, "A state that energises or moves, and that directs or channels

behaviour towards a goal.” and that motivation is also a process which consists of key elements being: need, motive, behaviour, consequences, satisfaction / dissatisfaction and feedback.

Figure 3.18 Response to question: **What role can management play in motivation the service providers/ staff?**

Respondent	Response
1	Positive constructive feedback Open communication
2	Awareness of environmental “competition” Support systems to meet staff needs
3	Provide support and acknowledgement Support systems to allow mobility/development
4	Remain open minded, encourage free flow of ideas Acknowledge participation / motivate staff
5	Scope for training/development
6	Encourage initiative and creativity
7	Value staff contribution
8	Openness to suggestions Willingness to negotiate
9	Engage with staff to allow participation Be flexible, but firm
10	Supportive, transparent Create an environment conducive for personal and professional development
11	Opportunities for team building Promote team spirit

The participant's responses can be categorized as follows:

- A positive, constructive and encouraging attitude (blue)
- Communication to be open and flexible (purple)
- Create an environment conducive for development and creativity (green)
- To provide opportunities and organisational support for development (red)
- Accommodate changes in external environment (black)

The participant's perceived the role of management in motivating staff to be constructive and encouraging (blue), that communication is open and flexible (purple). In addition to this some of the participants (green and red) experienced management to create a conducive and supportive environment to develop their creativity. The outcome can be linked to one of the key concepts of the study being that of management practices and data obtained verified the writings of Kuhn (1988 : xv), who said that "Creative and innovative management implies dynamic management practices on the one hand and visionary commitment to implement them on the other." This also supports the view of Robbins (2000 : 55), who writes that, managers require specific skills that contribute to managerial effectiveness. It includes: controlling the organisations environment and resources, organizing and controlling tasks and relationships, handling of information and communication, providing growth and development, motivating employees and strategic problem solving.

Summary:

The analysis of interviews indicated that staff perceived and experienced creativity within human resource development as a key component to organisational sustainability and a further assessment of their experiences about personal creativity. Results obtained also correlated with the literature studied in respect of the key concepts located within the study.

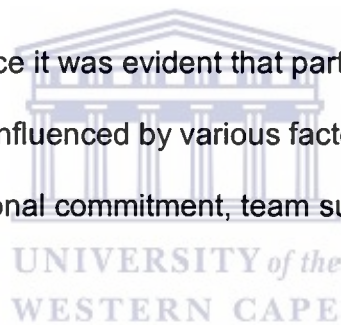
3.2. CONCLUSIONS

The data collected through the various data – collection methods applied links closely to the literature study.

3.2.1 Focus group

The purpose of the focus group was to assess the participant's perceptions and experiences of creativity in the context of human resource development as a means of achieving organisational sustainability.

Data obtained from this source it was evident that participants perceived and experienced creativity to be influenced by various factors. Factors include: the right atmosphere, organisational commitment, team support, resources and accountability.



3.2.2 Data obtained through the semi – structured interview schedule

The purpose of the of the semi – structured interview schedule was to explore and assess the service provider's (individuals) perceptions and experiences about the organisation's support for creativity in human resource development and their experiences about personal creativity.

Data obtained from this source it was evident that the participants perceived and experienced organisational supportive functions for creativity that was applied in the literature. The supportive functions included:

- the organisational climate and atmosphere is conducive to explore creativity
- the management practices are supportive and encourages creativity
- the organisation facilitates skills development via human resource policies and an atmosphere for development

Data obtained on participants experiences of personal creativity indicated that a need is evident for further skills development, further opportunities to allow creativity and constructive feedback systems. The data obtained from this source also indicated that participants perceived the human resources to be a key resource of the organisation and that the organisation need to invest in human resource development as it would be beneficial to it's success.

Data obtained from the various data – collection methods reaffirmed the researcher's focus of the literature reviewed and the key concepts being: systems theory, creativity, organisational sustainability, human resource development and management practices.

It is also evident from the data gathered that participants perceived and experienced creativity in human resource development as a means and strategy for organisational sustainability.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 INTRODUCTION

In this chapter the researcher will attempt to address the extent to which the objectives have been achieved as illustrated through the data analysed in the previous chapters and make appropriate recommendations.

The goal of the study was to explore the perceptions and experiences of service providers at the Trauma Centre about creativity in human resource development as a means for achieving organisational sustainability. In order to achieve the goal, the researcher formulated various research questions around the research objectives and also consulted internal organisational unpublished documentation as well as literature deemed important to the study.

These studies resulted in the formulation of key concepts considered pertinent to the study. These key concepts were:

- Systems theory
- Creativity
- Organisational sustainability
- Human resource development
- Management practices

In the exploration of the concepts, clear linkages were evident to the concepts of sustainability, which was ultimately the goal of the research.

4.2 RESEARCH QUESTIONS

Through an internal documentary study, literature reviewed, focus group and semi – structured interviews the following findings were related to the three research questions.

4.2.1 *What are the service provider's perceptions and experiences about organisational support for creativity?*

Findings obtained from the study indicated that the participants perceived and experienced organisational support for creativity. The organisational support included:

- That the organisational climate and atmosphere is conducive to explore creativity.
- That the management practices are supportive and encourages creativity.
- That the organisation facilitates skills development via human resource policies and an atmosphere for development.

These findings relate to question 7 in the focus group and it can thus be concluded that the participants perceived creativity as an essential component of organisational sustainability.

Furthermore figure 3.9 and 3.10 of the semi – structured interviews indicated that the participants were encouraged to be creative and given the freedom to explore new ideas in an environment that was characterized by trust, honesty and openness. In respect of figure 3.12 it was also found that the organisation makes provision for ongoing staff development and training which enhanced opportunities for creativity.

With regards to organisational support for creativity it can be concluded that the Trauma Centre provides organisational support that fosters creativity. This includes a conducive environment and atmosphere, management practices to be supportive and encouraging, and existing human resource policies that promotes development.

4.2.2 What are the service provider's specific needs regarding alternative creative approaches?

Findings obtained from the study regarding the specific needs of the service providers to adopt alternative creative approaches, were the following:

- Specialised training and education.

Figure 3.11 indicated the need for specialized training in different approaches, management training and to develop team work.

- Exposure and opportunities for diverse skills development to allow creativity. Participants indicated the need to practice in diverse fields, and exposure to various components of the work and organisational development. This is illustrated in figure 3.11
- A monitoring system and accreditations. Participants indicated the need for a monitoring system, which mainly refers to a performance appraisal system which links to figure 3.15. Participants perceived such a system to be essential for their career pathing and professional development. The aspect of accreditations is however not clearly motivated, but seems to relate to the aspect of obtaining accreditation for the organisation's training programmes and needs attention in future.
- A formalized staff development process. Participants indicated the need for a formalized staff development process as illustrated in figure 3.13. The data obtained indicated that human resource development will contribute to staff becoming competent and increase accountability and productivity.

It can thus be concluded that the developmental needs of the service providers were found to be an essential component for creativity in human resource development that could ultimately lead to organisational sustainability. Data

obtained via the different methodologies indicated that participants perceived the investment in human resource development to be an alternative creative approach for organisational sustainability. Findings of the study is thus compatible to the findings in the literature study where investment in the human resource development are deemed vital for organisational sustainability.

4.2.3 Findings obtained from the study regarding the service provider's perceptions and experiences about personal creativity were the following:

- Further skills development
- Further opportunities to allow creativity
- A constructive feedback system

Participants perceived personal creativity to be influenced by various factors which includes organisational commitment and support, the development of staff and that the organisation need to make resources available to enhance creativity further. Data obtained indicated that these factors were present in the organisation, but indicated that they require further skills development and opportunities to enhance their personal creativity. A constructive feedback system was also deemed important as this can allow reflection and serve as a guide for further development and ultimately leading to creativity being enhanced. Findings from the study also indicated that participants perceived their personal contributions that include; their expertise, commitment, individual uniqueness and professional values to be key factors that influence creativity.

It can thus be concluded that participants perceived personal creativity is influenced both by organisational and personal factors.

4.2.4 Conclusions on the findings of the focus group and semi – structured interview schedules, have proved that:

- The human resources and human resource development were found to be a key component to the sustainability of the Trauma Centre. Investment in human resource development was found to be an alternative creative approach to organisational sustainability.
- That the Trauma Centre provided organisational support that fosters creativity. This includes a conducive environment and atmosphere, supportive and encouraging management practices and human resource policies that enhances development.
- Personal Creativity was perceived to be an essential process that was influenced by various factors. The factors included the right atmosphere, organisational commitment and support, the development of staff, organisational resources and accountability within management practices. Further skills development, opportunities for creativity and constructive feedback were deemed important for personal creativity.

Data obtained from the study on participants perceptions and experiences of creativity in human resource development, indicated that a need is evident for:

- **Further skills development** (different approaches to working, management training, skills training to develop team work, sharing of different kinds of learning and knowledge base)
- **Further opportunities to allow creativity to thrive** (to practice in diverse fields, exposure - to various components of the work and organisational development)
- **The need for a monitoring and constructive feedback system** (to increase staff efficiency, to ensure fair and equal evaluation, to guide career development, to assess abilities and potential for further development, to be a motivating tool and a means for growth)

4.2.5. *Recommendations to address these needs*

- The Trauma Centre to embark on a complete skills audit to assess the current skills base and develop a skills development plan.
- To explore specific opportunities that will allow staff to the exposure and practice to enhance creativity.
- To develop a formalised monitoring and feedback system such as an appraisal system in participation with the service providers.

It appears that the participants in the study perceived and experienced that the Trauma Centre provides an environment conducive for creativity to be explored. Management practices were perceived to be supportive and encouraging of creativity. Skills development were found to be facilitated in an atmosphere

conducive for such development. However, the following gaps were identified that could have a negative impact on the environment and the human resource development of the service providers:

- Lack of communication by management and in teams
- Unclear roles and responsibilities
- Inadequate skills base
- Lack of constructive feedback

4.2.6. *Recommendations to address these gaps*

- To develop sound communication channels between management, in teams and the organisation
- Define clear roles and responsibilities via staff and organisational development processes
- Develop the skills base via staff development processes
- Develop a constructive feedback system located in a formalised appraisal system

4.3. **FINDINGS RELATED TO LITERATURE CONTROL**

The literature reviewed focused on key concepts that was linked to the study.

These concepts were: systems theory as a conceptual framework, creativity, organisational sustainability, human resource development and management practices.

4.3.1 SUMMARISED FINDINGS ON THE LITERATURE REVIEWED

Key findings on the literature reviewed included the following and was linked to the following key concepts that were central to the study.

- **The human resources** were found to be crucial to organisational life and perceived to be the tool to the organisational success as indicated by the literature reviewed. Data obtained verified that human resource development needs to be linked to organisational development and that it will allow creativity in the organisation. Further data obtained reflected that development needs of staff, are essential components for creativity in the human resource development and that it need to occur on an individual, group and organisational level.
- Literature reviewed indicated that **Organisational sustainability** is more than just financial resources and that the human resources are central to organisational sustainability. Data obtained was in line with the writings in the literature and contributions by staff were viewed essential.
- The literature reviewed indicated that **Creativity** can impact on the long – term sustainability of an organisation. Data obtained from the study was in line with many of the writings where it was perceived to be present and vital for the survival of the organisation. Literature and findings indicated

that creativity, in order to thrive needs resources, a conducive environment, and a support for creative ideas to be used and implemented. Further more, data obtained, indicated that creativity required commitment and an organisational culture to reinforce it, which was evidently present in the organisation. A supportive organisational atmosphere was perceived to be present that allowed flexibility, exploration and opportunities to apply skills creatively.

- Writings in the literature reviewed indicated that **managerial practices** and functions requires creative and innovative management and that management needs to encourage a culture in which creativity can thrive. Data obtained from the study was in line with the writings in the literature and that the organisational climate was conducive and fostered creativity.
- Literature reviewed indicated that people/staff are **sub systems** in organisations and crucial to the success of organisations. Data obtained verified this view and that the staff is an integral component to the organisation on an individual and team level.

From literature reviewed and data gathered from the various research methodologies it was evident that service providers saw the link between creativity and human resource development. The literature reviewed further supported this outcome by linking these two concepts to organisational

sustainability. These concepts appear to be central to sustainability and is conceptualised within systems theory where the inter-relatedness of the subsystems are highlighted.

Findings on literature control and the research findings indicated that creativity in human resources and human resource development can be viewed as a key component and an alternative creative approach to attain organisational sustainability. Another finding indicated that human resource development must be included in the sustainability strategy of the organisation and that the Trauma Centre provides organisational support that fosters creativity.

New knowledge generated from the study indicated that personal creativity needed a constructive feedback system and accreditations that will enable them to adopt alternative, creative approaches to working. This needs to be explored in future.

The researcher can at this point summarise that apart from the new knowledge gained, most of the findings of the study, assisted the researcher to reach the objectives of the research.

4.4 THE EXTENT TO WHICH THE RESEARCH OBJECTIVES HAVE BEEN ACHIEVED

The extent to which the research objectives have been achieved can be reported as follows:

The first objective was to review the organisation's sustainability plan. By studying internal documentation such as strategic planning reports, financial statements and organisational annual reports, the researcher was able to determine the following:

It was evident that that the sustainability plan of the Trauma Centre did not recognize the human resources as a key component that can contribute to sustaining the organisation in the long - term.

- The key emphasis of sustainability was on financial resources and the dependence on external resources such as donor funding.
- Other documents perused also created further linkages between organisational sustainability, creativity, human resources and management practices that supported the researcher's focus throughout the study.

The second objective was to assess the staff's perceptions and experiences of creativity and how management practice's influences creativity by means of a focus group. With the use of a focus group with the majority of staff members,

the researcher was able to determine the perceptions and experiences of the service providers about creativity and how management practices plays a vital role in fostering creativity within the organisation.

The third objective was to explore service provider's perceptions about the organisation's support for creativity via a semi – structured interview schedule. It is the opinion of the researcher that this objective was achieved via the semi – structured interview schedules. The interview schedules allowed the researcher to explore the perceptions and experiences about organisational support for creativity and were able to indicate the support required.

The fourth objective was to conduct a literature study on the concepts related to the study. The researcher is of the opinion that this objective was achieved as it assisted the researcher to control and verify the findings of the study.

The fifth objective was to analyse the data gathered and make recommendations based on the findings of the study.

4.5. CONCLUSION ON FINDINGS

The study conducted enabled the researcher to explore the perceptions and experiences of service providers at the Trauma Centre about creativity in human resource development as a means for organisational sustainability.

It is the researcher's view that the findings of the study, that were supported by the literature reviewed, recognized creativity in human resource development as a means, to making the Trauma Centre more sustainable in future.

The human resources has been highlighted as a key component to the Trauma Centre's sustainability plan and that the organisation need to invest in human resource development as a sustainability strategy.

In conclusion, the researcher is of the opinion that the outcome of the study indicates the need for a human resource development strategy with the emphasis on creativity as a means of achieving organisational sustainability. The researcher is confident that the methodology utilized throughout the study has assisted in formulating recommendations to this effect.

4.6. CONCLUSION ON QUALITATIVE RESEARCH METHODOLOGIES USED IN THE STUDY

The researcher is confident that the methodologies utilized was participative in nature and allowed opportunity for discussion and reflection on key concepts integral to the study.

The different methodologies used included the use of documentary studies, semi – structured interview schedules and a focus group that provided opportunity for triangulation and minimized subjectivity by the researcher. The advantage of using the different methodologies was that it provided a degree of trustworthiness.

The researcher is of the opinion that the data obtained from the various research methodologies utilised, provided sufficient data to support the reliability of the study and provided answers to the initial research questions.

4.7 RECOMMENDATIONS

4.7.1 The researcher recommends that the Trauma Centre develop a human resource development strategy as an alternative creative approach to attain organisational sustainability. This recommendation is linked to the findings of the study that indicated that investment in human resource development were deemed to be an integral component of organisational sustainability.

The strategy could include:

- An initial assessment and skills audit of the development and training needs of staff.

- That the strategy is designed to accommodate the development and training of all levels of staff.
- That the development of the strategy involves participation from all levels of staff within the organisation.
- The strategy should be a key component of the sustainability plan of the Trauma Centre.
- That a further study be conducted to determine the contents of the development and training strategy based on the assessment of the development and training needs of staff at the Trauma Centre.

4.7.2 That the development of personal creativity be accommodated and fostered in the human resource development strategy to address the specific needs that were obtained from the study. These needs include:

- Further skills development
- Further opportunities to allow creativity to thrive
- A monitoring and constructive feedback system

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3. Annual report: 1999 – 2001
4. Audited financial statements: 1999 – 2001



Annexure A

Focus Group Questions

1. How do you contribute to the organization? What makes you Special?
2. What would the organization lose should you leave?
3. What is our main purpose?
4. What do you perceive as the obstacles to achieve our goals?
5. How can we overcome these obstacles?
6. What are the key components to organizational sustainability?
7. Do you perceive Creativity as an essential component of organizational sustainability? Motivate.
8. How would you define human resource development?



Semi – Structured Interview Schedule

1. Does the TC facilitate a climate conducive to exploring creativity by the service providers?
 2. What are the development needs of the service providers for you to adopt alternative, creative approaches to working?
 3. How does management practices influence the creativity practiced by yourself?
 4. Do you think that human resource development is a key component, and linked to organizational sustainability?
 5. Does the Trauma Centre make provision for you to develop your skills as a service provider?
 6. What do you see as your developmental needs?
 7. Do you have clearly defined roles and responsibilities?
 8. Do you feel that there is a need for a formalized appraisal system?
 9. Do you feel that a formalized appraisal system would contribute to your development?
 10. What motivates you to work at the Trauma Centre?
 11. What role can management play in motivating the service providers?
-



THE TRAUMA CENTRE
for Survivors of Violence and Torture

"Our society is enriched tremendously by organisations such as the Trauma Centre and its projects such as the COPES Project. I have no hesitation at all in wholeheartedly supporting their work, with which I am very familiar, and call upon you to assist them in serving the critical needs of our democracy."

**The Anglican Archbishop of Cape Town
The Most Reverend Njongonkulu Ndungane**

"The Trauma Centre is ideally placed, by virtue of its experience in the field, to provide counselling and support to survivors of violence. It is also has an important role to play in sharing its knowledge and skills with other health professionals to reduce the cycle of violence in the wider community. I have no hesitation in commending its important humanitarian work"

**Professor Kader Asmal MP
Minister of Education**

"If South Africa is to become a symbol of hope and healing for Africa and the world we will owe much to organisations such as the Trauma Centre. I hope you will support their work generously."

Archbishop Desmond Tutu

"The Trauma Centre... with its experienced team and systems for rapid intervention assists the business community in reducing the negative impact of trauma. It is a privilege to be associated with the work of the Trauma Centre in helping victims of violence deal with and recover from the effects of trauma and the vital role they play in victim support in the Western Cape"

**Mr Fred Phaswana
Chairperson - BP Southern Africa (Pty Ltd)**



UNIVERSITY of the
WESTERN CAPE



Annexure C

The Trauma Centre

for Survivors of Violence and Torture

THE TRAUMA CENTRE

for Survivors of Violence and Torture

*Violence. It wounds not just physically but also emotionally.
It destroys trust, it damages hope. It tears families apart.
It leaves survivors with fear, sorrow and anger.
It harms efforts to build a healthy, prosperous nation.
South Africa has a violent past and a violent present.
Lets try to break the cycle of violence to create a peaceful
future.*

Our Vision and Mission

Vision

The Trauma Centre for Survivors of Violence and Torture is committed to a non-violent society and a culture of respect for human rights.

Mission

The Trauma Centre for Survivors of Violence and Torture, as a non-governmental human rights organisation, promotes the healing of survivors of violence and torture.

The Centre aims to create a non-violent environment, through providing and advocating for professional mental health services that:

- relieve the traumatic stress of those affected by violence
- develop and implement preventative interventions that impact on cycles of violence, based on a respect for human rights
- identify and analyse the origins and dynamics of violence and trauma to inform our intervention strategy.

"The sessions we held have helped me in dealing with my past and the anger. Thank you."

"For all the time you spent listening to me, I thank you and God must give you strength more and more. From someone who used to lose hope, but now I have hope, thanks to you."



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Contact Us

Street Address

Cowley House
126 Chapel Street
Woodstock
Cape Town
South Africa

Postal Address

Trauma Centre
for Survivors of Violence and Torture
P O Box 13124
Woodstock
7915
Cape Town
South Africa

Phone

+2721 465 7373

Fax

+2727 4653143

Networking

Recognising the importance of pooling resources and sharing knowledge, The Trauma Centre is committed to working in partnership with other NGO's, CBO's, government and universities.

Internationally, the Trauma Centre has forged excellent links with a number of organisations that share the same deep concerns that we do – the establishment of a human rights culture throughout the world. Amongst these is the International Rehabilitation Council for Torture Victims – Denmark, Norwegian Church Aid – Norway, Centre for Victims of Torture – Minneapolis, USA, United Nations Voluntary Fund for Victims of Torture – Geneva, Amnesty International – London and the Foundation for Human Rights – Sweden.

Nationally, our long-standing relationship with the Centre for the Study of Violence and Reconciliation's Trauma Clinic, the National Peace Accord Trust and the Kwa-Zulu Natal Programme for Survivors of Violence culminated in the establishment of the South African Network of Trauma Service Providers, now called Themba Lesizwe (Hope for the Nation). Themba Lesizwe aims at facilitating the consolidation of the trauma sector and make trauma and mental health care services more accessible, more affordable and more professional throughout South Africa.

"I feel I now have a better understanding of what the victims experience. By being empathetic one can accomplish so much more. Try and reach out to as many SAPS members as possible. I have learned that police and NGO's MUST co-operate and learn from each other."

Police Unit Commander



Our Strategy

The Trauma Centre for Survivors of Violence and Torture provides informed, accessible, preventative and curative mental health services to individuals, communities and systems affected by violence.

The intervention strategy is based on a best practice model of:

- multiple-level interventions,
- interventions developed to suit client needs,
- developing partnerships and networking with institutions, organisations and individuals, in order to provide the most appropriate and sustainable support for clients,
- taking into account existing policies, and lobbying for appropriate policies where required,
- providing services proactively and reactively primarily in the Cape Metropole and rural Western Cape and secondarily in the Eastern and Northern Cape,
- providing national and international services on a reactive basis.

"The Trauma Centre has been central to the healing process. Their staff were invaluable to the Truth and Reconciliation Commission in the support and assistance given to those who testified and to our own staff who were engaging continuously with survivors, their families and material related to horrific abuse. It affected you, you couldn't help it."

Archbishop
Desmond Tutu

Chairperson of the
Truth and
Reconciliation
Commission

Our Values

In dealing with staff, clients, funders, government and the public, the Trauma Centre for Survivors of Violence and Torture strives to adhere to these values:

- recognising the equal worth and rights of every individual,
- achieving excellence through trained, goal-directed and motivated staff,
encouraging creativity in the search for innovative solutions,
- increasing the understanding of trauma and its effects through research,
- promoting the wellbeing of the communities within which we operate,
- principled and constructive engagement with institutions or individuals whose activities result in trauma and violence,
- building networks and liaising with partners to achieve common purpose,
- maintaining accountability and open communication with all stakeholders.

“ I feel like my old self again. I know I’ll never forget what happened to me, but I feel I can carry on with my life.”

“ Talking about it was difficult at first, but it actually helped to share my feelings with somebody else”

“I can’t forget it for a moment. The trauma is with me every moment.”

The greatest pain is the pain that we are unable to express.”



Research

Research is an integral part of organisational sustainability and development, informing delivery plans, the development of best practice models and strategies and advocacy campaigns.

The research and service planning programme:

- undertakes research into the trends and impact of violence
- monitors and evaluates programmes on an ongoing basis to achieve a deeper and fuller understanding of the origins and dynamics of violence and trauma in order to inform programme implementation.

Each programme conducts ongoing research on best practice models. Staff carry out applied research based on their experiences and produce papers on the causes, impact and dynamics of violence that are shared with other professionals working at conferences, seminars, and workshops.

The Children and Violence Programme is currently busy with a seven-year longitudinal study on the violence prevention intervention in schools. This research will be completed and written up for publication.

“I think research needs to redefine violence, see it in its broader context, and focus particularly on children, and the effect that violence has had on children. I’ve told you basically about the lost generation of youth. Are they really a lost generation? I’m not convinced about it.”

**from respondent to research for the book
“Apartheids Violent Legacy”**

Advocacy

Since its inception the Trauma Centre has been active in various forms of advocacy in the interests of survivors of violence and torture. Our advocacy programme supports initiatives aimed at reducing public violence.

On an individual level, we have worked to ensure that clients' rights are observed, particularly with regard to services to which they are entitled. Staff of the Centre have also participated in the Victim Empowerment structures, which are part of the government's national crime prevention strategy.

On an organisational level, each year, the Centre participates in a global campaign where organisations from across the world join together against torture on 26th June to commemorate the United Nations International Day in Support of Victims of Torture. The campaign aims to achieve global ratification and to call on governments to fully implement their responsibilities. The Centre lobbied the South African government to adopt the UN Convention Against Torture, which Parliament ratified in late 1998.

The Trauma Centre played a leading role in bringing support for those who witnessed or gave evidence before the Truth and Reconciliation Commission (TRC). A key issue addressed by the advocacy programme in 1999 was the government's response to the recommendations that victims should receive monetary reparations from the state. The Political Violence Programme was instrumental in developing a group for ex-political prisoners and survivors of apartheid rights abuses, as a joint counselling and advocacy pilot intervention.



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Our History

The Trauma Centre was officially launched in July 1993, but its roots go back to the early 1980's. During this time, in the context of repression and human rights abuses by the apartheid government, various progressive organisations were formed to address the broad needs of the many victims of state violence. The Trauma Centre grew out of a partnership of these organisations, as it was envisaged that a centre was needed to carry on the work of providing for the mental health needs of ex-political prisoners, returned exiles and other victims of political violence and repression.

Since 1993, the Trauma Centre has grown and evolved, in response to the changing needs of the population. Today the organisation comprises over 25 staff members. In addition to providing services to survivors of human rights abuses, the organisation now caters for all individuals and communities who are affected by violence.

"It was on the night of the 27th November that I became a victim of violence and crime. This was the first time I had come across such horror. In a fraction of a second I faced two kinds of pain and fear. First was the terrifying experience of feeling a bullet go into my abdomen and at the same time lying on the floor, I saw my friend also on the floor dying of a gunshot wound. Now I have entered a difficult phase of my life. I am in pain and fear and trauma. I am having physical problems and psychological problems. After a couple of sessions with my counsellor at the Trauma Centre I felt much better and every time I come for one, it feels as if it gave me an injection to recuperate. So what I want to say is a BIG BIG thank you to The Trauma Centre for its existence. I pray every day that you keep up the good work."

Trauma Response

Ms A was at work in a fast-food outlet when an armed robbery took place. A customer was shot and injured. Ms A feels terrified and doesn't want to go to work any more.

Mr B was detained and tortured in the 1980's. He recently saw his torturer in a shopping mall, and since then has been having vivid memories and nightmares about the torture.

Mr C was the victim of a car hijacking 2 weeks ago. He feels extremely irritable and is scared he is going to explode.

Mrs D is a refugee from DRC. Her husband was killed in the war, and she fled to South Africa with her children. She feels depressed and hopeless.

These are some of the clients that would be seen at the Trauma Centre. The Trauma Response Team is the client's first stop when they visit the centre. Clients can either drop in without an appointment from 9h00-16h00 on weekdays, or can phone to speak to a counsellor.

The Trauma Response counsellor will assess and counsel the client, and if necessary, refer them on to the appropriate programme.

The Trauma Response team also offers crisis counselling for groups who have been victims of a trauma.

"When I saw the gun pointing at me, I thought 'I'm going to die, alone, unknown, in a strange place.' That was the worst thing."



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Children and Violence

Many perpetrators of violence have themselves been subjected to violence from childhood, and early in life learn the lesson that violence is the only way to solve problems.

The Children and Violence Programme provides mental health care services to people under the age of 18 that have had traumatic experiences or are being exposed to continuous trauma such as refugees, children witnessing violence and suffering from the effects of parental death or injury and victims of violence or abuse.

The Community Psychological Empowerment Services, (COPES) Project, a violence prevention programme, run by the Children and Violence Programme, located in Lavender Hill, works with at-risk primary-school children.

The intervention is aimed at minimising aggressive and violent behaviour and increasing prosocial behaviour. The project targets learners, parents and teachers through the agency of the school. The intervention involves:

- Teacher training through workshops
- Social skills groups for learners presenting with behavioural problems
- Parent training programmes
- Development of learning aids for social skills, numeracy and literacy

"...The COPES Project, is a unique and laudable project whose successes bear testimony to the value of the project. This is but one project of the Trauma Centre that focuses violence prevention efforts at the younger population."

The Anglican Archbishop of Cape Town
The Most Reverend Njongonkulu Ndungane

Training

Many people, particularly those involved in the helping and service professions, are exposed to trauma in the course of their daily work. Some witness traumatic or life-threatening incidents, while others work with people who have been severely traumatised by violence.

Frontline workers in the **health, education, safety and security** and **spiritual** sectors have particularly difficult and stressful jobs. Many non-governmental and community-based organisations also find themselves on the frontline of providing services to traumatised people.

The Training Programme aims to empower the staff of such organisations with knowledge, skills and support so that they are better equipped to cope with their jobs and can improve the services which they offer to survivors of trauma.

The training courses which we offer are designed in consultation with the organisation concerned to meet the specific needs of their members. A variety of methods are used including traditional lecturing and experiential group activities. Follow-up, supervision and consultancy services are provided once training has been completed, to assist with the integration of skills.

Training topics include:

- Possible reasons for violence in our society
- The effects of violence on the individual and community
- Basic counselling skills
- Trauma counselling skills
- Coping with burnout, job stress and vicarious traumatisation

General Violence

The Western Cape experiences one of the highest rates of criminal violence in South Africa, and indeed the world. After experiencing a violent incident, either as a victim, a witness or a family member or friend of a victim, many people find it difficult to cope.

The general violence programme strives to reduce the psychosocial impact of violent experiences on individuals, groups and communities. We do this through:

- community awareness campaigns,
- advocacy,
- community-based projects
- counselling.

Trauma counselling is offered for individuals, families or groups who have been affected by the following experiences:

- gang violence
- taxi violence
- murders
- shootings
- bombings
- hijackings
- armed robbery
- assaults
- arson
- suicide



"I've learnt to deal with my problems. I've learnt to love myself (negative thoughts do come, but I deal with them). I'm nurturing this new loving person I've discovered. It's as if I was in a dark room, knowing there was a light switch, but fearing to put the light on. I know it's not an easy road. There will be ups and downs, but my spirit is stronger."

Political Violence

The Torture Project

During the apartheid years, thousands of South Africans endured human rights violations such as

- detention and imprisonment
- torture
- police brutality
- disappearance of loved ones
- murder of loved ones
- combat situations
- assassination attempts

Despite the new democracy in South Africa, many survivors of human rights abuses bear emotional wounds which are slow to heal. The Torture Project aims to support survivors of human rights violations through

- counselling
- storytelling groups
- skills and opportunities for veterans

Human rights campaigns, advocacy, research and public awareness are aimed at creating a culture in South Africa where human rights are respected, and protected.

Torture is any act, carried out by a public official or with their consent or acquiescence:

“by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third party has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind.”

Torture as defined by Article 1 of the United Nations Convention against Torture



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Political Violence

The Refugee Project

Wars and conflict across the world and specifically the African continent have caused many people to seek refuge in South Africa, hoping to find a place where they can live in peace and rebuild their lives. Refugees have often emerged from brutal conflict situations, where they may have experienced a range of traumatic and life threatening situations.

On arriving in South Africa, refugees not only have to carry the heavy burden of their past, but often face difficulties in adapting and integrating into South African society. Problems include cultural and language difficulties, intolerance and xenophobia, problems with the authorities, poverty and unemployment.

The Refugee Project provides a range of psycho-social support services for refugees and asylum-seekers. These include:

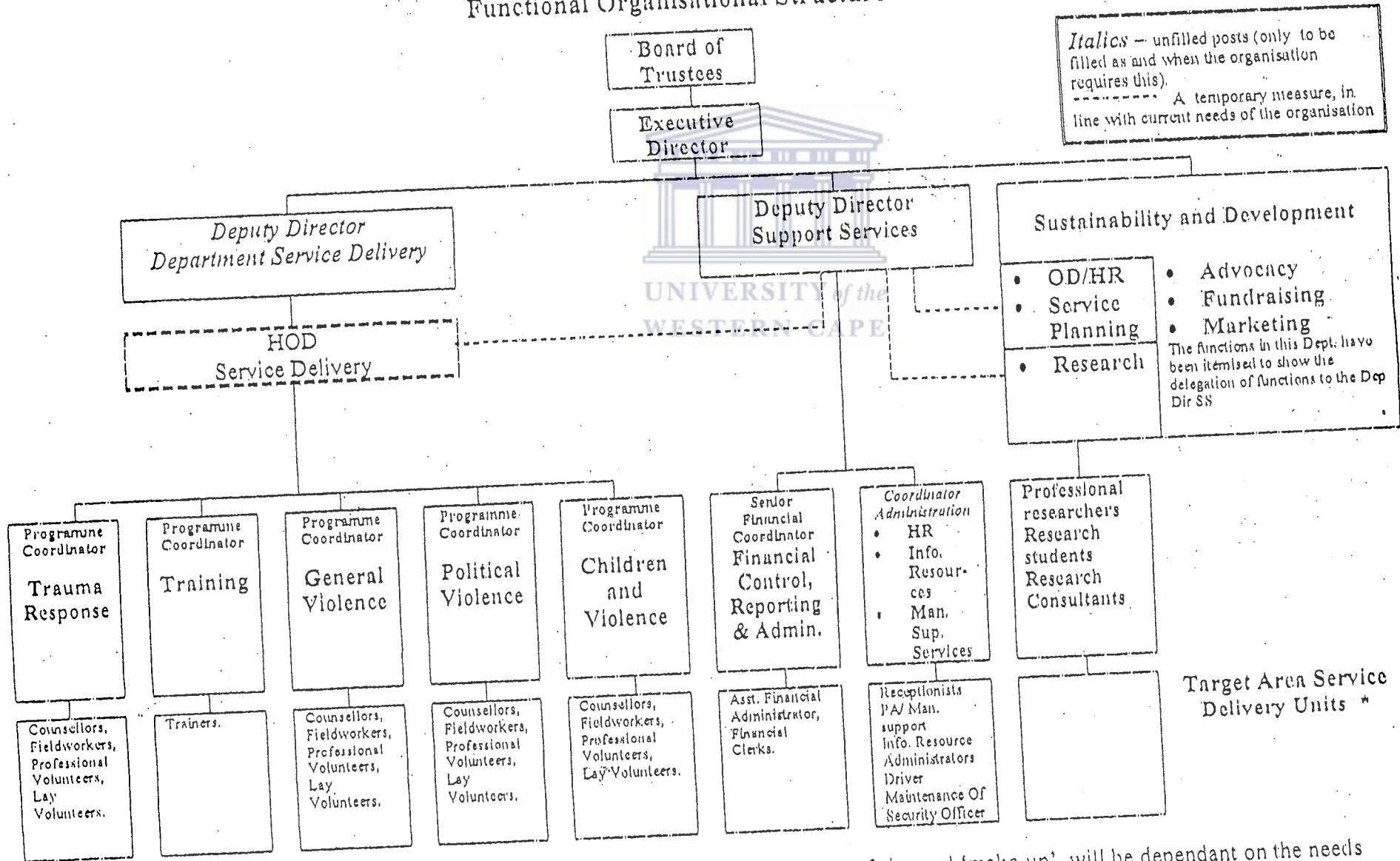
- individual or family counselling
- advice around applying for asylum
- integration into South African society
- orientation programmes
- information workshops
- support groups

“We didn’t know there was a place specifically for people who have experienced trauma.... this is exactly what we need, we have experienced genocide and we are still not feeling safe”

“We are not just refugees, but I am also a man, someone who can work, someone who has tried to love, been disappointed and who will try again.”

TRAUMA CENTRE FOR SURVIVORS OF VIOLENCE AND TORTURE

Functional Organisational Structure



* Target Area Service Delivery Units, in terms of the Organisational Strategy, its terms of size and 'make-up', will be dependant on the needs assessed and the nature of the interventions required.