

3 SEPTEMBER 2026

building better results
with better mindset

BUILDING RESILIENCE

WITH THE 5DGM

PART TWO

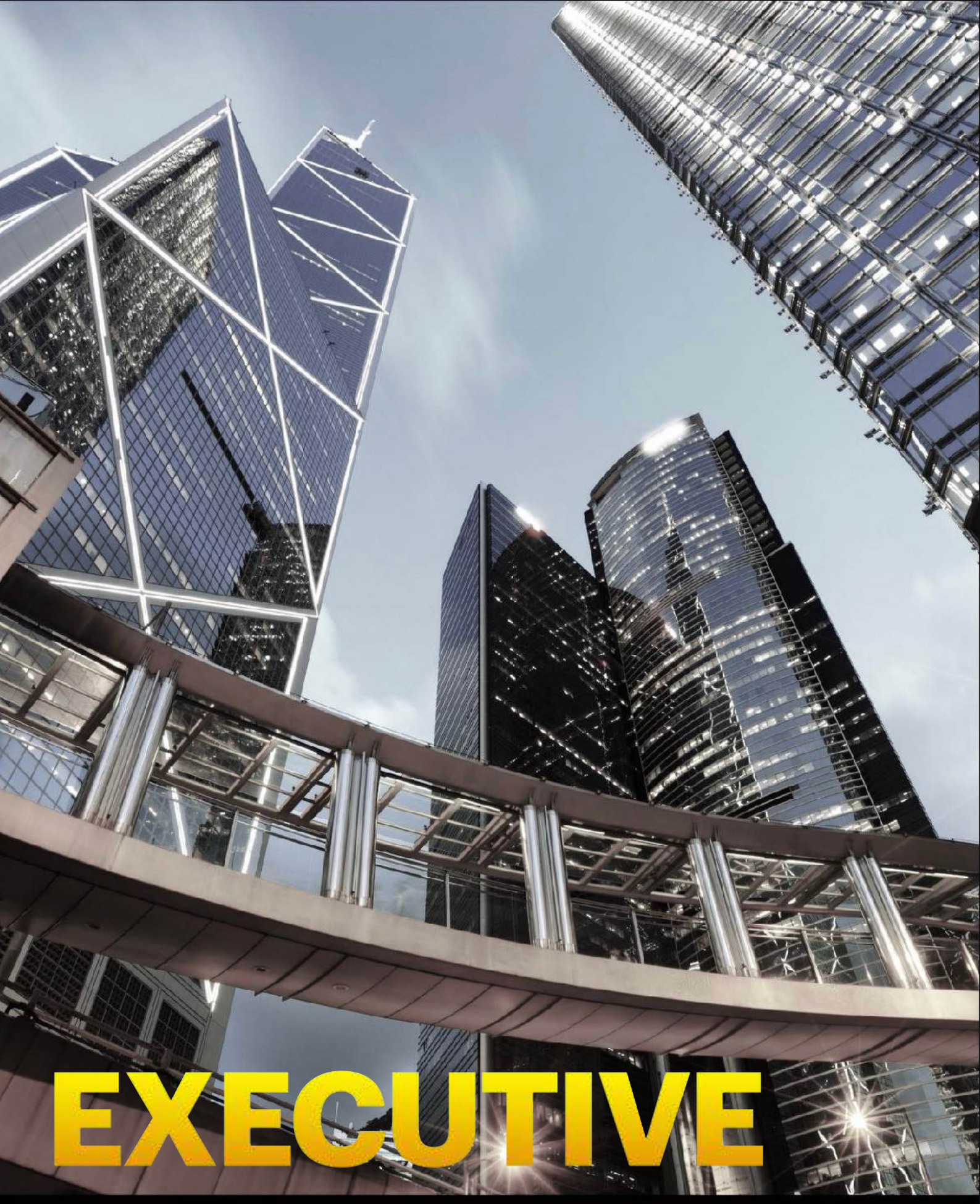


Growth Consulting Asia

CASE STUDY

Building Resilience With the 5DGM
Part Two

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EXECUTIVE SUMMARY

1. EXECUTIVE SUMMARY

This report documents the results of the developmental initiatives for the following groups:

A. Corporate Services.

Management's intention was for them to be more "customer focused" rather than simply "passing audits". Interventions included workshops ("Being Good at Work?", "Behaviours in Action" and "Refocusing Attention"), group and one-on-one coaching and self-discovery projects (journalling)

Their Total Overall Average[1] (TOA) score increased 26%, developing their overall mindset tendencies from Low Transition to High Transition.

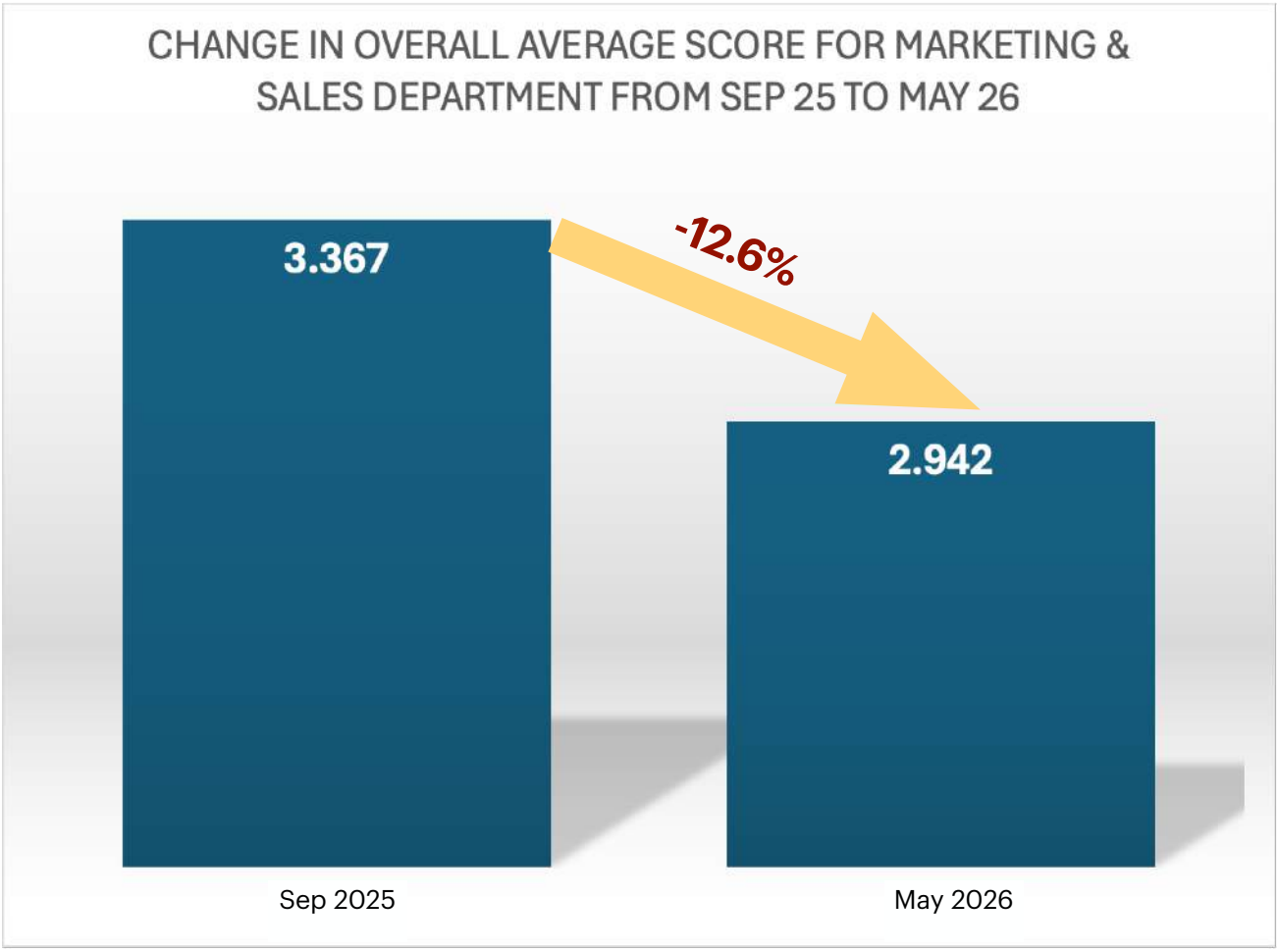


[1] The terms Overall Average (OA) and Total Overall Average (TOA) may sometimes be used interchangeably. However, there is a distinction between the two. OA is used for individuals where the scores of their 5 Dimensions are averaged to give an overall mindset score. While this defeats the purpose of the 5 Dimensions, it is a useful datapoint for data analysis. The Total Overall Average (TOA) score is the average of the OAs of all the individuals in the team / department, providing a single mindset value for analysis.

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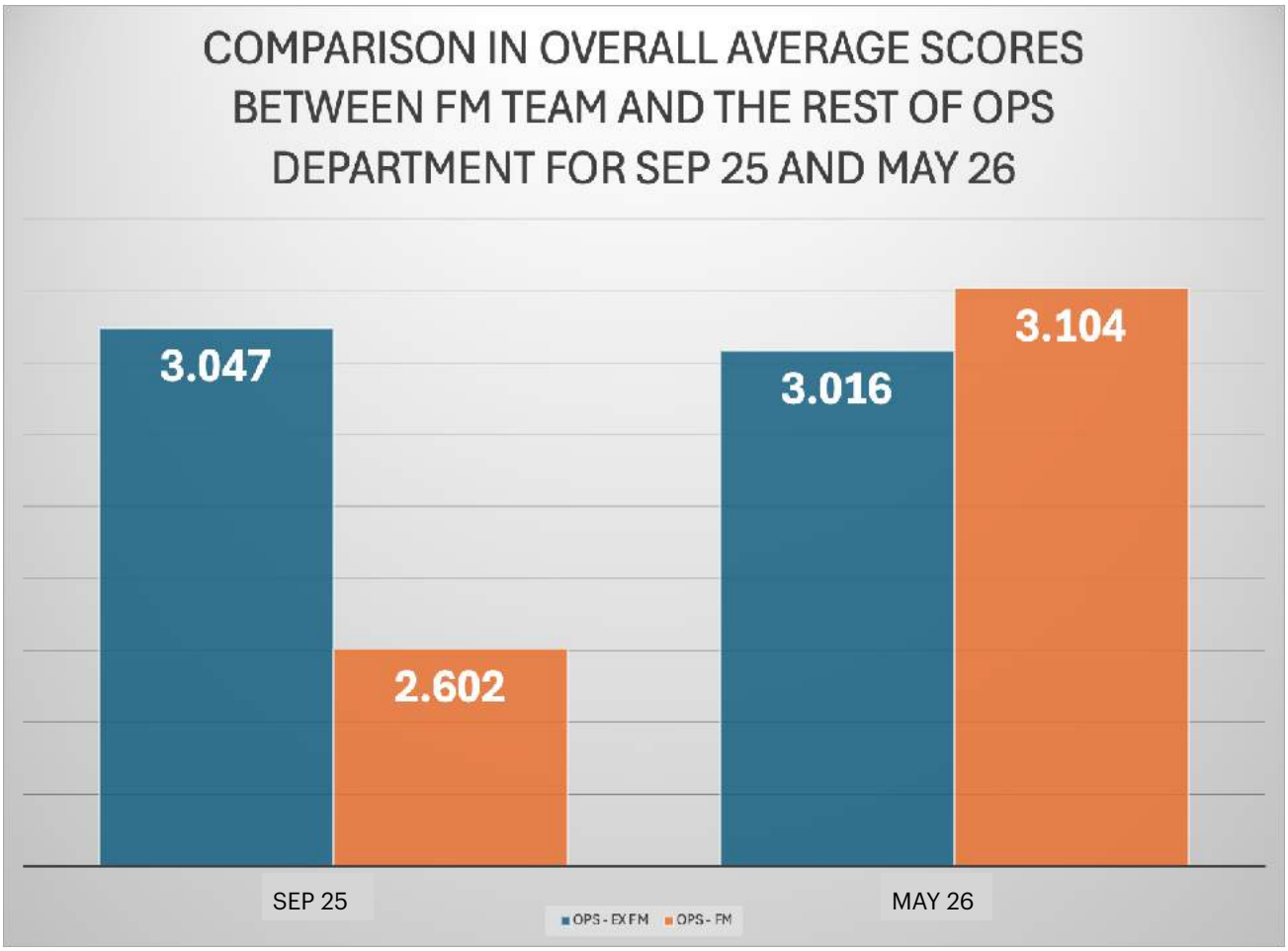
Compared with the Marketing & Sales Department, which was the control group, their Total Overall Average Score dropped 12.6%.

The case highlighted the effects of developmental interventions onto mindset tendencies. Not only did the TOA score for the Corporate Services department **increase through interventions**, it also ended with a higher TOA score than Marketing & Sales.



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B. Facilities Management (FM) Team



The FM Team was part of the Operations Department. All 6 individuals in the team were ranked lowest in terms of their OA Score vis-à-vis the other members of the Department at the start of the program. (This can be seen from the orange block on the left).

At the end of the program, the control group's OA score was 2% lower than the FM's score. It also marked a decline in OA of 1%, while the target group's OA score increased 19.3% due to the same interventions.

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C. Operations Excellence Team

For the final results, Management wanted to understand if there was any reason why the Learning and Bounce Back dimensions were alternating (when one dimension had high score, the other had a low score, and vice versa) for ALL the members Operations Excellence Team.

As it turned out, this observation was **coincidental**, as it did not replicate for the next 3 assessment cycles. (This group did not receive any development interventions.)

IMPACT OF DEVELOPMENT

The OAs of the groups that received developmental interventions demonstrated **improved** scores. Interviews with the leaders in these departments also confirmed that there was a better alignment with the groups' behaviours and the desired outcomes. However, it cannot be confirmed that such behaviours have become better-embedded both in mindset and in action because insufficient time has elapsed between interventions and re-assessment. This report covers the outcomes on their 5DGM scores immediately at the end of their program.

It is recommended that the company continues the monitor the mindset profile of the company over 3-monthly intervals to see any movement or settlement of mindset and behaviours.

RELIABILITY SCORES

Test-Retest Reliability assessment was done on the data to ensure that it provided a reliable assessment platform for development.

The **Pearson correlation coefficient** between the average scores at the start and at retest is:

$r = 0.812$ ($p < 0.001$), where

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- r > 0.90 = Excellent reliability
- 0.80–0.90 = Good reliability
- 0.70–0.80 = Acceptable reliability
- < 0.70 = Poor reliability

With r = 0.812, the reliability is considered good and approaches the excellent range. This indicates strong stability in the scores over the 3-month period.

An **Intraclass Correlation Coefficient (ICC)** was calculated using a two-way mixed-effects model for absolute agreement:

ICC(2,k) = 0.795 (95% CI: 0.655–0.881)

Interpretation of ICC

- ICC > 0.90 = Excellent reliability
- 0.75–0.90 = Good reliability
- 0.50–0.75 = Moderate reliability
- < 0.50 = Poor reliability

With ICC = 0.795, the instrument demonstrates good test-retest reliability. The confidence interval (0.655–0.881) indicates that the true reliability likely falls between moderate and excellent.

The full report on the test-retest reliability study conducted through DeepSeekAI is appended in Annex E.

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MAIN REPORT

2. INTRODUCTION

This is Part Two of the report on the Building Resilience with the 5DGM, a program that was conducted for 60 executives of a global food manufacturing company. The target company was the manufacturing outfit in Europe.

Part One outlined the results that we obtained at the start of the program. It shared the results of each individual involved in the program, and the decisions that Management took to develop those who were deemed as requiring more support in becoming more "growth minded".

It is important to understand that, as a manufacturing unit, their overall mindset tendencies were **APPROPRIATE** for their business at the start of the program. As a result, not everyone was selected to undergo development. The company also wanted to see the impact of development on the resultant mindset profile, vis-à-vis the control group who were not offered developmental initiatives.

This report outlines the **outcomes** of the developmental initiatives.

3. OBJECTIVES

This project set out to achieve the following objectives:

1. **Analyse** the current mindset mix of the executives of the company,
2. **Evaluate** the possible interventions to position the organisation to be more resilient,
3. **Roll-out** the interventions over a six-month period,
4. **Compare** outcomes across groups exposed to varying levels of support.

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4. METHODOLOGY

This project employed the following methods:

- **Phase 1: 5DGM Assessment** of all the 60 executives from 4 Functional Groups; Operations (17 pax), Manufacturing (21 pax), Market & Sales (11 pax) and Corporate Services (11 pax). (Covered in Part One)

- **Phase 2: Comparison studies** between control and intervention groups. (Covered in this Report)

- **Phase 3: Time-based analysis** of mindset changes for select individuals who participated in interventions. (Covered in this Report)

The Corporate Services Department and the Facilities Management Team of the Operations Department were chosen for development initiatives.

The Marketing & Sales Department was chosen as the control party for Corporate Services. The rest of Operations Department were to be the control for the Facilities Management Team. The Manufacturing Department was not selected for development except for the Operations Excellence Team (part of Manufacturing Department) because it was found that all of them had an inverse relationship between Learning and Bounce Back Dimensions, and Management had wanted to know if there was a causation.

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5. DEVELOPMENTAL INTERVENTIONS

This was an almost 6-month initiative comprising the following interventions:

A. **Training / Workshop:**

Seen as the most effective means of disseminating knowledge, training workshops were deployed to increase **awareness** and to help stage the development.

Three one-day workshops were conducted, one per month from January 2026 to March 2026. The topics were:

1. Being "Good" At Work

In this workshop, we discuss the difference between strategic and operational **objectives** of work. We help individuals from Corporate Services and Facilities Management map both types of objectives, tying in the **success metrics** for each so that we know objectively whether we are meeting them or not. We also link these back to the type of mindset that is required to achieve them. Ultimately, we bring up the concept of the "**Optimal Profile**" along which they should strive to maintain[2].

2. Behaviours in Action

In this workshop, we discuss how our mindset impacts our behaviours, and how our behaviours impact **action**. It also discusses how changing our mindset will allow us to change our actions. This becomes an exercise of actively checking our mindset, and seeing how it is adapting to the changes in the work environment. We then discuss the concept of the "**Adaptive Optimal Profile**[3]", which has to be consciously mapped and then monitored.

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[2] An Optimal Profile does not mean that the person has the growth mindset for all dimensions. This is driven by the requirements of the job, and the behaviours that need to be maintained in order to be successful. Some Optimal Profiles may even require fixed or low transition dimensions. This goes to show that the growth mindset is not necessarily good and fixed is not necessarily bad.

[3] The Adaptive Optimal Profile is an important concept in mindset development because most operational environments are changing, not static. Hence, an Optimal Profile for last week's jobs to be done may be different from this week's because the environment has shifted. This shifting context also means that mindsets have to shift in tandem.

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3. Refocussing Attention

This workshop moves the discussion of the Adaptive Optimal Profile into practical actions. As they say, what gets focussed on (measured) gets done. This brings the discussions of the past two workshops into sharp contrast;

Strategic Objectives -> Operational Objectives -> Adaptive Optimal Profile -> Refocussing Attention -> New Actions -> New Results

This requires keen **attention** to the goings on around us, not simply living "day-to-day". This is the key to developing mindset; being attentive to changes, refocussing our mindset, and then adapting our actions.

This is how we **Build Resilience with the 5DGM** (title of our program)

B. **Coaching**:

Coaching is done in a group setting comprising 5 to 6 participants per group. Hence, there were 3 groups. To ensure that there was a diversity of thought, there would be no more than 2 pax per intact team in each group (where practicable). Formal coaching sessions occurred once a fortnight, and conducted online, except for the first session that was delivered face-to-face.

Coaching was structured along the lines of the workshop but not confined to it. Discussions were still free-flowing, with the focus on mindset, attention, behaviours, actions and outcomes.

One-to-one coaching was also extended to those who required them.

C. **Journalling & Sharing:**

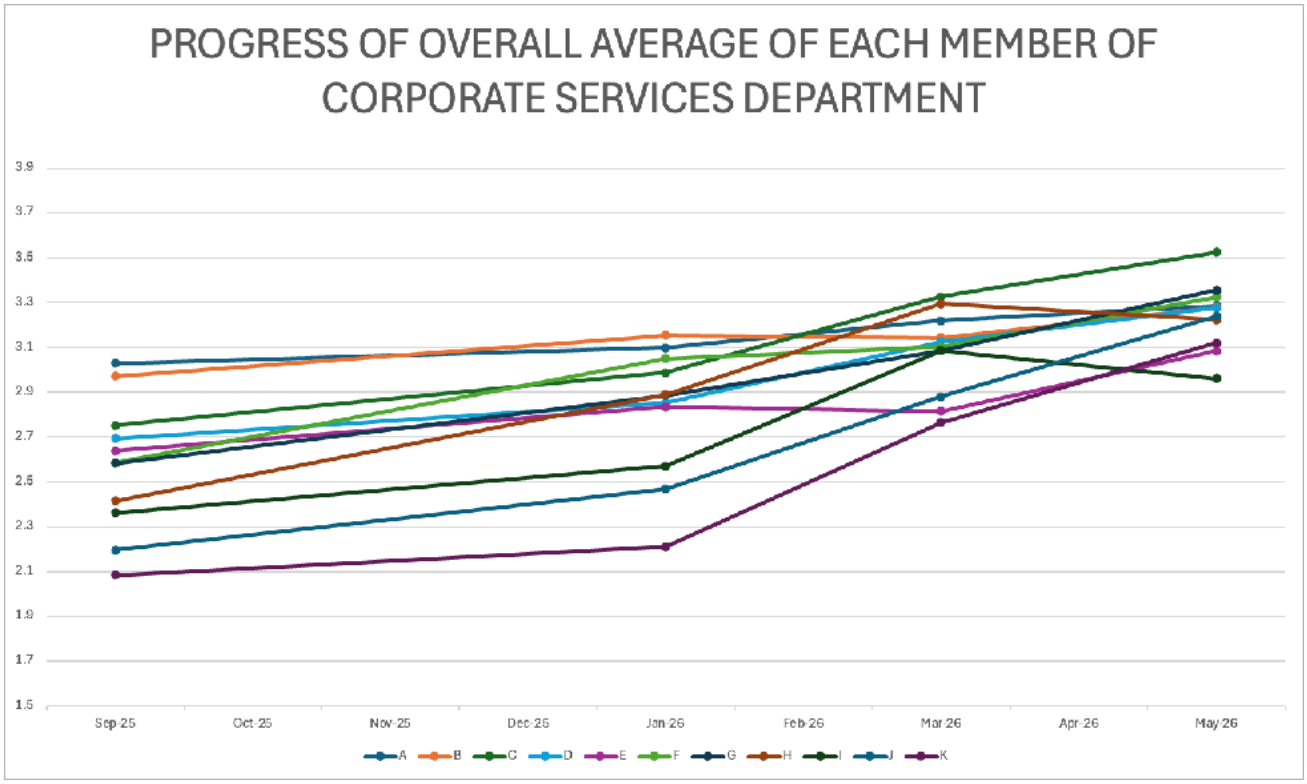
One of the most effective ways to lead a person to become more mindful of their thoughts, their behaviours and their actions is through **journalling**. Journalling is not simply keeping a diary, it is cognitive retooling process. Annex A outlines the **3-2-1 Method** of Journalling that was utilised in this program.

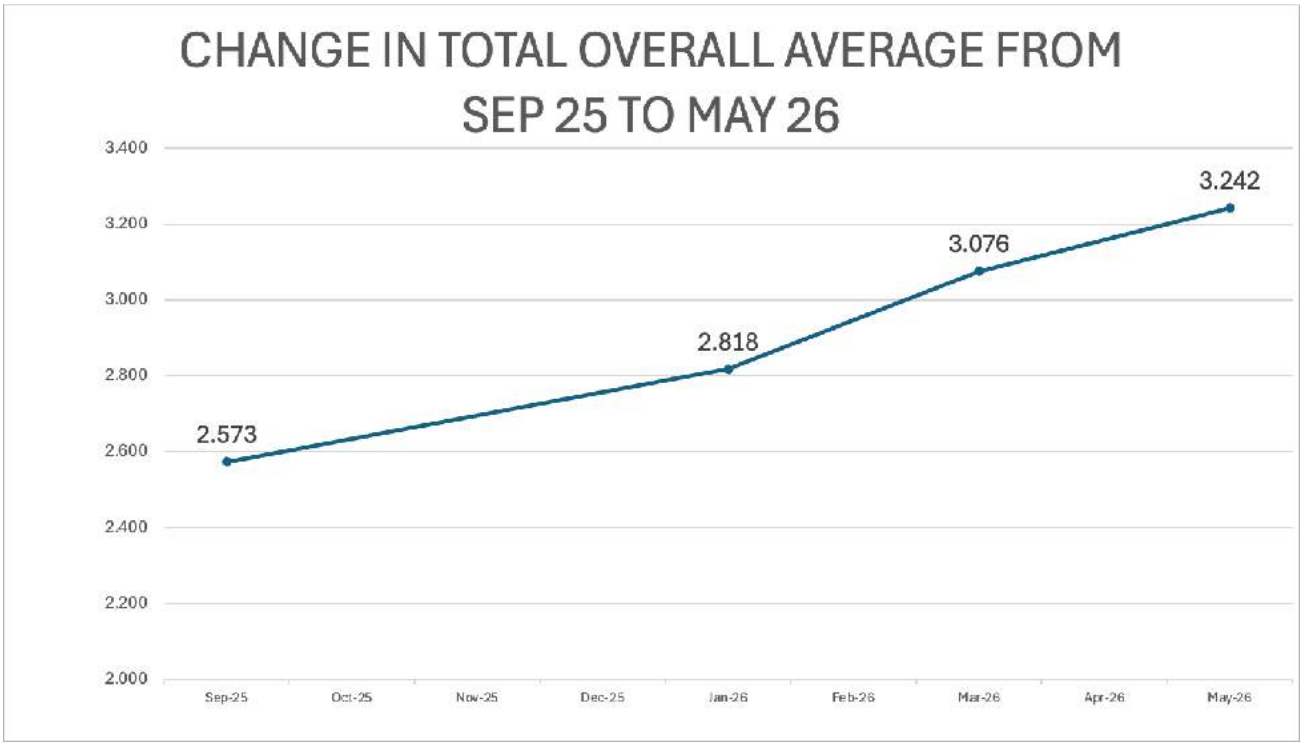
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6. SUMMARY OF RESULTS

1. **Corporate Services Department**:

The following diagram shows the Overall Average (OA) of each person in the department and the Total Overall Average (TOA) for the department over time.





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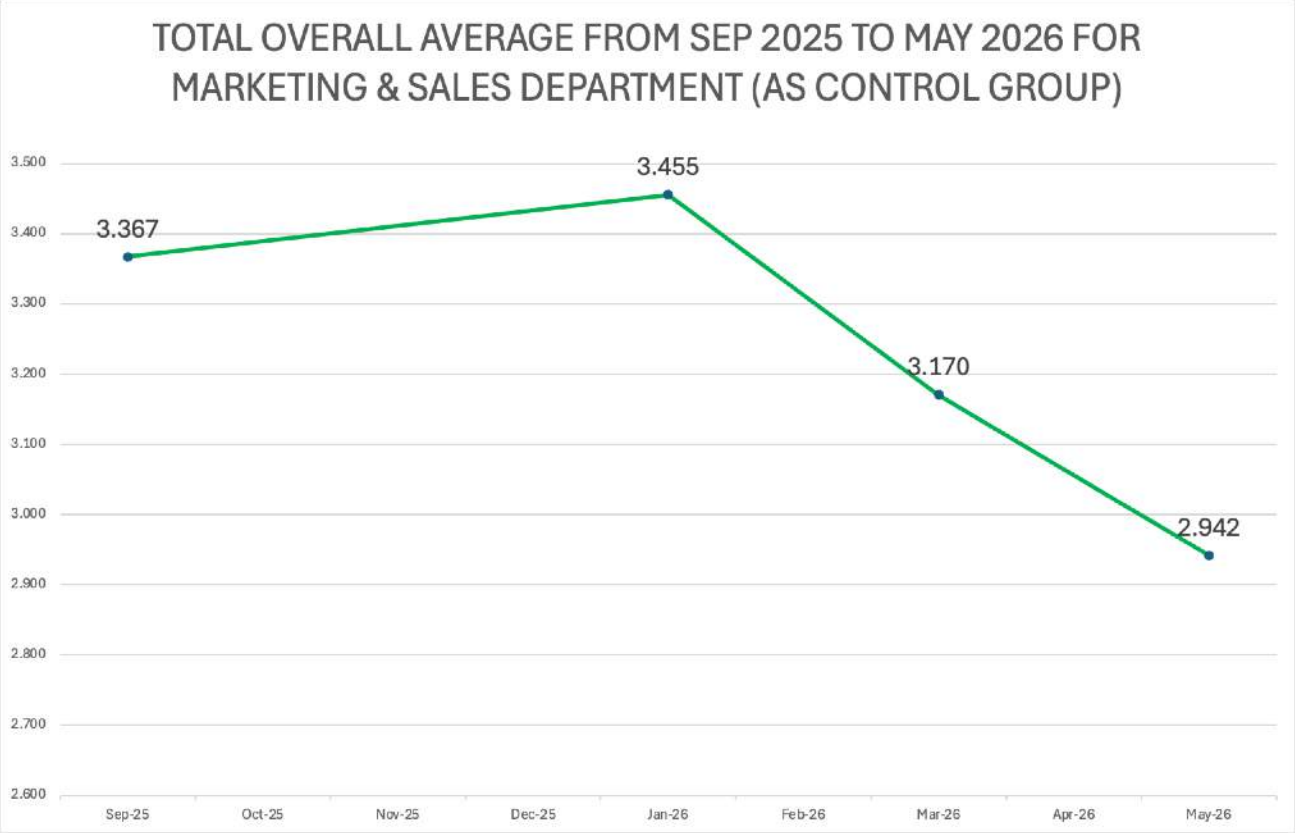
The detailed results are shown in Annex B.

On the face of these results, it seems to suggest that the development interventions **worked** to improve their mindset.

This needs to be compared against the control group, which is the Marketing & Sales Department.

2. **Marketing & Sales Department :**

The corresponding change in Total Overall Average for the same time period for the M&S Department shows this (detailed scores found in Annex C):



The M&S Department did not receive any developmental interventions, except for the kickoff workshop that was conducted for all members of the cohort in Sep 2025.

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It is interesting to see that the Total Overall Average (TOA) for the department rose from Sep 25 to Jan 26. Although the percentage increase was not very high (+2.61%), it does show that awareness and growth can happen on their own.

However, over time, when we become less aware of our surroundings, and how that impacts our mindset - and, by extension, our actions - then we change back to the default mindset. In this case, even the default dropped off, ending up 12.6% lower than when it started in Sep 25.

Yet, notwithstanding the drop off in the TOA, the Department still managed to maintain their **monopoly** on the highest scores for each Dimension. Granted, the "holders" of these scores changed over time, that they still maintained their "high scores" shows that the environment under which these individuals operate are conducive to the growth mindset. Hence, both leadership and culture work well here. It also goes a long way to say that their selection at hiring stages was effective; they were able to identify those with a similarly high growth mindset to join them.

When we look at these two sets of data (CS vs M&S), we can indeed see the impact of purposeful development on our mindset, and how we can lead a group of executives who start out as more fixed, to embrace the right behavioural tendencies to become more growth.

3. **Facilities Management Team**

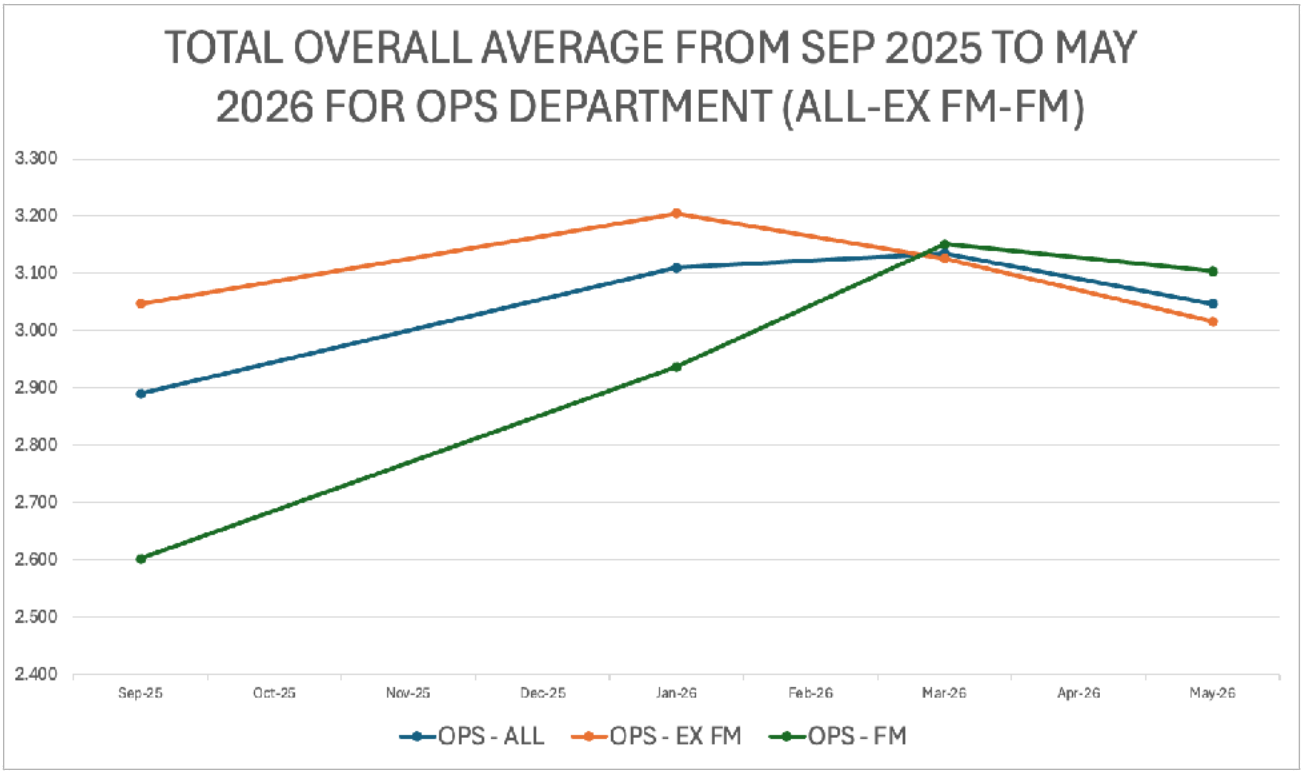
The chart below maps out the Total Overall Average (TOA) for the three groups:

- Total Ops Department (OPS-ALL)
- Ops Department (Ex Facilities Management), (OPS - EX FM) and
- Facilities Management Team (OPS - FM)

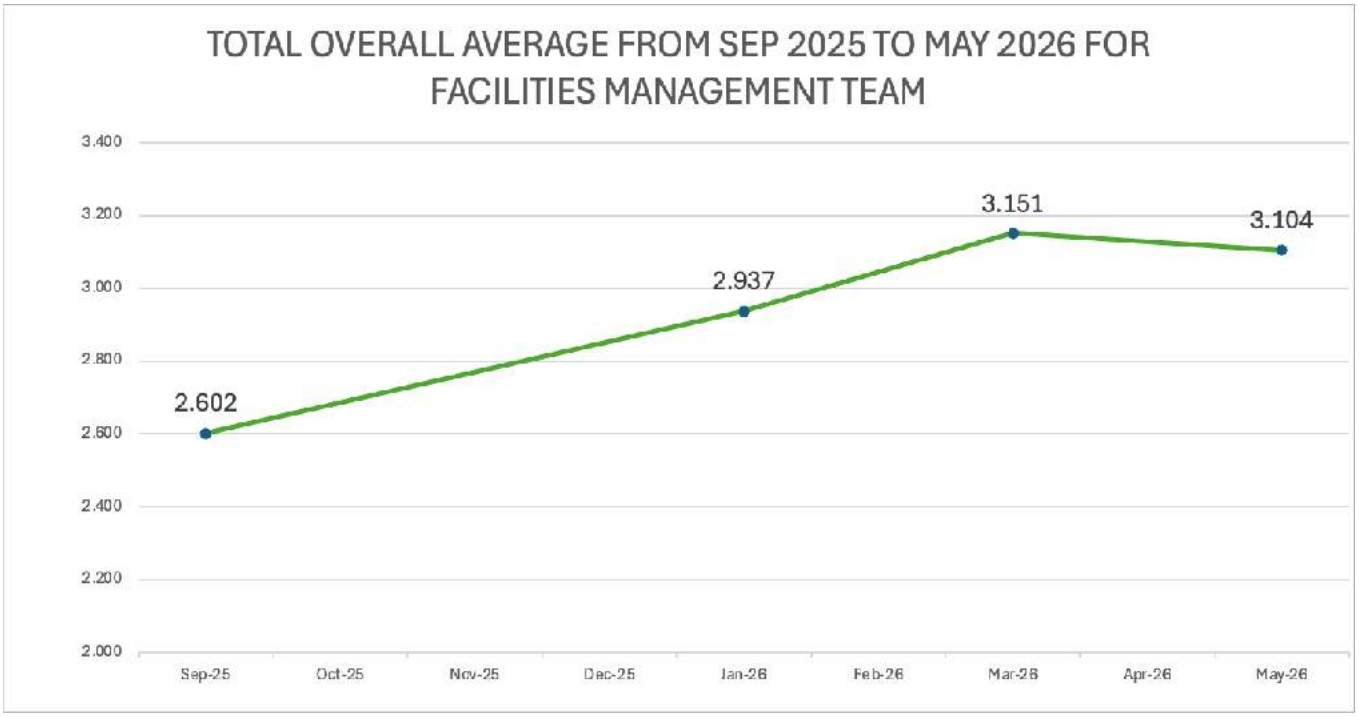
To look at the FM Team scores development, here is just the TOA for the FM Team:

The FM team received the developmental interventions, and the rest of the Ops Department did not, serving as control.

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It is interesting to note that there was a convergence of TOA scores in Mar 26, meaning that the TOAs of all these three group scores were almost the same. Before Mar 26, the TOA for the Ops Department (Ex- Facilities) was higher than the FM team's. In fact, there was a large difference in their scores at the start of the program in Sep 25.



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Another interesting piece of evidence is how the scores improved for the FM team much faster than the control between Sep 25 and Jan 26, **before any interventions began!** While the control group scores also improved, the rate of improvement for the FM Team was higher. It is as though being chosen for the development program (*in other words, they were singled out as exhibiting less than optimal mindset compared with the others in the department*) had spurred their mindset to be more growth on their own!

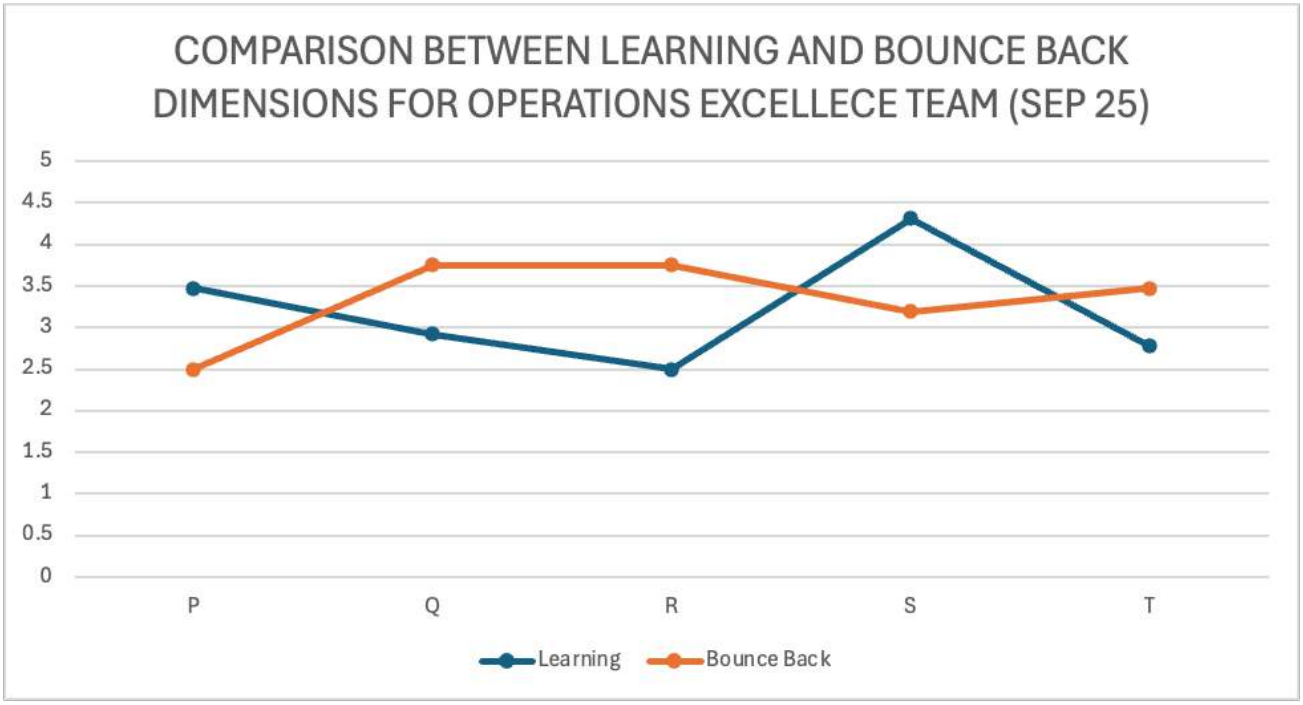
That improvement continued when the development program started, while the control group scores started to come down to the point where their scores converged in Mar 26, and then their relative positions swapped by May 26, meaning that the FM Teams' TOA was higher than the control group!

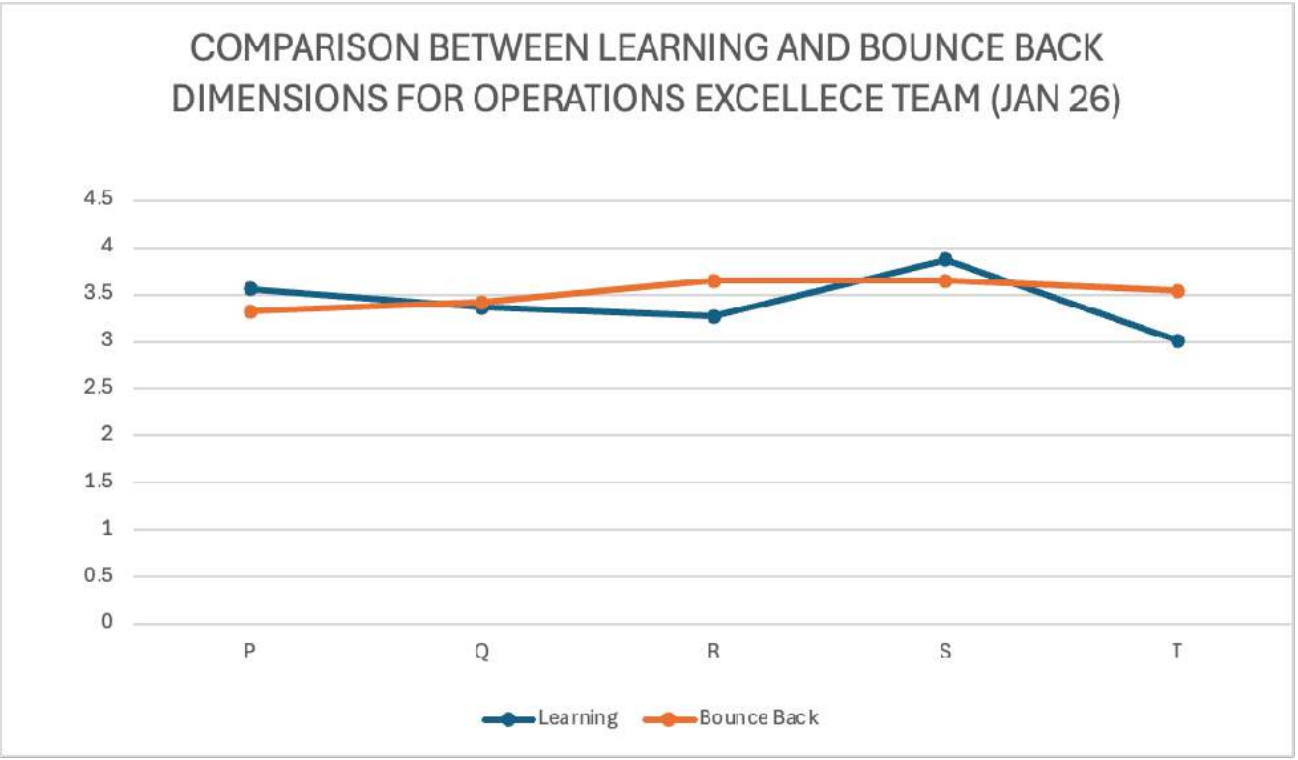
The detailed results are shown in Annex D.

4. Operations Excellence Team (part of the Manufacturing Department)

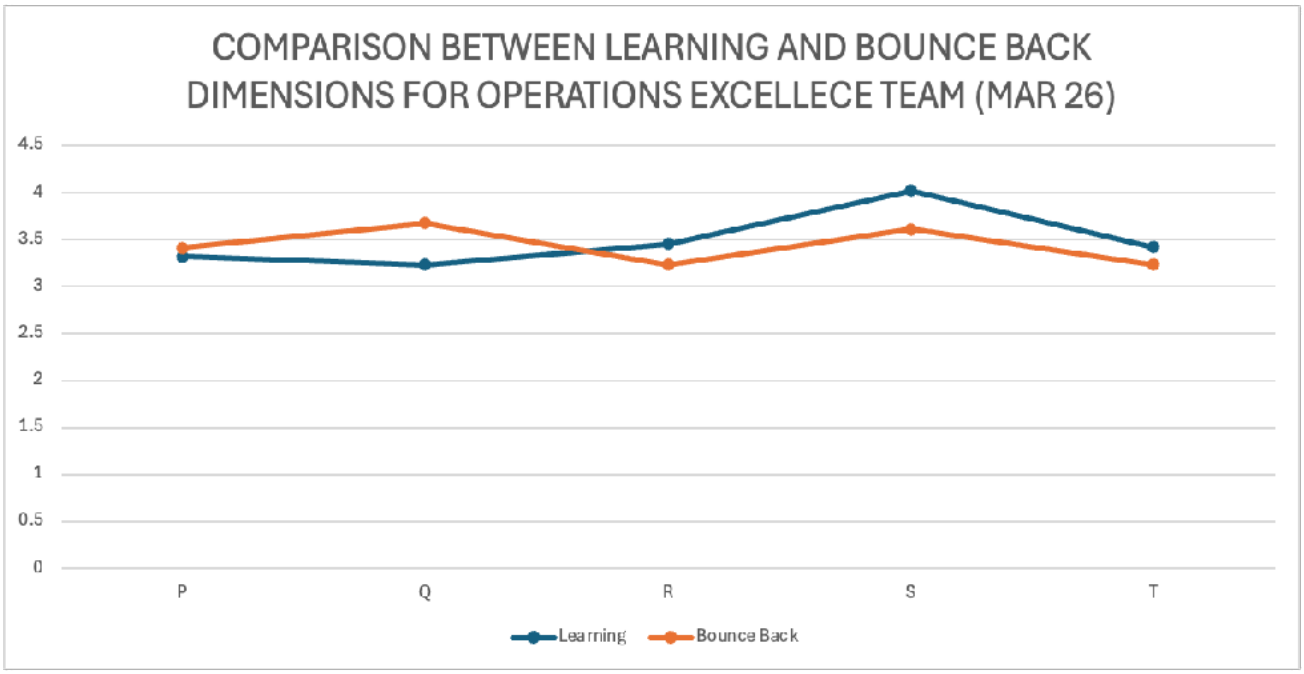
Annex E shows the results of the OpEx Team over the same time period. It was Management's intent to see if there was any reason why their Learning and Bounce Back dimensions were diametrically opposite for ALL the team members. In other words, if their Learning dimension was high, it was observed that their Bounce Back score was low, and vice versa. The team did not receive any development interventions, their scores were collected and mapped to see if the phenomenon continued over time. The progression of their Learning and Bounce Back tendencies over time are as shown:

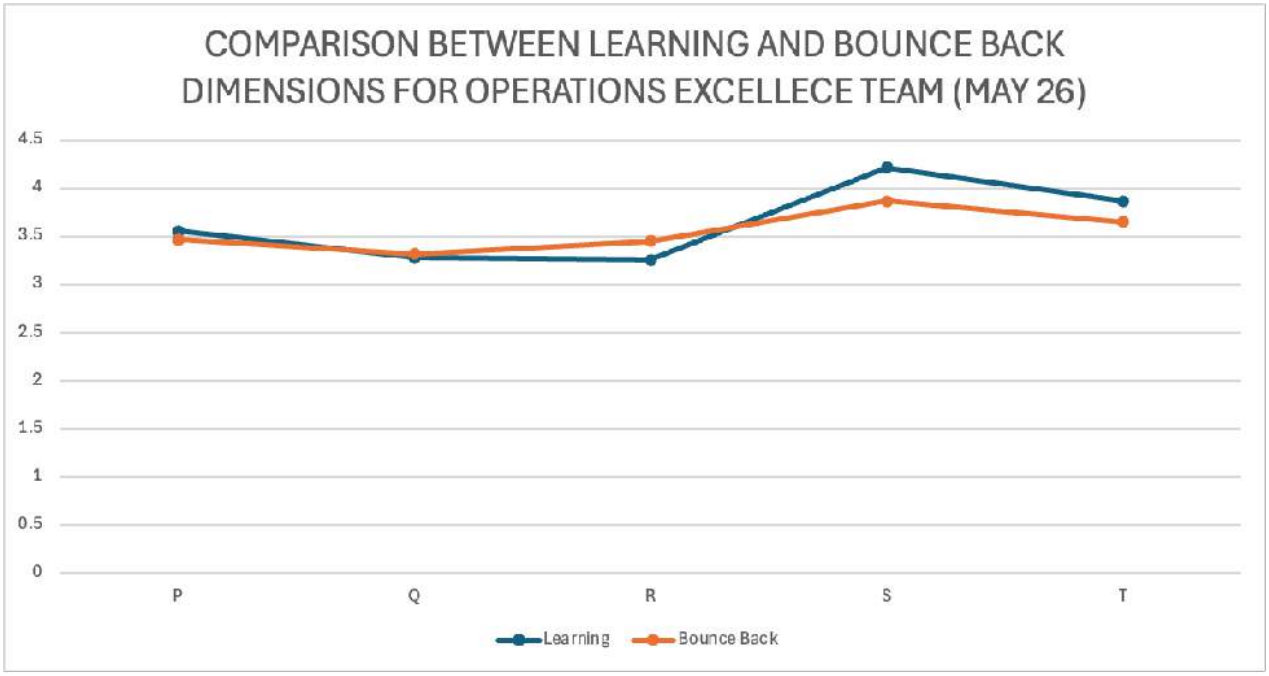
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There was no evidence to show that the two Dimensions' scores were diametrically opposite from each other over time. Hence, that observation in Sep 25 for the Operations Excellence Team was a coincidence.

5. **Modal Scores (Sep 25 & May 26)**

	Sep 2025		May 2026	
Dimension	**Modal Score**	**Department**	**Modal Score**	**Department**
Learning	4.58	Marketing & Sales	3.81	Corporate Services
Bounce Back	4.31	Marketing & Sales	4.00	Marketing & Sales
Risk Taking	4.17	Marketing & Sales	3.73	Marketing & Sales
Forward	4.03	Marketing & Sales	3.89	Marketing & Sales
Pride	3.89	Marketing & Sales	4.01	Corporate Services

The modal scores of each dimension between Sep 2025 and May 2026 show that the Marketing & Sales Department maintained a monopoly hold on three of them with the other two being taken up by members of Corporate Services. It is noteworthy to observe of a general decline in the modal scores, although all of them were still in the growth zone.

6. **Analysis of Data**

A. **Increase in mindset tendencies after the initial workshop.**

In all the data, we see that for all groups of people in the development program, whether receiving interventions or not, there was an increase in the Total Overall Average (TOA) between Sep 25 and Jan 26. This is despite the interventions not having been started yet.

This shows how important **awareness** is for mindset development. Before the

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Sep 25 event, no one knew much about the 5DGM or growth mindset for working adults. As such, their TOA scores tended to be on the lower side. Once they were introduced to the concept, some people became more curious (*especially those who had growth scores for their Learning dimension*) and they carried on their development **organically**. This explains the increase in the TOA scores for all individuals before the start of the development initiatives.

B. **Those who had growth scores in their Learning dimension in the beginning tended to maintain their growth scores throughout the program.**

This is what being growth really means; that you would tend to maintain your baseline tendencies because you know, whether tacitly or purposefully, that this is the "**preferred**" mode of thinking. Since the growth mindset is also known as the learning mindset, those who are growth in learning know how to seek new knowledge, understand that, apply the knowledge and see how it comes together. Finally, if this new knowledge increases their knowledge base, they will assimilate it into their knowledge lake, and from there, utilise that to **create** new knowledge. (*This escalation of knowledge towards creation is called Bloom's Taxonomy.*) Those who possess this form of thinking tend not to regress. And that can also propel one to build the other dimensions, once they know what to look out for.

C. **Those who received developmental interventions continued to improve their mindset scores against those who did not**

The control groups showed decline in their TOA over time, not because they got worse over time, but because most of them got caught up in the hustle and bustle of work and they lost sight of the impact of their mindset onto their behaviour, and from there, their **performance**. The interventions did not do very much more than keep the key concepts of the Optimal Profile in the front of their consciousness, so that even while they were working in their jobs, they were also considering how their tendencies and preferences impact their actions, and they learnt to take a step back for just a while before they decided the next course of action.

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This does not take a lot of time, but it does require one to be **mindful**.

D. Not everyone responds the same way towards development

While some excelled and even claimed modal scores, others didn't come as high. That should not come as a surprise since everyone is made up differently, and their propensity to learn, accept, and change (*per Bloom's Taxonomy*) is different, hence their response towards development will also be different. Yet, it is important to note that **EVERYONE** who participated in the developmental interventions improved their mindset scores by the end of the 6 months. Of course, those who put in more effort, attended all the interventions, participated in the coaching calls, and actively journalled did better, as could be seen by the two Corporate Services individuals.

E. Majority of those who scored the highest continued to score the highest despite not having any development interventions

The Marketing & Sales Department held a monopoly on a majority of the modal scores of each dimension. Even though they did not participate in the developmental interventions, and there were general declines to their scores over time, that they managed to still hold onto the highest scores in the whole cohort tell us one thing; **growth begets growth**. In a way, it is difficult for one who has embraced a growth mindset to suddenly become fixed without an intervening event. And even with the advent of such an event, the growth minded person may still embrace a growth response. We can see that in the military. Even if you have not served before, if you have watched war movies or shows like *Band of Brothers* or *The Pacific*, can see how those who adopted a growth mindset tended to respond in a more positive way than those who didn't have that mindset. Viktor Frankl, who wrote about his experiences in Auschwitz and published his experiences in the book "*Man's Search for Meaning*" outlined how those who had a positive (*growth*) mindset were more prone to surviving the Nazi death camp. Those who have it, continue to display it, even in the face of adversity.

In a way, that's why the growth mindset is such a **powerful** concept.

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7. CONCLUSION

The 5DGM has proven to be helpful in creating a corporate **culture of excellence** in the company. Anecdotal evidence gathered from the Management Team told us that they were impressed by the behavioural changes in the whole cohort. While this program did not take any data on performance, the Management Team's feedback was a good result. What we had demonstrated to the Management was that

(1) the 5DGM assessment **accurately** identifies an individual's mindset tendencies,

(2) the 5DGM assessment can **predict** a person's actions in a working environment,

(3) individual results can be aggregated to provide grouped data that is also **valid** to understand how, as a group, the team would respond to issues,

(4) the **Optimal Profile**, which is valid for a specific job role, can also be applied to the functional group.

(5) in a changing environment, functional groups can create their **Adaptive Optimal Profile** so that they remain nimble in the face of change, thereby making them more resilient.

(6) mindset tendencies can **change** through a concerted development program, and

(7) once an individual or team has adopted a growth footing, it is highly likely they **maintain** such a footing, unless there is a drastic change to the environment.

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8. RECOMMENDATION

Due to contractual limitations, the program ended in June 2026, with the final coaching sessions. While we had shown its effectiveness in building greater resilience in the cohort, we are unable to monitor the subsequent growth in behaviours. We were also unable to map the changes in mindset against objectives. It is recommended that the Management look at those issues to build on what has already been a very powerful 6 months development to Build Resilience with the 5DGM for the company.

9. CONTACT

For permissions to use or to appoint a Certified Trainer, please contact:

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ANNEX A: THE 3-2-1 METHOD OF JOURNALLING

On a daily basis, write in 3 distinct sections using paper and pen (for slower, deeper contemplation)

Section	What to Write	Purpose
1. The Win Board	Write down 3 specific wins from today (as outlined by the strategic and operational objectives), even if tiny. (E.g. "held my tongue during meeting with Narcissistic Boss")	Trains your reticular activating system (RAS) to scan for evidence of progress and not failure. The RAS is the brain's filter for attention and focus.
2. The Replay	Pick 1 negative emotion you felt from an event. Write "*I felt X because I told myself Y.*" Then rewrite Y as a neutral or empowering alternative. (See example below[4])	Breaks automatic, negative thought loops (cognitive restructuring)
3. The Intent	Write down 1 non-negotiable behaviour for tomorrow, phrased as "I will [action] at [time] in [location]" (E.g. "I will be objective and professional in my response and acknowledge my mistake on Section 2 of the report to my boss tomorrow at 10am by email.")	Bridges thinking into action (implementation intention)

[4] Scenario: Your boss emails you at 5.30pm saying, "This report is sloppy. The data in section 2 is wrong. I expected better." Your immediate reaction: stomach drop, heat in your chest, urge to quit.

Your journal entry:
"I felt humiliated and defensive because I told myself that I am a fraud, and they finally figured that I am not good enough to do the job. I worked 12 hours on this and it is still trash! I am not good enough."

Rethink and rewrite in a truthful narrative:
"I felt defensive because I attached my self worth to one piece of work. Yes, I made a concrete, fixable mistake in section 2. My boss is frustrated at the data point, not my entire career. My job is to admit the mistake, seek clarifying questions, and correct the mistake. No need to react negatively."

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Pro-tip: Leave the bottom third of each page blank. This is where you can summarise patterns at week's end.

Frequency & Tenure:

- Frequency: Every morning (5 - 10 minutes) for intent setting (Section 3), AND every evening (10 - 15 minutes) for the full 3-2-1 review.
- Total Tenure: 90 consecutive days (minimum)
  - Days 1 - 30: Building the habit
  - Days 31 - 60: Noticing patterns (recurring triggers and excuses)
  - Days 61 - 90: Automating new responses
- After 90 days, drop to 3 times a week for maintenance

Keys for Success:

1. **Honest, not performative.**
   Write as if no one will ever read it. If you failed, don't pad it with euphemisms; just state it honestly. E.g., *"I chose interpersonal peace rather than to confront the situation."*

2. **Read last week's entries every Sunday.**
   Highlight one repeating mistake and one repeating win (vis-à-vis your objectives). That's your action focus for the coming week.

3. **Pair with a physical anchor**
   Always journal with the same mug with the same beverage, or with the same music, or with the same pen. Keep a semblance of sameness as this will cue your nervous system into "growth mode".

Remember:

Success isn't about feeling positive 24/7. It is about responding to setbacks with faster recovery. Your journal is that recovery tool.

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ANNEX B: RESULTS FOR CORPORATE SERVICES DEPARTMENT

1. DETAILED RESULTS FOR EACH INDIVIDUAL

The following tables show the detailed results for each individual in the department (names have been excluded)

					Sep-25
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.75	3.33	2.78	2.64	2.64	3.028
3.47	3.06	2.22	2.64	3.47	2.972
2.78	2.64	2.64	2.64	3.06	2.752
3.06	2.36	2.36	2.08	3.61	2.694
2.5	2.78	2.08	2.64	3.19	2.638
3.75	2.92	2.22	1.53	2.5	2.584
3.33	2.78	2.5	1.94	2.36	2.582
2.22	1.81	2.78	1.94	3.33	2.416
3.06	2.22	2.36	1.53	2.64	2.362
2.64	1.67	1.67	1.67	3.33	2.196
2.36	1.94	1.81	1.25	3.06	2.084

					Jan-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.55	3.48	3.12	2.46	2.88	3.098
3.62	2.98	2.77	3.01	3.39	3.154
3.12	3.26	2.98	2.47	3.11	2.988
3.22	2.21	2.87	2.72	3.24	2.852
2.92	3.03	2.32	2.56	3.34	2.834
3.52	3.14	2.87	2.77	2.95	3.05

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3.12	3.34	3.01	2.55	2.41	2.886
2.78	2.31	2.97	2.72	3.67	2.89
3.12	2.43	2.22	2.32	2.76	2.57
2.45	2.22	2.34	2.32	3.01	2.468
2.56	2.21	2.03	1.67	2.58	2.21

					Mar-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.4	3.27	3.34	3.21	2.88	3.22
3.86	3.11	3.04	2.68	3.02	3.142
3.45	3.33	3.17	3.01	3.67	3.326
3.54	3.11	2.98	2.98	3.01	3.124
3.32	2.71	2.56	2.56	2.92	2.814
3.34	2.98	3.32	3.1	2.77	3.102
3.33	3.6	3.32	2.87	2.31	3.086
3.12	3.32	3.64	3.17	3.22	3.294
3.67	3.21	3.09	3.01	2.45	3.086
3.21	2.67	2.22	2.98	3.32	2.88
3.02	3.13	2.78	2.22	2.67	2.764

					May-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.67	3.66	2.98	3.01	3.11	3.286
3.51	3.33	2.98	3.12	3.45	3.278
3.65	3.67	2.77	3.52	**4.01**	3.524
3.81	3.33	3.01	3.12	3.11	3.276
3.35	2.98	3.11	2.76	3.22	3.084
2.98	3.23	3.65	3.34	3.42	3.324
3.76	3.33	3.22	3.02	3.44	3.354

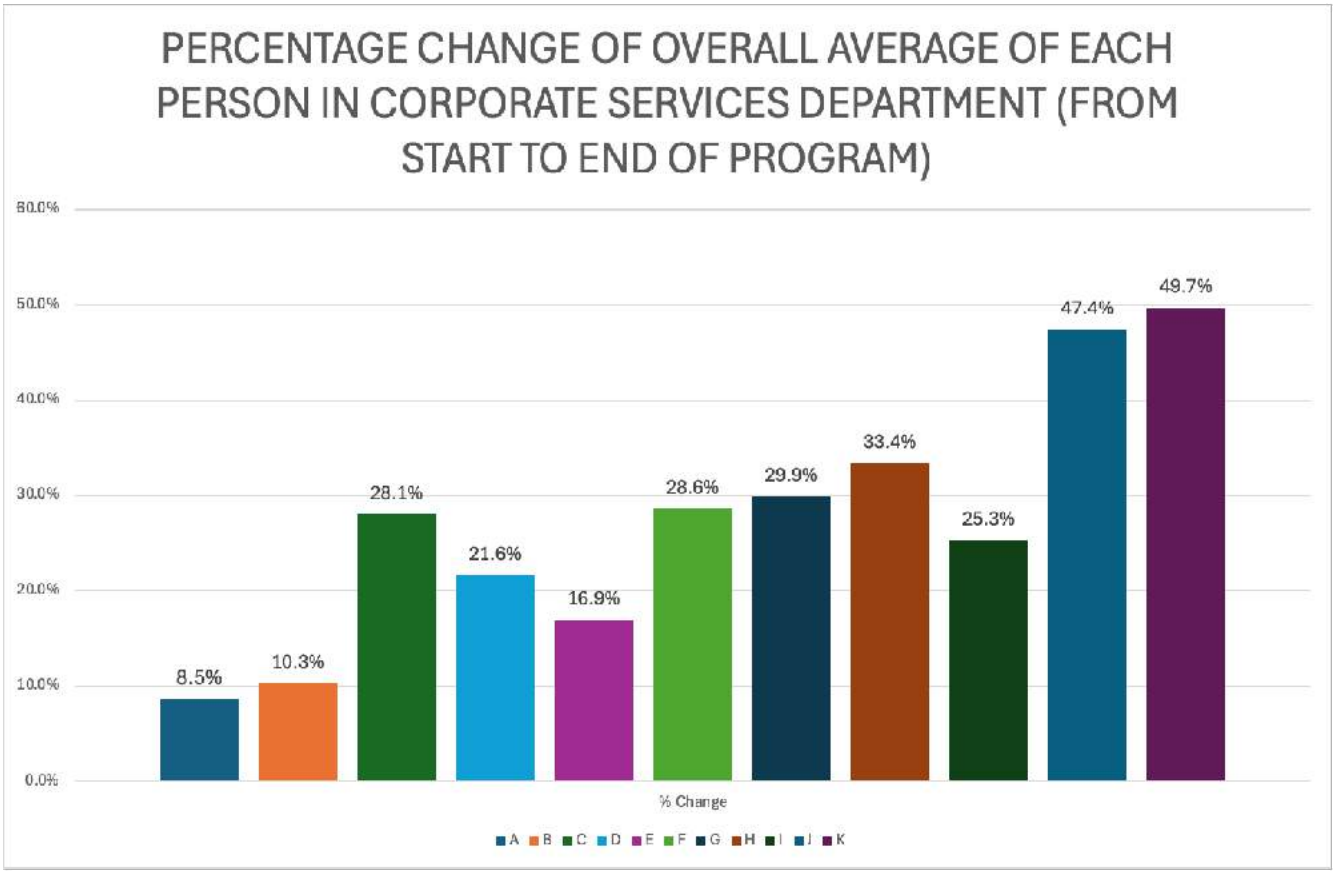
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3.43	3.03	3.23	3.43	2.99	3.222
3.23	3.33	3.12	2.78	2.34	2.96
3.02	3.27	3.22	3.01	3.67	3.238
3.66	3.32	3.21	3.43	1.98	3.12

Note: **Red** scores denote highest score in that dimension for the whole cohort.

The above scores allow us to dive deeper into various metrics as shown below:

2. PERCENTAGE CHANGE IN OVERALL AVERAGE SCORES FOR EACH INDIVIDUAL



1. All individuals had an improvement in their Overall Average (OA) scores by the end of the development interventions.

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2. While the first two individuals (A & B) scored the lowest percentage change, and the last two individuals (J & K) scored the highest percentage change, it does not means that the former two ended up with a "more fixed" mindset compared to the latter two. In fact, the former two started out as the highest scoring individuals in the department, and it is natural that the percentage change of their mindset score at the end of the program would be smaller than the latter two.

3. Individual K (last individual in the data table), experienced the highest change in their dimensions between Sep 25 and May 26.

Learning	Bounce Back	Risk Taking	Forward	Pride
2.36	1.94	1.81	1.25	3.06
3.66	3.32	3.21	3.43	1.98
55%	**71%**	**77%**	**174%**	**-35%**

There had been a large growth leap in the Forward dimension, while there was a more fixed tendency for the Pride dimension for the individual.

By contrast, Individual A (first individual in the table), experienced the lowest change.

Learning	Bounce Back	Risk Taking	Forward	Pride
3.75	3.33	2.78	2.64	2.64
3.67	3.66	2.98	3.01	3.11
-2.1%	**9.9%**	**7.2%**	**14.0%**	**17.8%**

Despite that, there was still improvements in almost all dimension scores, with the exception of the Learning dimension, which scored just 2.1% lower in May 26 than Sep 25, but both scores in the growth zone. In that respect, it was still a good response.

3. GROWTH IN MODAL SCORES

Individuals C & D both experienced growth in their dimensions, as shown by the two tables below:

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Sep 2025

	Learning	Bounce Back	Risk Taking	Forward	Pride
C	2.78	2.64	2.64	2.64	3.06
D	3.06	2.36	2.36	2.08	3.61

May 2026

	Learning	Bounce Back	Risk Taking	Forward	Pride
C	3.65	3.67	2.77	3.52	**4.01**
D	**3.81**	3.33	3.01	3.12	3.11

When you track C & D's change in scores for their modal dimensions, you can see there was a concerted improvement over time. This shows the impact of development onto our mindset.

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ANNEX C: RESULTS FOR THE MARKETING & SALES DEPARTMENT

					Sep-25
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.75	3.75	3.47	3.61	**3.89**	**3.694**
3.75	3.75	3.89	3.89	2.64	3.584
3.61	3.61	**4.17**	3.47	2.78	3.528
3.61	**4.31**	2.5	**4.03**	2.92	3.474
4.03	3.19	3.47	3.89	2.78	3.472
4.58	2.78	3.06	3.06	3.33	3.362
3.89	2.92	3.06	3.33	3.33	3.306
3.61	3.06	2.92	3.89	2.78	3.252
3.61	3.47	3.06	3.47	2.36	3.194
3.75	3.06	2.78	3.06	2.78	3.086
3.33	2.92	3.61	2.78	2.78	3.084

Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
4.1	3.67	3.43	3.78	3.77	**3.75**
4.22	3.67	3.33	3.27	**3.89**	3.676
3.32	3.98	3.54	3.77	3.21	3.564
4.11	3.99	3.01	3.65	2.82	3.516
3.67	**4.01**	3.32	3.56	2.98	3.508
4.42	3.22	3.28	3.64	3.71	3.654
3.72	3.31	3.58	2.99	3.01	3.322
3.29	3.17	3.32	**3.89**	3.32	3.398
3.89	3.37	3.41	3.13	3.02	3.364
3.32	2.99	3	2.89	2.62	2.964
3.62	3.33	**3.73**	3.16	2.62	3.292

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Learning	Bounce Back	Risk Taking	Forward	Pride	Average
3.33	3.12	3.22	3.45	**3.78**	3.38
3.41	3.32	**3.62**	3.44	3.62	**3.482**
3.42	3.32	3.22	3.33	3.01	3.26
3.45	**4.12**	3.21	3.23	3.21	3.444
3.51	3.42	2.98	3.39	2.99	3.258
3.55	2.22	2.53	3.14	3.22	2.932
3.39	2.73	3.11	3.12	2.79	3.028
3.22	2.98	3.32	**3.56**	2.98	3.212
3.11	3.25	3.22	2.98	2.89	3.09
3.54	3.32	2.36	2.67	2.41	2.86
3.1	2.98	2.66	3.12	2.78	2.928

Learning	Bounce Back	Risk Taking	Forward	Pride	Average
3.27	2.78	2.77	2.98	3.32	3.024
3.65	3.01	3.41	2.67	3.51	3.25
3.23	3.11	**3.44**	3.12	3.23	3.226
3.31	**4**	2.89	3.45	2.72	**3.274**
3.22	3.62	2.21	3.54	2.43	3.004
3.24	3.33	2.04	2.71	2.66	2.796
3.23	3.1	2.77	3.01	2.51	2.924
2.98	2.23	3.34	**3.55**	2.19	2.858
3.01	2.97	3.42	3	1.92	2.864
3.35	2.67	2.36	2.41	1.99	2.556
3.41	2.35	2.12	2.62	2.42	2.584

Note: **Red** scores denote highest score in that dimension for the whole cohort.

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ANNEX D: RESULTS FOR THE FACILITIES MANAGEMENT TEAM VERSUS THE OTHER MEMBERS OF THE OPERATIONS DEPARTMENT

1. DETAILED RESULTS OF THE CONTROL GROUP (OPS DEPARTMENT EX FACILITIES MANAGEMENT TEAM)

					Sep-25
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.47	3.89	3.33	2.78	3.61	3.416
4.31	2.5	3.06	3.19	3.19	3.25
2.92	3.47	2.22	2.92	3.89	3.084
4.17	3.61	2.22	2.08	3.33	3.082
3.33	2.92	2.78	3.19	3.19	3.082
3.47	3.06	3.19	2.22	3.19	3.026
2.08	3.33	3.19	2.92	3.61	3.026
3.75	2.78	2.5	3.06	2.5	2.918
3.33	3.33	2.64	1.67	3.61	2.916
3.33	4.03	1.67	1.81	3.47	2.862
3.75	3.33	2.64	2.08	2.5	2.86

					Jan-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.51	4.21	3.67	3.22	3.44	3.61
4.12	2.89	3.12	3.43	3.32	3.376
3.21	3.52	2.98	3.02	3.62	3.27
3.98	3.55	2.67	2.54	3.43	3.234
3.46	3.12	2.56	3.33	3.32	3.158
3.78	3.11	2.89	2.79	2.98	3.11

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2.89	3.43	3.32	3.12	3.42	3.236
3.51	3.01	2.89	2.97	3.12	3.1
3.48	3.42	2.98	2.32	3.56	3.152
3.43	3.67	2.12	2.22	3.37	2.962
4.01	3.56	2.45	2.22	2.98	3.044

					Mar-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.44	3.67	3.32	3.03	3.21	3.334
3.98	3.02	3.23	3.22	3.02	3.294
3.33	3.33	2.32	2.98	3.22	3.036
3.56	3.21	2.43	2.67	3.22	3.018
3.22	3.33	2.67	3.03	3.22	3.094
3.42	3.34	3.01	3.12	3.01	3.18
3.24	3.21	3.11	3.32	3.21	3.218
3.87	3.54	3.01	3.33	3.23	3.396
3.21	3.43	2.68	2.67	3.32	3.062
3.33	3.37	2.22	2.21	3.43	2.912
3.56	3.2	2.32	2.11	3.03	2.844

					May-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.54	3.63	3.12	2.98	3.32	3.318
3.55	3.24	3.02	2.99	3.18	3.196
3.22	3.1	2.46	2.32	3.12	2.844
3.88	3.04	2.34	2.42	3.02	2.94
3.43	3.12	3.03	2.78	2.56	2.984
3.31	3.02	2.78	2.98	2.67	2.952

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3.43	3.02	3.27	2.98	3.02	3.144
3.35	3.23	3.23	2.99	2.87	3.134
3.22	3.21	3.03	2.98	2.57	3.002
2.89	2.27	2.99	2.99	3.23	2.874
3.26	3.02	2.57	2.33	2.78	2.792

2. DETAILED RESULTS OF THE FACILITIES MANAGEMENT TEAM

					Sep-25
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
2.64	3.75	2.64	1.67	2.78	2.696
2.78	3.33	2.08	3.19	2.08	2.692
2.5	3.19	2.36	2.36	2.78	2.638
2.78	2.78	1.53	2.78	3.06	2.586
3.06	3.06	2.08	2.08	2.36	2.528
2.5	2.5	2.92	1.67	2.78	2.474

					Jan-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
2.88	3.45	2.89	2.52	3.1	2.968
3.22	3.43	2.89	3.31	2.68	3.106
3.02	3.34	2.58	2.36	2.98	2.856
3.12	2.88	2.21	2.9	3.14	2.85
2.98	3.12	2.67	2.99	3.22	2.996
3.02	3	2.77	2.29	3.16	2.848

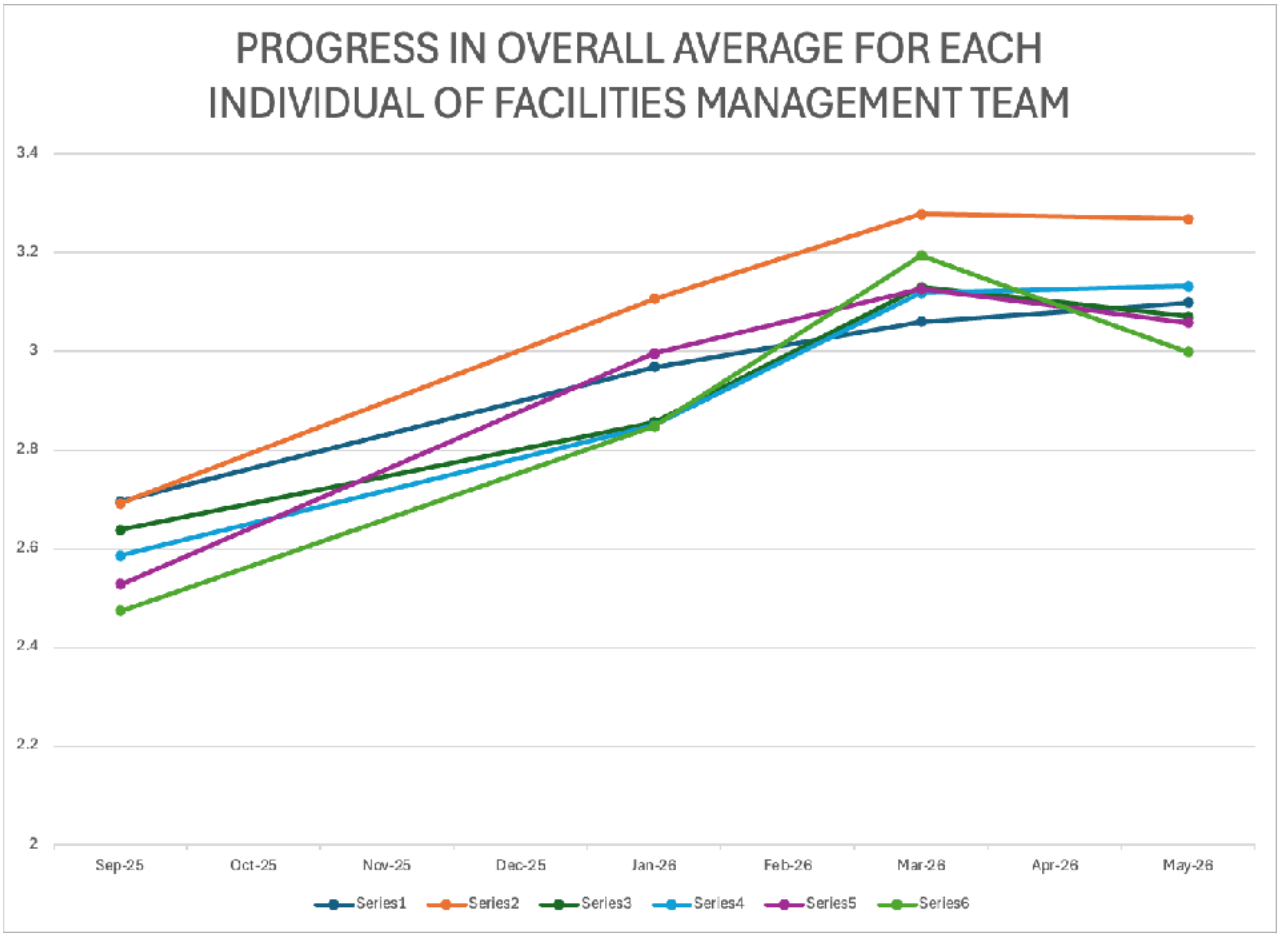
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					Mar-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.11	3.32	2.86	2.66	3.35	3.06
3.32	3.56	2.99	3.54	2.98	3.278
3.09	3.57	3.12	3.21	2.66	3.13
3.02	3.23	2.76	3.26	3.32	3.118
3.32	3.44	3.01	2.67	3.19	3.126
3.45	3.23	2.75	2.98	3.56	3.194

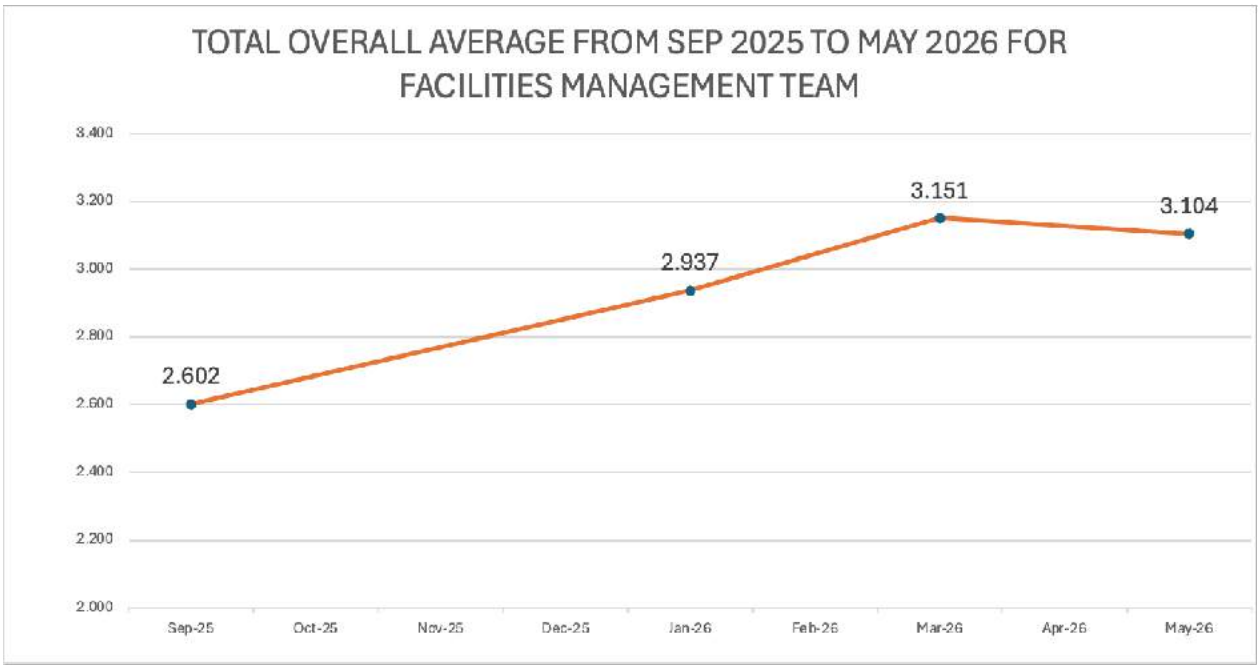
					May-26
Learning	**Bounce Back**	**Risk Taking**	**Forward**	**Pride**	**Average**
3.2	3.25	3.01	2.98	3.05	3.098
3.27	3.32	3.32	3.32	3.11	3.268
3.32	3.37	3.06	3.18	2.42	3.07
3.22	3.15	2.98	3.19	3.12	3.132
3.11	3.32	2.89	2.9	3.07	3.058
3.14	2.98	2.64	3.02	3.21	2.998

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The Progress of the Overall Average for each individual in the FM Team is as follows:



The Total Overall Average for the Team is:



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ANNEX E: TEST-RETEST RELIABILITY ASSESSMENT

Introduction

This report presents a test-retest reliability analysis of the 5DGM (Five Dimensions of Growth Mindset) scores based on the dataset of individuals who were selected for development or for control. Hence, the manufacturing team (less Operations Excellence) were excluded from this dataset. The dataset includes measurements taken at the start of a program and again after 3 months for the same individuals. Each row in the two datasets represents the same person, allowing for a direct comparison of score stability over time.

1. Data Overview

Sample Size:
Start of Program: 43 participants
Retest (3 Months): 43 participants
Matched Pairs: 43 participants

Descriptive Statistics

Metric	Start of Program	Retest (3 Months)
Mean Average Score	2.880	3.115
Median Average Score	2.862	3.098
Standard Deviation	0.393	0.291
Minimum Average Score	1.804	2.210
Maximum Average Score	3.694	3.750
Range	1.890	1.540

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Interpretation
The descriptive statistics show a modest increase in the mean average score from 2.880 to 3.115 (+0.235 points) over the 3-month period. The standard deviation decreased slightly, indicating slightly less variability in scores at retest. The range also narrowed, suggesting that scores became more concentrated around the mean.

2. Test-Retest Reliability Analysis

Pearson Correlation Coefficient (r)

The Pearson correlation coefficient between the average scores at the start and at retest is:

r = 0.812 (p < 0.001)

Interpretation of Correlation
- r > 0.90 = Excellent reliability
- 0.80–0.90 = Good reliability
- 0.70–0.80 = Acceptable reliability
- < 0.70 = Poor reliability

With r = 0.812, the reliability is considered **good** and approaches the excellent range. This indicates strong stability in the scores over the 3-month period.

3. Dimensional Analysis

Correlation by Dimension

Dimension	Correlation (r)	Interpretation
Learning	0.743	Good
Bounce Back	0.788	Good
Risk Taking	0.698	Acceptable
Forward	0.682	Acceptable
Pride	0.624	Acceptable

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Mean Score Comparison by Dimension

Dimension	Start Mean	Retest Mean	Difference	% Change
Learning	3.22	3.39	0.17	5.3%
Bounce Back	2.99	3.22	0.23	7.7%
Risk Taking	2.63	2.95	0.32	12.2%
Forward	2.49	2.82	0.33	13.3%
Pride	2.85	3.18	0.33	11.6%

Interpretation

All five dimensions show positive changes from start to retest, with the largest improvements observed in Forward (+0.33), Risk Taking (+0.32), and Pride (+0.33). The correlation coefficients range from acceptable to good, indicating moderate to strong stability across dimensions.

4. Individual Score Stability

Analysis of Score Changes

Metric	Value
Mean Absolute Change	0.264
Mean Change	0.235
Median Change	0.210
Maximum Positive Change	0.906
Maximum Negative Change	-0.142
Standard Deviation of Change	0.237
% of Participants with No Change	0% (0 participants)
% with Changes $\leqslant$ 0.1	11.6% (5 participants)
% with Positive Changes	97.7% (42 participants)
% with Negative Changes	2.3% (1 participant)

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Interpretation

- 97.7% of participants showed an increase in their scores from start to retest, suggesting a positive program effect.
- The mean change of +0.235 represents a meaningful improvement in growth mindset scores.
- The standard deviation of change (0.237) indicates moderate variability in individual responses to the program.
- Only 1 participant (2.3%) showed a slight decrease in scores.

5. Intraclass Correlation Coefficient (ICC)

An Intraclass Correlation Coefficient (ICC) was calculated using a two-way mixed-effects model for absolute agreement:

ICC(2,k) = 0.795 (95% CI: 0.655–0.881)

Interpretation of ICC

- ICC > 0.90 = Excellent reliability
- 0.75–0.90 = Good reliability
- 0.50–0.75 = Moderate reliability
- < 0.50 = Poor reliability

With ICC = 0.795, the instrument demonstrates good test-retest reliability. The confidence interval (0.655–0.881) indicates that the true reliability likely falls between moderate and excellent.

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6. Standard Error of Measurement (SEM)

The Standard Error of Measurement was calculated using the formula:

$SEM = SD \times \sqrt{(1 - ICC)}$

- SD (start) = 0.393
- ICC = 0.795

$SEM = 0.393 \times \sqrt{(0.205)} = 0.393 \times 0.453 = 0.178$

Interpretation
The SEM of 0.178 indicates that if an individual were to take the test multiple times without any true change, their score would typically vary by approximately ±0.18 points. This is a moderate level of measurement error, which is acceptable for psychological measures.

7. Smallest Detectable Change (SDC)

The Smallest Detectable Change was calculated as:

$SDC = SEM \times 1.96 \times \sqrt{2} = 0.178 \times 2.772 = 0.493$

Interpretation
At the 95% confidence level, a change in an individual's average score of 0.493 points or more is likely to represent a real change rather than measurement error. Since the observed mean change of 0.235 is below this threshold, individual changes should be interpreted with caution, though group-level changes are meaningful.

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8. Bland-Altman Analysis

Summary Statistics

Metric	Value
Mean Difference (Retest – Start)	0.235
Standard Deviation of Differences	0.237
95% Limits of Agreement	-0.239 to +0.709

Interpretation

The mean difference is +0.235, indicating a systematic increase in scores from start to retest (likely due to the program effect). The limits of agreement (-0.239 to +0.709) show that for 95% of individuals, the retest score could range from 0.239 points below to 0.709 points above the initial score. The positive shift suggests that most participants experienced improvement.

9. Consistency of High and Low Scores

Distribution of Top and Bottom Performers

Category	Start	Retest	Agreement
Top 10% (Start $\geqslant$ 3.41)	4 participants	5 participants	75%
Bottom 10% (Start $\leqslant$ 2.25)	4 participants	0 participants	0%

Interpretation

- 75% of the top performers remained in the top group at retest, demonstrating good stability at the high end.
- None of the bottom performers remained in the bottom group at retest, suggesting that low-scoring participants showed significant improvement.
- This pattern supports the **positive program effect**, particularly for those who initially scored lower.

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10. Discussion

Key Findings

1. Good Test-Retest Reliability: The 5DGM instrument demonstrates good test-retest reliability (r = 0.812, ICC = 0.795) over the 3-month period.

2. Meaningful Program Effect: The group-level mean increase of +0.235 points (8.2% improvement) suggests that participants showed meaningful growth in growth mindset dimensions.

3. Dimensional Variability: All five dimensions showed improvement, with Forward, Risk Taking, and Pride showing the largest increases (12.2–13.3%).

4. Individual Improvements: 97.7% of participants showed positive score changes, indicating that the program was broadly effective across the sample.

5. Moderate Measurement Error: The SEM of 0.178 and SDC of 0.493 suggest that individual changes should be interpreted with appropriate caution.

11. Conclusion

The 5DGM instrument demonstrates good test-retest reliability based on multiple analytical approaches, including:

- Pearson correlation (r = 0.812)
- Intraclass correlation (ICC = 0.795)
- Acceptable standard error of measurement (SEM = 0.178)
- Smallest detectable change (SDC = 0.493)

Important Note: The significant positive changes observed (mean increase of 0.235) strongly suggest that the program had a meaningful impact on participants' growth mindset scores. The good reliability of the instrument gives confidence that these changes reflect true improvements rather than measurement error.

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The instrument can be **confidently used** to:

1. Evaluate program effectiveness at the group level
2. Track individual progress over time (with appropriate caution regarding individual changes below 0.493)
3. Identify participants who may benefit from additional support

12. Recommendations

1. Continue Use: The 5DGM instrument is recommended for ongoing program evaluation, with good reliability and sensitivity to change.

2. Interpretation Guidelines:
- Group-level changes: The observed mean increase of 0.235 is meaningful and indicates program effectiveness.
- Individual-level changes: A change of 0.493 points or more in an individual's average score represents a real change (beyond measurement error).

3. Future Research:
- Compare results across different cohorts to assess program consistency
- Examine which demographic or baseline characteristics predict greater improvement
- Consider qualitative follow-up with participants who showed the most and least improvement
- Explore whether improvements are maintained over longer follow-up periods

4. Program Implications:
- The program appears to be particularly effective in improving Forward, Risk Taking, and Pride dimensions
- Low-scoring participants showed the most dramatic improvements, suggesting the program is effective for those who need it most

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Appendix E1: 5DGM Scores At the Start of the Program

Learning	Bounce Back	Risk Taking	Forward	Pride	Average
3.75	3.33	2.78	2.64	2.64	3.028
3.47	3.06	2.22	2.64	3.47	2.972
2.78	2.64	2.64	2.64	3.06	2.752
3.06	2.36	2.36	2.08	3.61	2.694
2.5	2.78	2.08	2.64	3.19	2.638
3.75	2.92	2.22	1.53	2.5	2.584
3.33	2.78	2.5	1.94	2.36	2.582
2.22	1.81	2.78	1.94	3.33	2.416
3.06	2.22	2.36	1.53	2.64	2.362
2.64	1.67	1.67	1.67	3.33	2.196
2.36	1.94	1.81	1.25	3.06	2.084
3.75	3.75	3.47	3.61	**3.89**	**3.694**
3.75	3.75	3.89	3.89	2.64	3.584
3.61	3.61	**4.17**	3.47	2.78	3.528
3.61	**4.31**	2.5	**4.03**	2.92	3.474
4.03	3.19	3.47	3.89	2.78	3.472
4.58	2.78	3.06	3.06	3.33	3.362
3.89	2.92	3.06	3.33	3.33	3.306
3.61	3.06	2.92	3.89	2.78	3.252
3.61	3.47	3.06	3.47	2.36	3.194
3.75	3.06	2.78	3.06	2.78	3.086
3.33	2.92	3.61	2.78	2.78	3.084
3.75	2.92	2.22	1.53	1.94	2.472
2.36	2.36	2.22	3.19	2.22	2.47
2.08	3.61	1.81	1.25	1.94	2.138
2.36	1.53	2.5	2.22	1.81	2.084

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2.22	1.67	1.94	0.83	2.36	1.804
3.47	3.89	3.33	2.78	3.61	3.416
4.31	2.5	3.06	3.19	3.19	3.25
2.92	3.47	2.22	2.92	3.89	3.084
4.17	3.61	2.22	2.08	3.33	3.082
3.33	2.92	2.78	3.19	3.19	3.082
3.47	3.06	3.19	2.22	3.19	3.026
2.08	3.33	3.19	2.92	3.61	3.026
3.75	2.78	2.5	3.06	2.5	2.918
3.33	3.33	2.64	1.67	3.61	2.916
3.33	4.03	1.67	1.81	3.47	2.862
3.75	3.33	2.64	2.08	2.5	2.86
2.64	3.75	2.64	1.67	2.78	2.696
2.78	3.33	2.08	3.19	2.08	2.692
2.5	3.19	2.36	2.36	2.78	2.638
2.78	2.78	1.53	2.78	3.06	2.586
3.06	3.06	2.08	2.08	2.36	2.528
2.5	2.5	2.92	1.67	2.78	2.474

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Appendix E2: 5DGM Scores at Retest

Learning	Bounce Back	Risk Taking	Forward	Pride	Average
3.55	3.48	3.12	2.46	2.88	3.098
3.62	2.98	2.77	3.01	3.39	3.154
3.12	3.26	2.98	2.47	3.11	2.988
3.22	2.21	2.87	2.72	3.24	2.852
2.92	3.03	2.32	2.56	3.34	2.834
3.52	3.14	2.87	2.77	2.95	3.05
3.12	3.34	3.01	2.55	2.41	2.886
2.78	2.31	2.97	2.72	3.67	2.89
3.12	2.43	2.22	2.32	2.76	2.57
2.45	2.22	2.34	2.32	3.01	2.468
2.56	2.21	2.03	1.67	2.58	2.21
4.1	3.67	3.43	3.78	3.77	**3.75**
4.22	3.67	3.33	3.27	**3.89**	3.676
3.32	3.98	3.54	3.77	3.21	3.564
4.11	3.99	3.01	3.65	2.82	3.516
3.67	**4.01**	3.32	3.56	2.98	3.508
4.42	3.22	3.28	3.64	3.71	3.654
3.72	3.31	3.58	2.99	3.01	3.322
3.29	3.17	3.32	**3.89**	3.32	3.398
3.89	3.37	3.41	3.13	3.02	3.364
3.32	2.99	3	2.89	2.62	2.964
3.62	3.33	**3.73**	3.16	2.62	3.292
3.56	3.32	3.33	3.33	3.61	3.248
3.36	3.42	2.92	2.08	3.75	3.084
3.27	3.65	3.19	3.19	2.78	3.082
3.87	3.65	2.08	2.78	2.78	3.028
3.01	3.54	3.06	2.22	3.33	2.972
3.51	4.21	3.67	3.22	3.44	3.61

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4.12	2.89	3.12	3.43	3.32	3.376
3.21	3.52	2.98	3.02	3.62	3.27
3.98	3.55	2.67	2.54	3.43	3.234
3.46	3.12	2.56	3.33	3.32	3.158
3.78	3.11	2.89	2.79	2.98	3.11
2.89	3.43	3.32	3.12	3.42	3.236
3.51	3.01	2.89	2.97	3.12	3.1
3.48	3.42	2.98	2.32	3.56	3.152
3.43	3.67	2.12	2.22	3.37	2.962
4.01	3.56	2.45	2.22	2.98	3.044
2.88	3.45	2.89	2.52	3.1	2.968
3.22	3.43	2.89	3.31	2.68	3.106
3.02	3.34	2.58	2.36	2.98	2.856
3.12	2.88	2.21	2.9	3.14	2.85
2.98	3.12	2.67	2.99	3.22	2.996
3.02	3	2.77	2.29	3.16	2.848

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