

CHAPTER 3

Psycho-education, adult learning and team performance within Human Resource Development context

3.1 INTRODUCTION

The central theme and the problem statement of this study is to research the question whether strengths-focussed training will affect team performance more positively than development interventions which merely concentrate on the performance deficiencies of the individual learner within the organisational context. In the previous chapter an overview and a critical summary of all the different motivational theories were given. The motivational theories explained the reasoning behind using resilience training as an example to support the concept of strengths-focussed training mentioned in the problem statement. Resilience as a construct was also reviewed since resilience is used as an example of strengths-focussed training. In this chapter training, learning and performance within organisational context are discussed to address the identification of parameters and criteria for determining the effect of strengths-focussed training on the performance of the team.

3.2 PSYCHO EDUCATION AND TRAINING WITHIN ORGANISATIONS

Training is a necessary part of the human endeavour. Humans throughout the history of civilisation have devised ways to transfer knowledge from one generation to another. Initially it was through direct instruction by experts regarding skills and crafts but with the Industrial Revolution drastic changes came into play. The reason for this was the diversity of knowledge as well as changes that took place within structures in the working environments. Formal industrial training programmes were necessary due to the explosion of new techniques within the training arena as well as the number of people who were utilising those skills.

The second revolution is the Information Revolution. This is the era in which the 'knowledge worker' has replaced the industrial worker. The need for formal training is due to the changes in the nature of tasks that have to be performed by the worker or employee. The diversity of jobs, which are faced by the individual within the working environment, does not make the task easier as continuous life-long learning is necessary for the worker to keep up with the pace of technical advances.

There will always be advances and changes in the workplace and training and development programmes have frequently been designated as a means to support the workers in this turbulent environment (Quiñones & Ehrenstein 1996:1-2).

This is important within the organisation of today. As mentioned the workers are involved in a turbulent environment where change is inevitable. It has become the rule. Therefore, organisations need to adapt or supplement their current way of training to support the worker to be able to handle the challenges, which they meet on a daily basis. Psycho-educational training (commonly referred to as psycho-training) is the framework of the type of training that organisations are considering more and more to include in their strategies as a way to provide employees with the skills that they need in the workplace today. Resilience training, which is used as an example of strengths-focussed training, is psycho-educational training. A discussion regarding psycho-education is given below. This study does not claim that resilience training is the only training to be considered as psycho-educational but that it can be viewed as an example thereof. Many psycho-education studies have been undertaken on adults and children in various environments. For the purpose of this study the insight gained through the various studies on adults and children are generalised to the corporate environment.

3.2.1 Psycho-education

Psychological education, or more commonly known as psycho-education, focuses on the prevention of mental problems as well as the development of human

potential. It is furthermore the training of skills, insights and competencies to enable an individual to live a more meaningful and purposeful life (Schoeman 1985:1). Resilience as discussed in Chapter two, is a skill that can be attained through training. It addresses various aspects of the psychological well-being of the individual which enables him or her to live a more meaningful and purposeful life. Being able to cope better with adversities is one example that can be mentioned from the literature review given in Chapter two. Resilience addresses the psyche of the individual. Psycho-education is therefore used as a framework in which the resilience training is discussed in this chapter.

Psycho-education adopts as foundation concepts from the existential-humanistic, behaviourist and cognitive theories. In particular, the humanistic approach that underlies psycho-education is gained from the existential-humanistic theory. This humankind theory states that humankind is self-determinant with the potential of growth and mastery of their environment and therefore having the ability to behave responsibly. The behaviourist theories emphasise the influences of environmental manipulation. The cognitive theories focus on the mastery of cognitive-emotional skills, which are components of the psycho-training process (Schoeman 1985:4; Roos 1997:1).

3.2.2 Characteristics of psycho-education

The characteristics of psycho-education are briefly discussed according to the explanation by Schoeman (1985) and Roos (1997). The discussion will focus on:

- (1) alignment to prevention;
- (2) development over the whole life cycle;
- (3) complex systems; and
- (4) its cyclical nature.

Psycho-education is aimed at being pro-active rather than a reactive method of intervention (Duffy & Wong 1996:79). Pro-activity moves away from the traditional models that treat problems that have been in existence for some time. These models focused on the identification and shortcomings within the

individual. Psycho-education focuses on the development of the individual's potential (Roos 1997). The emphasis is on prevention rather than cure and therefore the reference to the alignment to prevention.

(1) Alignment to prevention

Three levels of prevention are distinguished (Duffy & Wong 1996; Roos 1997):

- *Primary prevention* endeavours to prevent the development of the problem. This level is aimed at the community in totality (Orford 1993:16). The aim of this prevention is important as it eliminates unnecessary stress due to the working environment pressures. This leaves the employee free to be able to perform.
- *Secondary prevention* endeavours to treat the problem as early as possible before it becomes serious. This level of prevention demands the early identification of problems and is aimed at people who are experiencing crises in their developmental milestones (Orford 1993:16). When the person undergoes the resilience training, it is expected of him or her to do self-reflection. This is the ideal place where individuals can identify problems in their early stages and will either be able to address the problem on their own or seek help so that it does not prolong and influence their wellness in the workplace.
- *Tertiary prevention* is aimed at the reduction of long-term consequences of the problem that is experienced (Roos 1997:82). At this level the individual will be referred for formal professional help.

Psycho-education utilises education and effective skills training rather than therapy. High demands are made on the current skills of employees in any organisation today. Psycho-education is an empowerment process to develop and strengthen current skills to reduce the appearance of mental illness. Prevention in this case is more cost effective than when all employees within a system must undergo individual therapy (Schoeman 1985:2-6).

Preventative actions are exposed to many barriers. The following are identified (Roos 1997:82):

- There are few links with other disciplines where the focus is mainly on prevention rather than cure.
- The orientation towards the future is difficult to reconcile with secondary and tertiary prevention as the problem might not be concrete at the time of orientation.
- The unpredictability of groups that are at risk hampers the process.
- The cost associated with the interventions are high due to large groups of people that need to be reached as well as the time that is spent in the development of a psycho-training programme.
- Preventative programmes are sometimes harmful to sensitive individuals; but the programmes cannot make provision for the total diversity of individual needs.
- It is possible that individuals are exposed to information that they cannot assimilate.

In addition more problems can occur. Some individuals are unable to accept responsibility for their own learning. There is also personal pain that is associated with psycho-education especially when learning takes place in the presence of others (Hobbs 1992:45). The learning facilitator plays a crucial role in identifying and managing these types of problems during the training, where applicable.

(2) Development over the whole life cycle

Psycho-education is aimed at meaningful human development across the whole cycle of life (Schoeman 1985:5). Bronfenbrenner (in Boss, Doherty, Larossa, Shumm & Steinmetz 1993:47) emphasises that individuals develop over a whole life cycle. For the purpose of this study this will refer to the fact that development within an individual occurs optimally when learning that takes place within one system is applied to the team context where it results in positively

influencing the operation, functionality and ultimately the performance of that team. As discussed in the previous chapter (see 2.2.1.2), this positivity will also influence other systems that the employee functions in, for example, the family which will support the employee's wellness more over a broader spectrum.

(3) Complex systems

Psycho-education is suitable for the development of more complex systems. Living systems have various hierarchal levels and for the purpose of this study the following hierarchal levels are adopted. From the lowest to the highest levels, these are considered to be the individual, groups or teams, organisations and the community. The individual is the first level of intervention and the community is at the highest level (Schoeman 1985:8). Resilience training, an intervention on the first level, will have positive consequences for the other systems in which the employees function and ultimately on the highest level which involves that application of the skills, competencies and attitudes in the community.

(4) Cyclical nature

Psycho-education has a cyclical nature (Schoeman 1985:17). These cyclical processes lead to new frequently asked questions originating on higher levels of development (Roos 1997:79). The new aspects are treated the same way as the first and show a connection with each other. Every cycle comprises a situation analysis, strategy, feedback and goal attainment. The goal attainment is then fed back to the new situation analysis. This dynamic process has opportunities for the development of strategies on the grounds of the success of the application of the previous strategy (See figure 3.1).

When a learner does self-reflection on his or her current situation, the self-reflection will highlight problems or areas of concern. When a learner has identified a problem or area of concern, it allows the learner to determine what strategy is going to be the best to address the problem or area of concern.

Feedback from the learner is given to the facilitator regarding the implementation and attainment of the goal.

It is possible that there are not specific problems or areas of concern. When this happens, the self-reflection will allow the learner to identify areas where the newly discovered strength can be applied. Feedback to the facilitator will then be accordingly.

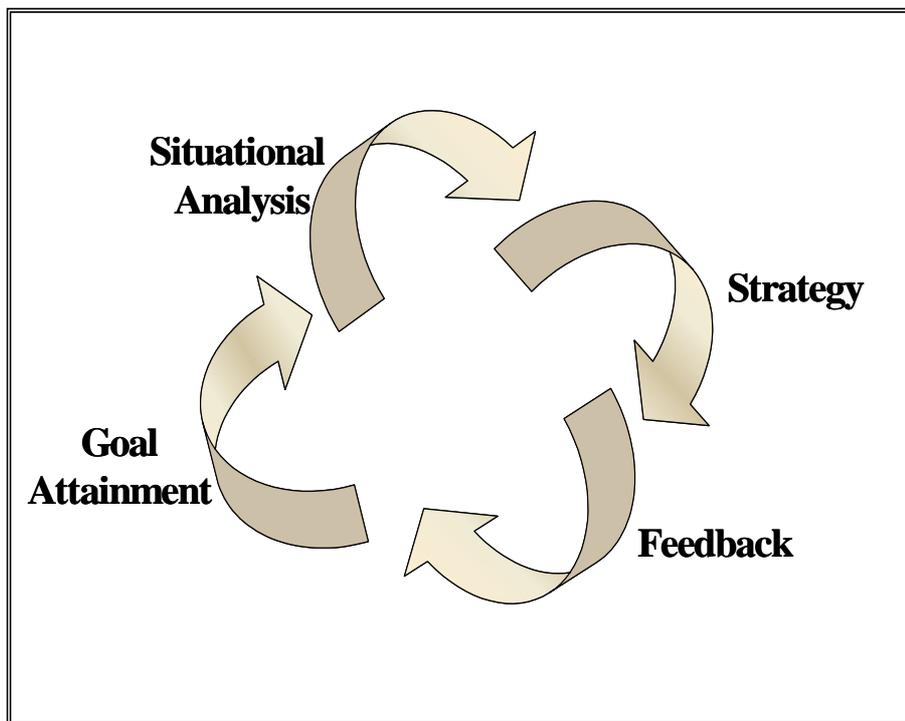


Figure 3.1 A schematic representation of a cybernetic cycle (Roos 1997: 79)

3.2.3 Different psycho-education methods

Psycho-education methods differ from the more traditional therapeutic methods (Roos 1997:79). Psycho-education occurs in a different context and therefore different training aids are used. Another difference is the planned nature of psycho-education sessions. In the traditional therapeutic model there is more flexibility that allows for planning that is integrated before the sessions. Three

psycho-training methods are distinguished which include direct training, psycho-technology and training done by consultants (Schoeman 1985:18). All three will be discussed briefly to provide an understanding of what the concepts entail.

(1) Direct training

This type of training implies the training of individuals in specific skills, insights and competencies (Schoeman 1985:18). This implies that the customer(s) and the facilitator of the psycho-training stand in a direct relationship with each other. It does not imply, however, that the client passively receives knowledge and skills (Hobbs 1992:3). The customer is constantly involved in a process of defining and applying this information and these skills. The facilitator does not fulfill the role of the teacher but participates in a process of mutual exchange of knowledge with the customer (Roos 1997:79-85). The direct method combined with the use of consultants is the training approach that was utilised and implemented for the purposes of this study.

One of the methods utilised during direct training is the use of experiential learning. Experiential learning has a cyclical nature.

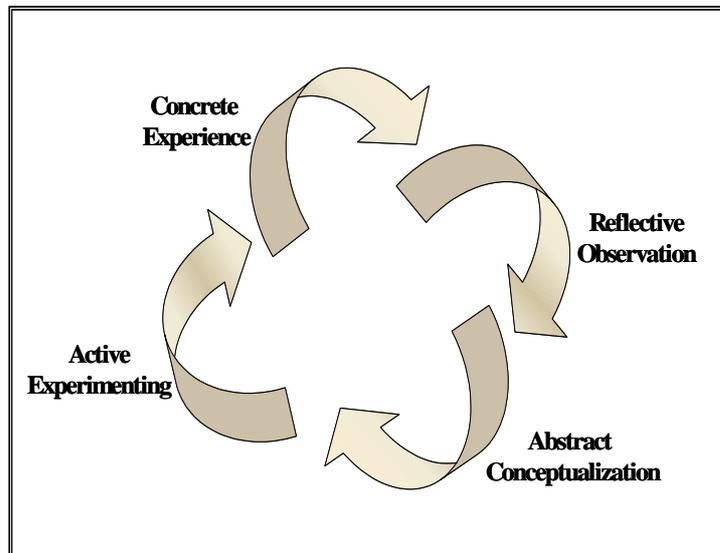


Figure 3.2 Cyclical process of experiential learning (Hobbs 1992:3)

The cyclical nature of experiential learning is illustrated in figure 3.2. The employee takes the abstract knowledge and in experimenting with concrete experiences, the knowledge is processed. This process is evaluated by reflective observation and the cycle is repeated. An important part of psycho-education is therefore to take theoretical concepts and relate them to reality. This can be facilitated with role-play or other training tools like interviews, exercises, and so on.

(2) Psycho-technology

Psycho-technology is the process in which technological training aids are developed to use during training (Schoeman 1985:19). Examples of these training aids are computer programs, workbooks, mass media, etc. These training aids can form a complete training programme or can be used in combination with other methods. Different combinations of these training aids can be used in the development of the programme. The aim of these training aids is two-fold. The first is to make the task easier and to save time for the facilitator of the psycho-training. The second is to transfer knowledge in the clearest way to enable the stimulation of thinking processes. Application of mass media is a very cost effective way to reach as many customers as possible.

(3) Consultant training

Many organisations use consultants to do specialised training for them. These consultants act as mediators in the delivery of training and the organisation takes the role of the customer and the consultant delivers the training service (Blocher 1987; Orford 1993).

Many organisations do not have internal educational or psycho-educational psychologists as part of their permanent staff. As a result they do not have the expertise to deliver psycho-education from within the organisation. For the purpose of this study a combination of direct training and the utilisation of consultants was used for delivering resilience training through psycho-education. As resilience is a specialised skill, a consultancy that specialises in resilience was

used to do the resilience training. The employee within the organisation then receives specialised training to ensure that the alignment of prevention (see 3.2.2) can be addressed in a professional manner.

3.2.4 Psychological empowerment

Empowerment is the process whereby people gain control over their lives (Fawcett, Paine-Andrews, Francisco, Schultz, Richter, Lewis, Williams, Harris, Berkley, Fischer & Lopez 1995; Spreitzer 1995). Psychological empowerment refers to the empowerment of the individual and integrates:

- perceptions of personal control;
- a pro-active approach to life; and
- a critical understanding of the socio-political environment (Zimmerman 1995:72).

Spreitzer (1995:48) specifies that individuals:

- need to believe that goals can be attained;
- need to be aware of sources and factors in the environment that can have a positive or negative effect on the attainment of those goals; and
- go over into action to reach these goals.

The above-mentioned behaviour referred to by Spreitzer, shows a resemblance to the biopsychosocial theory's basic concept of addressing behaviour. Empowerment is the process whereby the addressing of behaviour can be developed (Spreitzer 1995). With experiential learning or facilitated learning interventions, the individual has time to reflect on the problem areas highlighted during the training of an individual. The knowledge that individuals gain during the training empowers them to address the problem areas by implementing changes in attitude and behaviour.

Psycho-education can be presented in any form (not only resilience) in any organisation at any level, whether it is the worker, middle management or senior management. The discussion of the characteristics and processes was given in order to create a better understanding of psycho-education. The general outcomes of the specific four-day psycho-educational resilience training programme as an example of strength-focussed training can be found in Annexure A of this study.

3.3 ADULT LEARNING WITHIN HUMAN RESOURCE DEVELOPMENT

During this study resilience training is presented as a component of strengths-focussed training to adult learners, within an adult learning context, with the work situation as learning environment. One of the aims of training is to give the individual an opportunity to learn. For any employee in an organisation to be able to perform, he or she needs to learn. In this section the researcher reviews adult learning in human resource development to contextualise the specific type of adult learning through resilience training discussed in this study.

3.3.1 Adult Education and Human Resource Development

Both the disciplines of Human Resource Development (HRD) and Adult Education (AE) consider the process of adult learning as being central to their theory and practice. It must be stipulated, however, that both the purpose as well as the perspective on adult learning of both disciplines differ. The core difference lies between the individual and the organisation (Knowles; Holton III & Swanson 1998:115). There are differences in viewpoints between various researchers regarding the outputs of HRD within organisations. HRD should be more focused on goals to increase performance requirements by developing the work force within the organisation (Knowles, 1990; McLagan, 1989; Swanson, 1995). From a HRD perspective it can be stated that adult learning within productive organisations should endeavour to directly support the progression of the host organisation's goals. These goals would have to include both organisational as well as individual goals (Knowles et al 1998:132).

The relationship between adult learning and HRD is defined by Swanson and Arnold, in Knowles et al (1998:120), as “a process of developing and/or unleashing human expertise through organisational development and personnel training and development for the purpose of improving performance at the organisational, work process and individual levels”. Considering the definition it can be said that the outcome of HRD is that of performance improvement and that knowledge and expertise can be seen as a core component of HRD.

The difference between AE and HRD is defined as follows: In HRD “adult learning outcomes and learning process decisions about individuals are bound by rules and requirements of the organisations” i.e. the organisation has the right to commend and reject any learning intervention and therefore also has the control over what learning interventions the individual are exposed to. In AE “adult learning outcomes and learning process rules and requirements are located in the individual” and therefore it can be stated that outcomes of AE can include aspects like “personal growth, general knowledge or even amusement”. It is further specified that it can be formally and overtly shared and that the learner is responsible for his or her own learning (Knowles et al 1998: 125).

3.3.2 Adult learning principles

For learners to take responsibility of their own learning an environment conducive to that learning must be created. For training to succeed it has to assume, and take into consideration that adult learners have specific needs.

To place training and learning into didactic context the androgogical model is discussed. Andragogy can be defined as the “art and science of helping adults learn” (Merriam 2001:5). This model is based on the following assumptions (Knowles et al 1998:64; Merriam 2001:5):

- Adults, other than children, *need to know* why it is necessary for them to learn something. They need to know the gains that they will get by learning as well as the consequences of not learning. Learning facilitators must, therefore, make an intellectual case for the value of the learning and demonstrate that it will improve the effectiveness of the learner's performance or quality of the learner's life, before the training or development programme is even started. Simulated exercises can be given where the learner can discover the deficiencies for himself or herself between where they currently are and where they would like to be. Facilitation methods that can be used in the workplace are: personnel appraisal systems, job rotation, diagnostic performance assessment, etc. (Knowles et al 1998:65).
- Adults' *self-concepts* are that of being responsible for their own decisions or own lives. They want to be recognised by others as being capable of self-direction. The moment that adults walk into an activity labeled to be training or education, it leads them to link it to their previous schooling or related experiences and it may happen that they regress into a dependency mode. This dependency and feeling of being treated like 'children' not only causes inner conflict but it also leads them to retreat from the situation that is creating this conflict. This could cause high dropout rates. It is therefore important for the facilitator to create learning experiences in which adults are supported to make the transition from dependent to self-directed learner (Knowles et al 1998:65).
- Adults come into a learning activity with much more *experience* than youths. This differs in relation to quality and quantity. The way an adult perceives himself or herself as a person, is determined by the amount of experience the adult has. When an adult's experiences are either ignored or devalued, this has a very negative effect on the individual as this is perceived as rejecting him or her as a person. Facilitators should therefore place great emphasis on experiential techniques – those that will tap into the experience of the learner, like group discussions, simulation exercises, problem-solving activities, peer-helping activities rather than transmittal techniques (Knowles et al 1998:65-66).

- Adults become *ready to learn* as soon as they feel that learning involves things they need to know and that they will be able to apply these learnings in their lives to be able to cope more effectively. This is also associated with moving from one developmental stage to the next. It is critical for the facilitator to time learning experiences to coincide with the above-mentioned developmental tasks. Models of superior performance, career counseling and simulation exercises are ways to induce readiness to learn (Knowles et al 1998:67).
- Adults are life, task and problem centered in their *orientation to learning*. Adults are motivated to learn as soon as they can perceive that the learning will help them to perform tasks or better handle problems with which they are confronted in their lives. Facilitators must include problems with practical examples that are of value to the learner, including words and phrases (Knowles et al 1998:67).

Adults respond to external *motivators* such as better jobs and higher salaries but it has been proven that internal motivators are more important, for example, desire for increased job satisfaction and self-esteem. Barriers like negative self-concept, inaccessibility to resources and time constraints can definitely affect motivation of learners as well (Knowles et al 1998:68).

3.3.3 Phases of the adult learning planning process

Adult learning is defined as “the process of adults gaining knowledge and expertise” (Knowles et al 1998:124-125). Once the above assumptions regarding andragogy are taken into consideration, the facilitator creates an environment whereby the adult learners can start to take control of their own learning planning process. This process is depicted in Figure 3.3. The process has four phases and is surrounded by an outer ring of theory (Knowles et al 1998:124-125). The four phases depicted in this diagram are discussed below: learning needed, creation of a strategy, implementation of the learning strategy, and evaluation of learning.

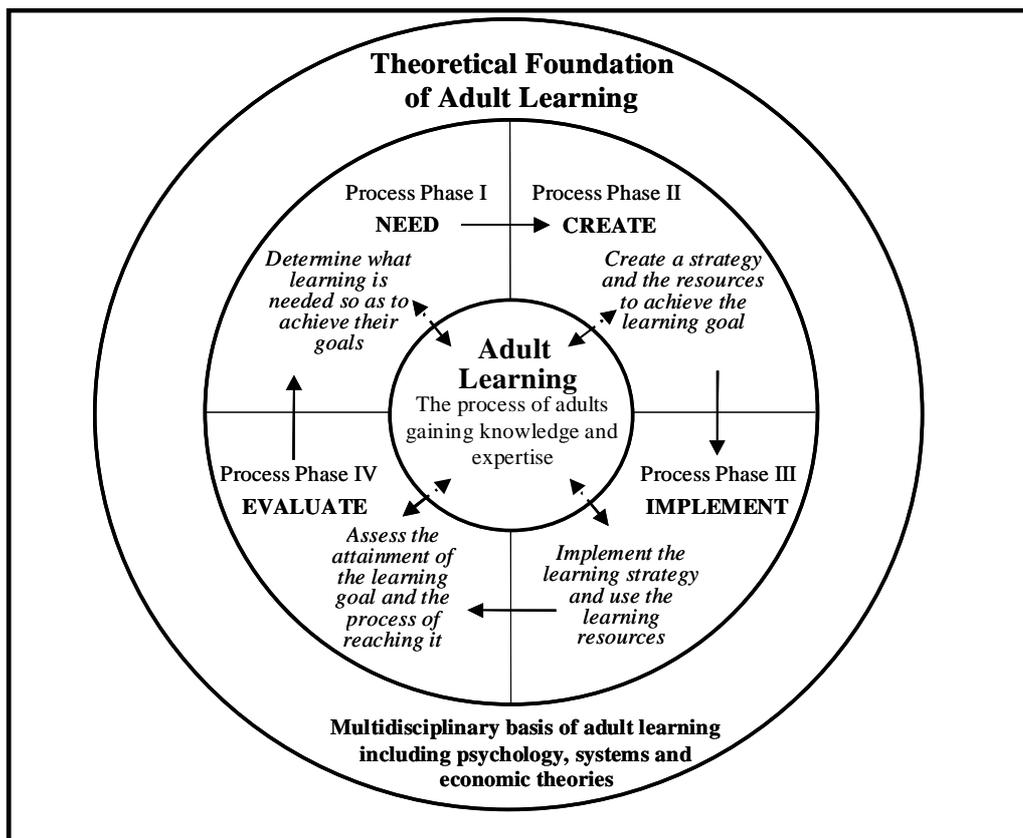


Figure 3.3 Phases of the adult learning planning process (Adopted from Knowles et al 1998: 125)

- (1) *Adults determine their own learning needs.* This phase determines what learning is needed to achieve the goals that the learner has set. During this phase the adult learner who is in control of his or her own learning will determine the needs to achieve the outstanding personal goals (Knowles et al 1998:126).
- (2) *Adults create and implement their own learning.* These are phases two and three. During these phases a strategy is created as well as the resources to attain the learning goal, which was set. Research done by Rosenblum and Darkenwald in 1983 concluded that high motivation leads to high satisfaction and achievement (Knowles et al 1998:127-128). It is therefore important to allow learners to implement their learning within the workplace as it will lead to performance and result in high motivation and satisfaction.

- (3) *Adults evaluate their own learning.* This is the fourth phase. During this phase the learner is seen to collect evidence systematically to determine whether the desired changes are taking place. It is important during this phase to separate the learning that has been controlled by the learner from learning that was controlled by others. Questions that need to be asked are twofold: "What systematic collection of evidence needs to be carried out to determine whether the desired changes have taken place?" and "Based on the evidence collected, to what degree did the desired changes take place?". The answers to these questions will determine whether the individual has achieved the learning outcomes (Knowles et al 1998:129).

3.3.4 Adult learning and resilience training

Resilience training is presented as an example of strengths-focussed training to adult learners, within an adult learning context, with the work situation as a learning environment. Adult learners display distinct characteristics as learners (see 3.3.2), which are similar to aspects of resilience training, for example, motivation and self-direction. Other similarities between the resilience training and the distinct characteristics as adult learners are displayed strongly in the mastery skills related to resilience training. These skill sets are included in the parameters and criteria set in the previous chapter (see 2.5).

The skill sets which learners are allowed to display within the learning environment are as follows:

- a sense of control;
- organising and the ability to set priorities;
- self-esteem;
- affect regulation; and
- the fact that they can make their own decisions.

Allowing adults to make their own decisions supports "autonomy" as a personality trait of a resilient individual (see 2.4.2).

Resilience training also enables learners to learn about themselves and allows them to discover aspects of motivation and self-efficacy within themselves on their own.

In this section adult learning was reviewed within HRD to contextualise the specific type of adult learning through resilience training, relevant to this study. In the next section these aspects are linked to team learning in particular.

3.4 TEAM LEARNING AND PERFORMANCE

3.4.1 Team learning

Team learning is characterised by a process whereby members of a team attain knowledge and information with and from each other. They examine what is creating success or failure in their performance within the team to stimulate continuous improvement (see 2.2.1.1; 2.2.1.3; 2.2.1.4 and 2.2.3).

In this study the team is the management team of an organisation within the food and beverage manufacturing industry. This team has undergone resilience training (see 1.6.2; 3.2.3) facilitated by experienced consultants over a period of four days. During these four days of training the individuals in that team learnt various skills, insights and competencies, which enable them to lead a more meaningful and purposeful life.

3.4.2 Team performance

As stated in section 1.7.7, team performance refers to the attainment of learning outcomes and the actioning thereof against a common and committed purpose or goal determining the success or not as the outcome.

Team performance is seen to be “dynamic, multi-faceted, complex and often elusive” (Salas & Canon-Bowers 1996:250). There are many variables that impact and affect team performance. These variables are seen to be the team leader or the manager of the team, team members, characteristics of the task and the work structure (Salas, Dickinson, Converse & Tannenbaum 1992:3-29; Tannenbaum, Beard & Salas 1992:117-153). Various researchers have investigated team performance in complex environments (McIntyre & Salas 1995:149-203; Orasanu & Salas 1993: 327-345). Team performance is considered to consist of three main components: behavioural, cognitive and attitudes (Salas & Canon-Bowers 1996:252).

- Behavioural requirement. There is a behavioural requirement within team performance. Team members perform actions that allow them to communicate, coordinate, adapt and carry out complex co-dependent tasks to accomplish an overall goal. Some of a series of related behaviours and research that have been highlighted by Salas and Canon-Bowers (1996:252) are: self-correction, motivational reinforcement, adaptation to novel situations and prediction of other members’ behaviours. All these behaviours have shown a positive correlation with performance (Kleinman & Serfaty 1989:22-27; McIntyre & Salas 1995:149-203; Prince & Salas 1993:337-366).
- Cognitive or knowledge requirement. Research suggests that team members must have the same mental models or knowledge structures about the task, their teammates’ roles and the situation in order to maintain performance, especially under stressful conditions. When a team experiences sudden or unusual events, the team needs to fall back on pre-existing knowledge and expectations on how to perform in order to function effectively (Salas & Canon-Bowers 1996:252; Klimoski & Mohammed 1995:406-437). There is

evidence that suggests that teams under high stress and pressure communicate less because of the team's ability to anticipate each other's needs and task requirements and generate expectations that allow them to perform without evident planning and strategising before decisions are made (Salas & Canon-Bowers 1996:252; Kleinman & Serfaty 1989:22-27).

- Attitudes. Attitudes play an important role within the performance of the team. Salas and Canon-Bowers (1996:252) highlight the positive correlation between team members' beliefs about the task and how they feel about each other. They specify that although the research has mostly focused on the individual, research has also shown that the degree of cohesion, morale and motivation of team members do affect the functioning of the team (Salas & Canon-Bowers 1996:252).

The relationship between self-efficacy and performance has been broadly established. Schwoerer et al (1999:1) refer to various studies done with regard to self-efficacy and performance: Gist et al (1989); Gist et al (1991); Frayne & Latham (1987). Enhancing self-efficacy in training can result in the increase of performance (Schwoerer et al 1999:2). Research consistently indicates that self-efficacy is an effective predictor of performance (Bandura & Adams 1977:287-310; Bandura, Adams & Beyer 1977:124-139; Bandura, Adams, Hardy & Howells 1980:39-60).

Collective efficacy is conceptualised as "member's judgment of group capabilities or an assessment of the team's collective ability to perform a job" (Little & Madigan 1997:517). Little and Madigan (1997:517) refer to studies done by Cannon-Bowers, Tannenbaum, Salas and Volpe during 1995, stating that there is "general agreement that the mechanism by which collective efficacy affects performance is motivational". The research done by Little and Madigan's (1997:517) to ascertain whether collective efficacy exists at group level and whether collective efficacy is related to performance was affirmative in both cases.

It is evident that there is a positive relationship between behaviour, attitude, cognition, morale and self-efficacy on performance. Self-efficacy is considered to be an effective predictor of performance. Further to this, Little and Madigan (1997:517), emphasised that when efficacy is enhanced during training it will also increase performance both individually and collectively.

3.4.3 Team performance and resilience training

Section 2.5 of this study identified parameters and criteria to determine the effects of resilience training, as a component of strengths-focussed training, on the individual within the team. This section provides parameters and criteria to determine the effects of resilience training, as a component of strengths-focussed training on the team performance as such.

These parameters and criteria are derived from the preceding discussions on psycho-education (resilience training in particular), adult learning and team performance.

The team was defined in section 1.7.6 as a set of two or more people with complementary skills who interact interdependently and interchangeably with each other. They have a shared commitment to a common purpose or goal(s). They each have specific assigned roles and functions within the team, hold themselves mutually accountable and have a limited life span of membership.

Team performance was defined in section 1.7.7 as the attainment of learning outcomes and the actioning thereof against a common and committed purpose or goal determining the success, or not, as the outcome. This study focuses both on the individual within the team as well as the individual's contribution to the performance of the team.

A team and the individual within the team will perform well if the following criteria are met:

- Shared commitment. This relates to the behavioural requirement (see 3.4.2) whereby team members are expected to perform actions that allow them to communicate, coordinate, adapt and carry out complex co-dependent tasks to accomplish an overall goal.
- Synergy and agreement between the team members. This cannot be obtained if the team members do not communicate and adapt to achieve the common goal or purpose. Therefore, they will not be able to perform as stated in the definition in section 1.7.7. These criteria furthermore relate to the cognitive or knowledge requirement discussed under section 3.4.2. Evidence exists that when a team experiences high production pressure, it will communicate less. The team will then be able to anticipate each other's needs and task requirements whilst performing without evident planning or strategising before decisions are made.
- Interdependence and interchangeable interaction amongst the team members. This refers to a shared commitment as well as agreement between these individuals that binds and motivates them and creates synergy that you would not find between two or more separate individuals. These members are also mutually accountable towards the above-mentioned goals, purpose and objective.
- Roles and responsibilities. An effective team requires team members who have specified roles, responsibilities and functions in the team. They are also expected to hold each other mutually accountable for the achievement of the specified roles, responsibilities and functions in the team.

The functioning of a team is also affected by the degree of cohesion (synergy), morale and motivation (self-efficacy, self-esteem and collective efficacy) among team members (Salas & Canon-Bowers 1996:252). The performance of the teams is, therefore, not only influenced positively or negatively by collective efficacy (team), but also how the individual in the team is influenced by this synergy, morale and motivation.

Resilience training equips the learners with higher self-efficacy and self-efficacy beliefs that result in higher motivation to learn and perform. This results in the learners having a higher motivation to participate within the team environment and to apply acquired skills within the team environment resulting in becoming more committed towards the other team members. This commitment results in more synergy and agreement among the team members, leading to interdependence and interchangeable interaction amongst the individual, as part of the team, and to the team as such.

3.5 CONCLUSION

In this chapter a literature review of psycho-education, adult learning and performance within the HRD context of an organisation was presented to provide a basis for identifying parameters and criteria for determining the effect of strengths-focussed training on team performance. Psycho-education equips the learner with skills, insights and competencies that will enable the learner to live a more meaningful and purposeful life. Resilience training helps the learner to achieve this meaningful and purposeful life, by focusing on the strengths of the individual to facilitate the attainment of skills, insights and competencies. Therefore, resilience training is referred to as a component of strengths-focussed training in this study. Resilience training can be presented in any organisation and at any management level. In this study, resilience training is presented to adult learners, within an adult learning context, with the work situation as learning environment.

The literature review also indicated a positive correlation between self-efficacy and performance: enhancing self-efficacy in training increases performance. Self-efficacy as an effective predictor of performance has been broadly established. Furthermore the positive influence that behaviour, attitude, cognition, morale and self-efficacy have on team performance was also highlighted.

Through the review of literature in this chapter, and in conjunction with the previous chapter, a theoretical foundation was established for using resilience

training as a component of strengths-focussed training to improve performance. This review has also aided the process of identifying parameters and criteria for determining the effects of strengths-focussed training on the performance of the individual within the team and of the team as such. These parameters and criteria will be used to conduct the empirical component of this study. The insights obtained within this chapter are verified and illustrated through the empirical component.

In Chapter four a report is given of the empirical component of this study. This includes a description of the basic research design with a description of the research method, data collection and data processing methods done under each of the various phases of action research. The design allocated for this research is qualitative in nature and the specific design used is action research. The method for this study included both the review of literature and an empirical investigation.