

**PSYCHOLOGICAL OPTIMISATION AND TRAINING
COMPETENCE**

by

CECILIA MARIA SCHULTZ

submitted in fulfilment of the requirements
for the degree of

MASTERS OF COMMERCE

in the subject

INDUSTRIAL PSYCHOLOGY

at the

UNIVERSITY OF SOUTH AFRICA

**SUPERVISOR: PROF FvN CILLIERS
CO-SUPERVISOR: MR D GELDENHUYS**

June 1999

ACKNOWLEDGEMENT

The Heavenly Father, for without Him nothing is possible.

“The world would shape human behaviour, but Christ can change human nature.”

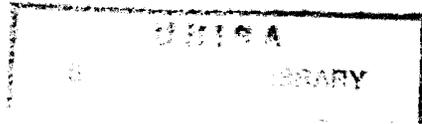
Ezra Taft Benson

I feel a deep sense of gratitude to the following people who guided and supported me in completing this dissertation:

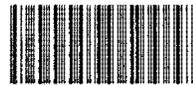
- Prof Frans Cilliers, for his supervision, guidance and friendliness.
 - Mr Dirk Geldenhuys, for his input regarding the thesis.
 - Dr Amanda Lourens and Mrs Joy Deacon, for their input regarding the statistical analysis.
 - Ms Marie Luyt for editing the dissertation.
 - The financial assistance of the Centre for Science Development, (HRSC, South Africa) towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at, are those of the author and are not necessarily to be attributed to the Centre for Science Development
-
- Raymond, my husband, for all his love, support and faith in me.
 - My father - in memory of his passion for personal growth.
 - My mother for her interest and support.
 - My brother and sisters who believed in me.
 - My dear friends and colleagues for their encouragement and interest.

DECLARATION

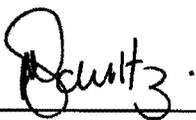
I, the undersigned, hereby declare that this dissertation, "Psychological optimisation and training competence", is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



158.70683 SCHU



0001740542



CM SCHULTZ

1999-09-16

DATE

2.2.2	Allport: The mature person	20
2.2.3	Rogers: The fully functioning person	21
2.2.4	Frankl: The self-transcendent person	23
2.3	RELEVANCE OF PSYCHOLOGICAL OPTIMISATION IN THE WORKPLACE	25
2.4	THE PERSONALITY PROFILE	27
2.4.1	Intrapersonal characteristics	27
2.4.2	Interpersonal characteristics	29
2.4.3	Work-related characteristics	29
2.5	INTEGRATION	32
2.5.1	Intrapersonal characteristics	32
2.5.1.1	<i>Cognitive characteristics</i>	32
2.5.1.2	<i>Affective characteristics</i>	33
2.5.1.3	<i>Conative characteristics</i>	34
2.5.2	Interpersonal characteristics	36
2.6	CHAPTER SUMMARY	37
CHAPTER 3	TRAINING COMPETENCE AND ITS PERSONALITY PROFILE	38
3.1	DESCRIPTION OF TRAINING COMPETENCE	38
3.2	DIFFERENT VIEWS OF THE COMPETENT TRAINER	38
3.2.1	Powers' mastering deliverance of training through instructor excellence	38
3.2.2	McLagan's key outputs and requirements for trainers	40
3.2.3	Rae's core skills for a competent trainer	41
3.2.4	Milne and Noon's qualities of a "good" trainer	42
3.3	RELEVANCE OF TRAINING COMPETENCE IN THE WORKPLACE	43
3.4	THE PERSONALITY PROFILE	45
3.4.1	Knowledge competence	46

4.2.1.6	<i>Validity</i>	77
4.2.1.7	<i>Reliability</i>	78
4.2.1.8	<i>Motivation for inclusion</i>	79
4.2.2	The interview	80
4.2.2.1	<i>Development</i>	80
4.2.2.2	<i>Rationale</i>	81
4.2.2.3	<i>Description</i>	82
4.2.2.4	<i>Administration</i>	83
4.2.2.5	<i>Validity</i>	85
4.2.2.6	<i>Reliability</i>	85
4.2.2.7	<i>Motivation for inclusion</i>	86
4.3	STEP 3: DATA GATHERING	87
4.4	STEP 4: DATA ANALYSIS	88
	INTEGRATION OF THE QUANTITATIVE AND QUALITATIVE RESULTS	91
	INTEGRATION OF THE LITERATURE REVIEW AND THE EMPIRICAL STUDY	92
4.5	STEP 5: FORMULATION OF RESEARCH HYPOTHESIS	92
4.6	CHAPTER SUMMARY	92
CHAPTER 5	RESULTS	93
5.1	STEP 6: REPORTING AND INTERPRETATION OF QUANTITATIVE RESULTS	93
5.1.1	Correlation of the POI scales and the biographical data	93
5.1.2	Factor analysis	97
5.1.3	Respondents with the highest and lowest self-actualisation scores	99

5.2	STEP 7: REPORTING AND INTERPRETATION OF QUALITATIVE RESULTS	100
5.2.1	Results of the five respondents with the highest self- actualisation scores	101
5.2.2	Results of the five respondents with the lowest self- actualisation scores	104
5.3	STEP 8: INTEGRATION OF QUANTITATIVE AND QUALITATIVE RESULTS	112
5.4	STEP 9: INTEGRATION OF THE LITERATURE REVIEW AND THE EMPIRICAL RESEARCH	114
5.5	CHAPTER SUMMARY	116
CHAPTER 6	CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS	117
6.1	STEP 10: CONCLUSIONS	117
6.1.1	Conclusions: literature review	117
6.1.2	Conclusions: empirical study	118
6.1.3	Conclusions in terms of the relationship between the literature review and the empirical study	119
6.2	STEP 11: LIMITATIONS	119
6.2.1	Limitations: literature review	119
6.2.2	Limitations: empirical study	120
6.3	STEP 12: RECOMMENDATIONS	120
6.4	CHAPTER SUMMARY	121
	REFERENCES	122
	APPENDIX A: SUMMARIES OF THE INTERVIEWS	130

LIST OF FIGURES

FIGURE 2.1 The process nature of psychological optimisation	16
FIGURE 3.1 McLagan's role and function of competencies	45

LIST OF TABLES

TABLE 2.1	THE THREE FACULTY-CONCEPT OF THE MIND (Kolbe, 1990:9)	26
TABLE 5.1	CORRELATION ON THE POI SCALES AND THE BIOGRAPHICAL DATA	94
TABLE 5.2	FACTOR ANALYSIS	97
TABLE 5.3	RESULTS OF THE RESPONDENTS WITH THE HIGHEST AND LOWEST SELF-ACTUALISATION SCORES	100
TABLE 5.4	INTEGRATED QUANTITATIVE AND QUALITATIVE RESULTS	113

SUMMARY

Psychological optimisation is discussed and its personality profile is constructed, in terms of intrapersonal (cognitive, affective and conative) and interpersonal characteristics. Training competence is discussed and its personality profile is constructed, in terms of knowledge, attitudes, values and skills. These two personality profiles are integrated and it is found that there is a theoretical relationship exists between psychological optimisation and training competence. This leads to the research hypothesis.

The empirical study is conducted among 106 lecturers at a tertiary institution. The Personal Orientation Inventory (POI) and in-depth interviews are used to measure psychological optimisation and training competence respectively. The results confirmed the hypothesis indicating that a competent trainer is a person having strong self-actualising tendency and characteristics of objectivity, self-sensitivity, internal locus of control and accommodating interpersonal relationships. Recommendations are made in order to optimise training competence.

KEY TERMS

Psychological optimisation; Training competence; Personality profile; Growth; Development.

CHAPTER 1 SCIENTIFIC REVIEW OF THE RESEARCH

In this dissertation the focus is on psychological optimisation and training competence. The aim of this chapter is to provide the background to and the motivation for conducting this research. The problem statement and the aims of the research are specified and the research model is explained. The paradigm perspective that is relevant to this research is discussed. The research design and method relevant to the research are presented. The chapter will conclude with a detailed allocation in the dissertation.

1.1 BACKGROUND TO THE RESEARCH

De Wet, Monteith, Steyn and Venter (1981:1-2) state that research is a facet of science in general and it is a formal and systematic process by means of which one acquires knowledge.

Psychology is the science that studies behaviour and the physiological and cognitive processes that underlie it, and the profession that applies the accumulated knowledge of this science to practical problems (Weiten, 1997:480). According to De Klerk and Stander (1987:3-4) industrial psychology is a field in psychology that studies the psychological and social aspects of the human being in the workplace.

The humanistic view in psychology emphasises the fact that a person strives for meaning, joy, creativity, and fulfilment in his or her life (Nikelly, 1977:6). The study of human potential for growth focuses on what a person can become. The focus is, therefore, on the individual's capacity for expanding, enriching, developing, and fulfilment, to become all he or she is capable of becoming (psychological optimisation) (Cilliers, 1995:3).

A variety of terminology is used to reflect psychological optimisation, for example, the self-actualising person (Maslow), the mature person (Allport), the fully functioning person (Rogers), and the self-transcendent person (Frankl) (Cilliers, 1984:15).

Haasbroek, as mentioned by Van Dyk, Nel and Loedolff (1992:foreword) states that human resources are the key factor in constituting the wealth of a nation. If a nation wants to achieve success in the international, competitive market, Cornelius (1996:2) believes that it is essential to do the following:

- **organisations must be prepared to invest in their people;**
- **individuals must have the opportunity and the motivation to achieve their full potential;**
- new and creative ideas must flourish; and
- learning and learning environments must be accessible, appropriate and stimulating.

Sunter, as mentioned by Cornelius (1996:2) proposes the following factors which will help develop a winning nation:

- **a high level of training must be maintained;**
- work ethics must apply and be applied;
- there must be maximum use and growth of capital;
- there must be social harmony; and
- a winning nation must play a role in the world economy.

Macro-factors that affect training in South Africa include the population growth, unemployment, education and training levels, and technological acceleration (Erasmus & Van Dyk, 1996:5-9). Therefore Van Dyk *et al.* (1992:4) emphasise that human resources training and development are the major success variables for a prosperous South Africa in the international context.

1.2 PROBLEM STATEMENT

The motivation to learn and change arises from the self-actualising tendency of life itself (Rogers, 1961:285). The mature person is driven to perform as well as he or she possibly can to attain high levels of competency and mastery in striving to satisfy his or her motives (Allport, 1955:288). Self-directed learning occurs within the humanistic ideal of the self-actualising person and variables such as personality, motivation, experience and self-confidence play an important role in determining a propensity for self-direction (Oddi, 1987:27).

The ultimate goal of training is to achieve the set objectives, giving the students the competence to improve their performance (Erasmus & Van Dyk, 1996:199). Reid, Barrington and Kenney (1992:115) describe various generalised approaches to training interventions. Examples include the “learning by exposure” approach, the “educational” approach, the “systems” approach, the “problem-centred” approach, the “action” learning approach, the “analytical” approach, the “competence” approach and the “training process” or “procedural” approach. Training is usually presented by means of lectures, because this is the most efficient and low-cost method of conveying information in a classroom setting (Erasmus & Van Dyk, 1996:135). Alternative methods to lecturing include demonstrations, case studies, group enquiries, reading and discussing and information searches. The competent trainer needs to integrate all these methods and approaches in order to obtain optimal results.

A trainer is usually well trained in training methods and there are a variety of short courses and train the trainer courses available (Van Dyk *et al.*, 1992:272). A trainer can acquire his or her knowledge and skills at tertiary institutions, through professional associations and private consultation firms, but many others simply learn on the job (Camp, Blanchard & Huszco, 1986:7).

In reviewing the literature on psychological optimisation and training, there was

no indication that psychological optimisation is a variable in training competence. It is necessary to construct and integrate the profiles of the psychologically optimal functioning person and the competent trainer in order to determine the connection between them.

Based on the above information the following research questions are formulated:

- what is psychological optimisation, and is there a distinguishable personality profile for the psychologically optimal functioning person?
- what is training competence, and is there a distinguishable personality profile for the competent trainer?
- is there a distinguishable integrated personality profile for the psychologically optimal functioning person and the competent trainer?
- is there a relationship between psychological optimisation and training competence?
- what recommendations can be made in terms of optimising training competence?

1.3 AIMS OF THE RESEARCH

The following aims are formulated from the above questions.

1.3.1 General aim

The general aim of this research is to determine whether there is a relationship between psychological optimisation and training competence.

1.3.2 Specific aims

In terms of the literature review the specific aims are:

- to define psychological optimisation and to construct a personality profile for the psychological optimal functioning person.
- to define training competence and to construct a personality profile for the competent trainer.
- to integrate the personality profile of the psychological optimal functioning person with that of the competent trainer.

In terms of the empirical study the specific aims are:

- to determine the relationship between psychological optimisation and training competence.
- to formulate recommendations based on the above in order to optimise trainer competence.

1.4 THE PARADIGM PERSPECTIVE

The research is planned within a certain paradigm perspective (Mouton & Marais, 1990:21). In this research project the researcher internalises specific input from the paradigms to which they subscribe in a selective manner, so as to enable them to interact with the research domain in a fruitful manner and to produce scientifically valid research.

This research is primarily located within the field of industrial psychology and its fields of application, namely organisational psychology, personnel psychology, training, development and psychometrics.

- Industrial psychology

Industrial psychology is the scientific study of human behaviour in the production, distribution and consumption of the goods and services of society and it refers to a branch in applied psychology, a term covering

organisational, military, economic and personnel psychology (Reber, 1988:352). Industrial psychologists perform a wide variety of tasks in the world of business and industry. These tasks include running human resources departments, working to improve staff morale and attitudes, striving to increase job satisfaction and productivity, examining organisational structures and procedures, and making recommendations for improvements (Weiten, 1997:16).

- Organisational psychology

Organisational psychology recognise that organisations are complex social systems, and that almost all questions one may raise about the determinants of individual behaviour within organisations are viewed from the perspective of the entire social system (Schein, 1988:6). It has to do with the individual dimensions of organisational behaviour, group and interpersonal processes, organisational structure and organisational development (De Klerk & Stander, 1987:10-11).

- Personnel psychology

Personnel psychology is the application of the methods, facts, and principles of psychology to people at work (Schultz & Schultz, 1986:8). It has to do with equipping the organisation with people, remunerating and motivating them, as well as industrial relations (De Klerk & Stander, 1987:10).

- Training and development

House, as mentioned by Camp *et al.* (1986:3) states that: "Employee training and development entail any attempt to improve current or future employee performance by increasing through learning and the employee's

ability to perform, usually by changing the employee's attitude or increasing his or her skills and knowledge.”

- Psychometrics

Psychometrics are objective standardised measurements of a certain area in human behaviour (Smit, 1986:19). Magnussen (1966:1) states that the aim of measurement is to assign numbers to the quantities of the properties of objects in accordance with given rules whose validity can be tested empirically. Plug, Meyer, Louw and Gouws (1986:295) refer to psychometrics as the study of aspects of psychological measurement that focus on the development and implementation of mathematical and statistical procedures.

Thematically the literature review concerns psychological optimisation as well as trainer competence. These two concepts will be presented within the humanistic-existential paradigm.

The following are basic assumptions of the humanistic-existential paradigm (Meyer, Moore & Viljoen, 1990: 338-340):

- the individual acts as an integrated whole;
- the individual is a being who has a higher spiritual dimension and displays other characteristics such as emotions, growth and creativity;
- the human being has a positive nature and is basically good or neutral;
- the individual displays conscious processes;
- the person is an active creature who determines his or her own behaviour, actualises his or her potential and has the ability to create; and the focus is on psychological health;
- the experiencing person is in a process of becoming;
- the person is self-reflective and transcending;

- the person has freedom of choice, where he or she has to exercise responsibility.

Thematically the empirical study focuses on measuring the two variables of psychological optimisation and trainer competence. This will be presented from the functionalistic paradigm (quantitative approach) and the phenomenological paradigm (qualitative approach). The empirical study will adopt both approaches.

The quantitative sections will be presented in terms of the functionalistic paradigm. The following are the basic assumptions of the functionalistic paradigm (Morgan, 1980:608):

- the functionalistic perspective is primarily regulative and pragmatic in its basic orientation;
- it is concerned with understanding society in a way that generates useful, empirical knowledge;
- society has a concrete, real existence and a systematic character which is orientated to producing ordered and regulated state of affairs;
- it encourages an approach to social theory that focuses upon understanding the role of human beings in society; and
- behaviour is always seen as being contextually bound in a real world of concrete and tangible social relationships.

The qualitative section will be presented from the phenomenological paradigm. The following are the basic assumptions of the phenomenological paradigm (Meyer *et al.*, 1990:337):

- the individual has subjective experiences of the world;
- the individual gives personal meanings to the things he or she experiences;
- the focus is on experience and knowledge;

- the study of phenomena or occurrences; and
- the reality of how people see the world.

Metatheoretical assumptions represent an important category of assumptions underlying the paradigms, models and theories that form the context of this research.

In this research, the metatheoretical statements are presented in terms of the following:

- **Personality**

Personality is the unique but stable set of characteristics and behaviour that sets each individual apart from others (Baron & Greenberg, 1989:190), and it is that part of psychology that is concerned with studying the whole person (Critelli, 1987:24). According to Beach (1985:294) personality is more than the sum of all the various attributes of a person, as it is the organisation of these parts.

- **Personality growth**

Personality growth takes with maturation when new ideas, traits, and outlooks are acquired and the personality becomes complete and integrated only when it interacts with other people, things, and groups (Beach, 1985:294). The focus in this research is on psychological optimisation and the capability of human beings to grow in a workplace.

- **Competence**

Competence is essentially an abstract concept and it can be defined only through behaviour or performance (Meyer, 1996:32). Spencer and

Spencer (1993:9) define competence as an underlying characteristic of an individual which causally related to criterion-referred effective and/or superior performance in a job or situation.

Within the above stated paradigm perspective, the following behavioural model and theories will act as intellectual resources for solving the stated problems.

The literature on psychological optimisation will be presented in terms of the following models and theories:

- Self-actualisation theory of Maslow (1970; 1971)
- Holistic theory of Allport (1945; 1955; 1961)
- Self-concept theory of Rogers (1951; 1961)
- Existential theory of Frankl (1959; 1962; 1965; 1974; 1978)

The literature on training will be presented from the following models and theories:

- Powers' (1992) instructor excellence
- Milne and Noone's (1996) qualities of a "good" trainer
- McLagan's (1989) key output and requirements for trainers
- Rae's (1991; 1992) core skills for a competent trainer

The methodological assumptions underlying this research project are the following. By critically studying the most relevant literature on the chosen variables of psychological optimisation and training competence, a hypothesis can

be formulated about the relationship between them.

This hypothesis can then be tested by the following actions, first by quantifying the first variable psychological optimisation by means of an appropriate measuring instrument, applied to a representative sample of the population as discussed in the background and problem statement to the research project. The measured sample can be divided into low and high behaviour on the variable psychological optimisation. Working with these two groups of respondents manifesting low versus high behaviour on the variable of psychological optimisation, the qualitative determining of their experience of the second variable of training competence will indicate the relationship between both variables. From this result, recommendations can then be made to solve the general problem underlying this research project, namely to determine if there is a relationship between psychological optimisation and training competence.

1.5 RESEARCH DESIGN

In this research the independent variable is the level of psychological optimisation and the dependent variable of training competence.

The literature review will be presented in a qualitative, descriptive way. The empirical study will be presented in an investigative way using quantitative and qualitative methods to test the pre-stated hypothesis.

The relevant person roles in this research refer to the first person as a researcher, student, psychometrist and interviewer, and the second person as a human being, employee and respondent.

In this research the internal validity on a contextual level will be ensured by using models, theories and measuring instruments chosen in a representative manner, and presented in a standardised manner. The external validity will be ensured by

selecting a sample that is representative of the population.

In this research project the unit of investigation and analysis is the individual trainer within a tertiary educational institution.

1.6 RESEARCH METHOD

This research will be conducted in two phases, each consisting of various steps.

Phase 1 Literature review

Step 1 Psychological optimisation

Psychological optimisation will be defined and the personality profile of the psychologically optimal function person will be constructed.

Step 2 Training competence

Training competence will be defined and the personality profile of the competent trainer will be constructed.

Step 3 Integration

Integration of the above two profiles on psychological optimisation and training competence in order to search for theoretical correspondence. From this the empirical hypothesis can be formulated.

Phase 2 Empirical research

Step 1 Description of the population and the sample

The population will be the lecturers from a tertiary education institution and the sample will be the lecturers who respond to the

forwarded letter requesting their participation in the research project.

- Step 2 Choosing the psychometric instrument
The Personal Orientation Inventory (POI) will be chosen.
- Step 3 Data gathering
Quantitative research: the covering letter, biographical questionnaire, Personal Orientation Inventory and the relevant answer sheet will be hand delivered.
Qualitative research: tape recorded interviews will be held with the interviewees, and notes will be taken.
- Step 4 Data analysis
Quantitative research: the POI will be hand scored in order to determine the five respondents with the highest self-actualisation scores and the five respondents with the lowest self-actualisation scores. The data of these respondents will be correlated with the descriptive data, followed by a factor analysis on the scales of the POI.
Qualitative research: the report will be transcribed, themes will be identified and individuals will be classified as matched, resembled or did not match or resemble the profile of the competent trainer.
- Step 5 Formulation of the research hypothesis.
The hypothesis will be formulated to cover the objectives of the research.
- Step 6 Reporting and interpretation of quantitative results.
The quantitative results will be reported by means of tables.

- Step 7 Reporting and interpretation of qualitative results
The qualitative results will be reported by describing the themes that emerge.
- Step 8 Integration of quantitative and qualitative results
The focus will be on integrating the results of the quantitative study with those of the qualitative study.
- Step 9 Integration of the literature review and the empirical research
The focus will be on integrating the results of the empirical study with the findings of the literature research.
- Step 10 Conclusions of the research
The formulation of the conclusions will be based on the stated aims of the research project.
- Step 11 Limitations of the research
The formulation of limitations will be discussed with reference to the literature review and the empirical study.
- Step 12 Recommendations
Recommendations will be formulated to solve the problem statements with specific reference to optimising training competence.

1.7 CHAPTER DIVISION

To achieve the aims of the research the chapters will be presented in the following manner:

Phase 1 Literature review

Chapter 2 Psychological optimisation and its personality profile

Chapter 3 Training competence and its personality profile

INTEGRATION OF THE LITERATURE REVIEW

Phase 2 Empirical research

Chapter 4 Empirical study

Chapter 5 Results

Chapter 6 Conclusions, limitations and recommendations

1.8 CHAPTER SUMMARY

The chapter discussed the background to the research, problem statement, aims, research model, paradigm perspective, research design, research method and the chapter division.

Next psychological optimisation as well as its personality profile will be presented in chapter 2.

CHAPTER 2 PSYCHOLOGICAL OPTIMISATION AND ITS PERSONALITY PROFILE

Chapter 2 represents the second step in the literature review, namely psychological optimisation in the context of the humanistic-existential paradigm. The aim of this chapter is to define psychological optimisation, describe different views on the psychologically optimal functioning person, discuss the relevance of psychological optimisation in the workplace, determine the personality of the psychologically optimal functioning person, and to integrate the main elements on the psychologically optimal functioning person.

2.1 DESCRIPTION OF PSYCHOLOGICAL OPTIMISATION

Psychological optimisation will be described with specific reference to the process nature of psychological optimisation according to the continuum of Cilliers (1988:15).

The process nature of psychological optimisation is illustrated in figure 2.1:

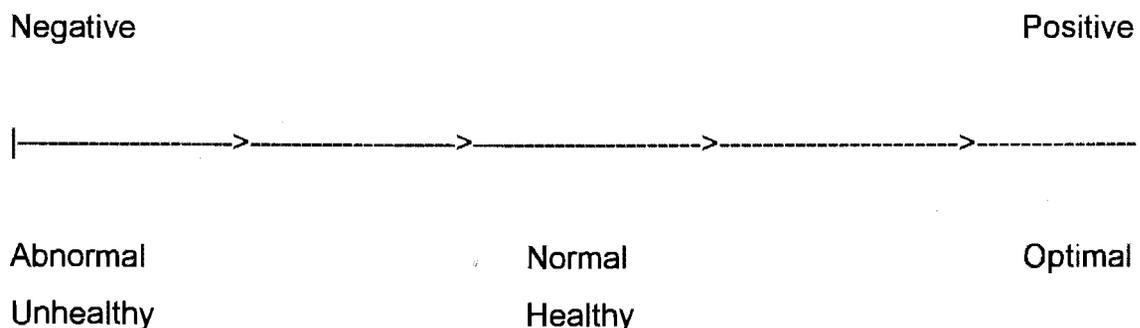


FIGURE 2.1 The process nature of psychological optimisation (Cilliers, 1988:15)

Critelli (1987:357-358) states that to be considered a psychological disorder, and therefore abnormal or unhealthy, an individual's behaviour usually manifests one

or more of the following:

- Psychological pain, such as depression or anxiety.
- Self-destructiveness or behaviour that is otherwise incompatible with adequate functioning, as in alcoholism or compulsive gambling.
- Loss of contact with reality.
- Social inappropriateness, behaviour that violates a culture's social rules.

Growth psychology is not concerned with the sick side of human nature but with the healthy side. Critelli (1987:380) states that: "the humanistic theories were designed with healthy personality specifically in mind". Normality is to be different from the average, to be free of disease or dysfunction, and growth refers to change that in some way goes beyond average functioning (Critelli, 1987:21).

Sonnekus (1996:50) states that: "Cilliers (1985) uses the phrase psychological optimality to encompass all the theories of self-actualisation". Cilliers (1984), as mentioned by Cilliers and Wissing (1993:6) defines psychological optimality as a natural, dynamic and creative process of growth in which the individual defines himself or herself and realises his or her entire physical, psychological and spiritual potential; the result is the development of an unique experience of personal unity and transcending interpersonal relationships and his or her relationship to God.

The psychologically optimal functioning person develops intrapersonal characteristics (cognitive, affective and conative), and interpersonal characteristics. Psychological optimisation is an intentional search for meaning in life reflecting a continuing process of growth (Cilliers, 1995:48).

For the purpose of this research psychological optimisation can be defined as an ongoing and creative process of growth with specific reference to the realisation of potential in order to live according to an unique purpose in life.

2.2 DIFFERENT VIEWS ON THE PSYCHOLOGICALLY OPTIMAL FUNCTIONING PERSON

For the purpose of the literature review, the psychologically optimal functioning person will be discussed from different humanistic-existential views. The term intrapersonal characteristics refers to what happens within an individual, whereas interpersonal characteristics refer to what happens between individuals.

2.2.1 Maslow: The self-actualising person

Maslow was an American clinical psychologist who headed the department of psychology at Brandeis University. He was one of the pioneers of the so-called third force in psychology. Maslow is especially known for his development of the self-actualising theory as well as the hierarchy of needs (Schulz, 1994:43).

Maslow had an optimistic view of man which not only positively stimulated psychology, but also exercised an influence on education and industry (Moller, 1995:213).

His holistic approach is based on human motivation which is incorporated in the hierarchy of needs, with self-actualisation as the highest need (Maslow, 1970:22).

Self-actualisation represents the ideal level of functioning, and the self-actualising person can overcome the restrictions in his or her environment to satisfy his or her needs, and accept the responsibility of fulfilling his or her potential (Meyer *et al.*, 1990:383). It also entails an action in which the self changes en route to a goal using a chosen vehicle and guided by value systems in a continual process within a specific context (Sonnekus, 1996:59). Therefore, Weiten (1997:481) states that the self-actualising person is a person with an exceptionally healthy personality, marked by continued growth.

Maslow (1970:133) states that the self-actualising person does not differ drastically from other people, and which led his theory of growth motivation.

There is no perfect self-actualising adult, but this does not prevent anyone from striving towards the goal of becoming such a person (Moller, 1995:210).

The intrapersonal characteristics are as follows:

Cognitively the self-actualising person knows the difference between good and evil, and thinks creatively (Meyer *et al.*, 1990:386-387). According to Maslow, as mentioned by Schulz (1994:49) he or she tends to be problem-centred and his or her perception is not coloured by specific needs or defences, but is accurate and realistic

Affectively this person has a feeling of community (Meyer *et al.*, 1990:386). According to Maslow, as mentioned by Schulz (1994:49) he or she has accepted both the good and the bad in everything, there is no need to deny negative aspects of anyone or anything.

Conatively Maslow feels that the self-actualising person accepts himself or herself, is spontaneous, is involved in tasks, is objective, and has peak experiences (Meyer *et al.*, 1990:383-386). He or she exhibits a continues freshness of appreciation, tends to accept democratic values, and is inner-directed (Schulz, 1994:50). This person is healthy, creative, democratic and spontaneous, but there is no perfect human being (Maslow, 1970:176). According to Maslow, as mentioned by Critelli (Critelli, 1987:373-374) he or she devotes himself or herself to some activity of work for its own sake rather than for fame or profit.

The interpersonal characteristics are as follows:

This person believes in the quality of friends not the quantity (Meyer *et al.*, 1990:385). Maslow (1970:166) states the following: "I haven't got time for many friends. Nobody has, that is, if they are to be real friends." According to Maslow, as mentioned by Schulz (1994:50) he or she tends to seek out other self-actualisers as friends and such friendships are few but are deep and rich. Maslow states that the self-actualising person is interested in the welfare of others, and he or she shows altruistic, unselfish and non-possessive love to others (Critelli, 1987:373).

2.2.2 Allport: The mature person

Allport was an American psychologist who made profound contributions, especially in the field of personality psychology. After his studies in the United States, Germany and Britain, Allport became a lecturer at Harvard from 1924 to 1966 (Schulz, 1994: 22).

Allport's basic assumptions are that the human being is an open system, his or her behaviour is not only determined by the environment and previous desires, but it is also determined by future plans and expectations, and lastly a person is unique and must be studied as a total person (Meyer *et al.*, 1990:334-345).

According to Allport (1955:344-345) the central aspect of personality is the deliberate and conscious intentions, hopes, aspirations and dreams of the mature person.

The intrapersonal characteristics are as follows:

Cognitively Allport (1945:218) states that intelligent and perspicacious planning for the future is always a significant feature of any mature life. Thus, a mature person is aware of reality and determines his or her own paths to success in life. Knowledge of oneself, is called insight (Allport, 1945:220). According to Allport,

as mentioned by Maddi (1995:267) the mature person has a realistic self-perception, is problem-centred, establishes self-objectification in the form of insight and humour, and lastly has a unified philosophy of life including a particular value orientation, differentiated religious sentiments, and a personalised conscience.

Affectively the mature person puts up with frustrations, takes the blame on him or herself, if it is appropriate to do so, and he or she has learned to live with his or her emotional states in such a way that they do not betray him or her into impulsive acts (Allport, 1961:188). According to Allport, as mentioned by Maddi (1980:131) this person has stable emotional security.

Conatively a mature person is driven to perform as well as he or she possibly can to attain high levels of competency and mastery in striving to satisfy his or her motives (Allport, 1955:288). According to Allport, as stated by Moller (1995:274) this person's objectives and values are guidelines for his or her behaviour, and acts according to his or her own norms, not according to norms forced from outside. It is important for this person to extend himself or herself to become a mature person (Allport, 1945:217).

The interpersonal characteristics are as follows:

According to Allport, as mentioned by Maddi (1995:131), this person has dependable techniques for relating warmly to others (such as tolerance). Allport, as stated by Schulz, (1994:32) emphasizes that the mature person is not exclusively self-absorbed, but has a few intimate relationships with family members or close friends.

2.2.3 Rogers: The fully functioning person

Rogers was an American psychologist and psychotherapist who, after having

studied at various universities, accepted a position as psychologist in the Child Study Department of the Society for the Prevention of Cruelty to Children in Rochester, New York. He is known for his unique, non-directive or client-centred therapy (Schulz, 1994:34).

Moller (1995:247) states that Rogers was one of the pioneers and leading figures of modern-day humanism.

McConnel (1989:431) states that: "Rogers believed you exist in a phenomenal world which is reality as you experience it".

According to Rogers, as mentioned by Meyer *et al.* (1990:400) the basic motive for functioning is the tendency of the person to strive towards actualisation, to accomplish one's full potential through continuous striving and to become the best person that one can be.

Maddi (1980:90) mentions that Rogers found that all the potentialities of the human being are in the service of maintaining life. Maddi also states that this enhancement of an individual's life is part of his or her fulfilment model, and that an individual has an actualising tendency (1980:88-96). Rogers (1961:186) states that self-actualisation represents a life-long process.

The intrapersonal characteristics are as follows:

Cognitively Rogers states that this person is open to experiences (Maddi, 1980:112) and he or she views him or herself in a positive light (Rogers, 1961:196). According to Rogers, as mentioned by Critelli (1987:367) this person does not see him or herself as a fixed and an identifiable object, but as a flow of ideas, images, and feelings.

Affectively Rogers states that the fully functioning person is characterised by love

of self and others, and congruence between sense of the self and certain qualities (Maddi, 1980:112). Rogers pictures the fully functioning person not as someone who is always happy, but as someone who is more alive, more sensitive to experience, and more aware of his or her emotions (Critelli, 1987:366). According to Rogers this person feels that he or she is free to choose his or her own course in life, free to make his or her own decisions, and free to adopt any attitude he or she desires toward the events of life (Critelli, 1987:370).

Conatively Rogers states that this person has a free spectrum of experiences, the self-concept is integrated, and he or she is able to use his or her talents and abilities to maximise his or her potential (Meyer *et al.*, 1990:408). According to Rogers this person is creative and his or her non-defensive attitude allows him or her to take chances, and although these chances may often result in ideas that don't work, they sometimes lead to artistic or intellectual breakthroughs (Critelli, 1987:370).

The interpersonal characteristics are as follows:

According to Rogers the fully functioning person feels worthy of being liked by other people and is capable of caring deeply for them, and satisfying his or her positive regard by forming successful interpersonal relationships, thus he or she demonstrates unconditional positive regard for others and toward himself or herself (Ewen, 1993:385).

2.2.4 Frankl: The self-transcendent person

Frankl was a German psychiatrist and held a prestigious position at the Medical Faculty of the University of Vienna. He was the father of logotherapy where "logos" is intended to signify "the spiritual" and, beyond that, "the meaning" (Frankl, 1965:x-xi). Frankl's existential theory focuses on "healing through meaning" (Frankl, 1978:19).

Existential psychology has made a considerable contribution by propounding an anti-deterministic view of human beings which enabled psychology to understand human beings and their problems of existence in life (Moller, 1995:255). Therefore, the researcher has decided to include the existential theory of Frankl in this research.

A person's search for meaning is the primary force in his or her life, and this meaning is unique and specific in that it must be fulfilled by him or her alone (Frankl, 1974:99).

According to Frankl (1959:52) man lives by his or her ideals and values, and he describes three systems of values, namely creative values, experiential values and attitudinal values.

The intrapersonal characteristics are as follows:

Cognitively Frankl states that this person focuses on the future, he or she sees his or her work as a vocation, and he or she recognises the meaning of suffering (Meyer *et al.*, 1990:456-457).

Affectively Frankl (1959:148) testifies that, after suffering there is a wonderful feeling as this person needs no longer fear, except to fear God. Without suffering and death this person's life cannot be complete (Frankl, 1974:67). Frankl (1974:113) states that love is the only way to grasp another human being in the innermost core of his being.

Conatively Frankl states that he or she has self-determined behaviours, appreciates beauty and has realistic observations (Meyer *et al.*, 1990:455-457). Frankl (1962:101) emphasises the fact that the self-transcendent person is drawn by values, thus highlighting freedom of choice. The attempt to develop a sense of humour and to see things in a humorous light is some kind of trick learned while

mastering the art of living (Frankl, 1974:43).

The interpersonal characteristics are as follows:

According to Frankl this person reaches out towards other people and he or she respects the uniqueness of others (Meyer *et al.*, 1990:455). By the spiritual act of love he or she is enabled to see the essential traits and features in the beloved person, as well as his or her potential (Frankl, 1974:113).

2.3 RELEVANCE OF PSYCHOLOGICAL OPTIMISATION IN THE WORKPLACE

The workplace enables society to pursue goals that could not be achieved by individuals alone (Gibson, Ivancevich & Donnely, 1997:492). There is a distinctly humanistic orientation within organisational behaviour. A person and his or her attitudes, perceptions, learning capabilities, feelings and goals are important in the workplace (Gibson *et al.*, 1997:5). Work is not merely "making a living", it can push one into achieving one's potential, or it can stifle and diminish one's life (Nikelly, 1977:103) and work of any kind is closely connected with one's sense of personal identity (Nikelly, 1977:249).

The key difference between a highly successful workplace and a mediocre one is the work motivation of employees - their willingness to expend sustained effort on their jobs, and carry out their responsibilities (Baron & Byrne, 1994:615).

Nikelly (1977:297) states that: "No man is an island, and growth usually begins within a group of some sort - through meaningful work, in educational situations, and in creative endeavours".

The psychologically optimal functioning person is able to fulfill his or her needs and challenges through intense dedication to his or her work. One way toward

fulfilment is to find satisfaction in one's work (Nikelly, 1977:297). According to Nikelly (1977:30) paths to fulfilment include self-realisation, love, independence, transcending oneself, personal involvement, self-disclosure, humanistic identification and interpersonal competence.

The psychologically optimal functioning person sees his or her work as a vocation (Meyer *et al.*, 1990:456). Career competency is of obvious economic importance, but its contribution to a person's emotional well-being is often overlooked (Nikelly, 1977:102). Hirszowicz (1985:89) states that a happy worker and a worker with a healthy well-being, and subsequently his or her satisfaction, is more productive in the workplace.

Kolbe (1990:9) mentions the three-faculty concept of the mind as set out in table 2.1.

TABLE 2.1 THE THREE-FACULTY CONCEPT OF THE MIND (Kolbe, 1990:9)

COGNITIVE	AFFECTIVE	CONATIVE
Thinking	Feeling	Willing
Truth	Beauty	Goodness
Thought	Emotion	Volition
Epistemology	Aesthetics	Ethics
Knowing	Caring	Doing
Thought	Mood	Behaviour

According to Kolbe (1990:9) the manager in the workplace must realise that a worker has cognitive, affective and conative qualities which should be taken into consideration. Production efficiency depends basically on three elements, namely the employee's skills, the work environment and the employee's desire to perform (Huysamen, 1997:32).

A person who believes in growth, devotes him or herself to some activity of work for its own sake rather than for fame or profit, and he or she chooses his or her own values (Critelli, 1987:374). This inner-directed person is self-directed and has strong and socially accepted values as well as a solid conscience (Nikelly, 1977:67). Allport believes that personal values are the dominating force in life and all of a person's activities are directed toward the realisation of these values (Allport, 1961:543). Managers need to clarify with their employees what values and behaviours are expected, inspected and rewarded (Renton, 1996:29).

2.4 THE PERSONALITY PROFILE

The various theories, as discussed in 2.2, will now be integrated in a personality profile reflecting the characteristics of the psychologically optimal functioning person. This profile is presented in terms of the intrapersonal and interpersonal behavioural characteristics, and, lastly in terms of work-related characteristics.

2.4.1 Intrapersonal characteristics

Cognitively the psychologically optimal functioning person knows the difference between good and evil, and thinks creatively (Meyer *et al.*, 1990:386-387). He or she is problem-centred (Maddi, 1995:267; Schulz, 1994:49), accurate and realistic (Schulz, 1994:49). Allport (1945:218) states that intelligent and perspicacious planning for the future is always a significant feature of any mature life. He or she is aware of reality and determines his or her own paths in life (Allport, 1945: 218) and knowledge of himself or herself is called insight (Allport, 1945:220). This person has a realistic self-perception, is value-oriented and has a personalised conscience (Maddi, 1995:267). This person is open to experiences (Maddi, 1980:112) and he or she view him or herself in a positive light (Rogers, 1961:196). He or she sees him or herself as a flow of ideas, images, and feelings (Critelli, 1987:367). This person focuses on the future, sees his or her work as a

vocation, and recognises the meaning of suffering (Meyer *et al.*, 1990:456-457).

Affectively the psychologically optimal functioning person has a feeling of community (Meyer *et al.* 1990:386) and he or she has accepted both the good and the bad in everything, there is no need to deny negative aspects of anyone (Schulz, 1994:490). This person has stable emotional security (Maddi, 1980:131) and puts up with frustrations, and has learned to live with his or her emotional states in such a way that they do not betray him or her into impulsive acts (Allport, 1961:188). He or she is characterised by love of self and others (Maddi, 1980:112). Rogers pictures this person not as someone who is always happy, but as someone who is more alive, more sensitive to experience, and more aware of his or her emotions (Critelli, 1987:366). He or she feels that he or she is free to choose his or her own course in life, free to make his or her own decisions, and free to adopt any attitude he or she desires towards the events of life (Critelli, 1987:370). Frankl testifies that after suffering there is a wonderful feeling that this person need not fear any longer, except to fear God (Frankl, 1959:148). Frankl (1974:113) states that love is the only way to grasp another human being in the innermost core of being.

Conatively the psychological optimal functioning person, accepts him or herself, is spontaneous, is involved in tasks, is objective, and has peak experiences (Meyer *et al.*, 1990:383-386). He or she exhibits a continuous freshness of appreciation, tends to accept democratic values, and is inner directed (Schulz, 1994: 50). He or she has knowledge of social norms (Baron & Greenberg, 1989:201). This person is healthy, creative and democratic (Maslow, 1970:176). He or she devotes himself or herself to some activity of work for its own sake rather than for fame or profit (Critelli, 1987:373-374). This person's objectives and values are guidelines for his or her behaviour, and he or she acts according to his or her own norms (Moller, 1995: 274). He or she is driven to perform as well as he or she possibly can to attain high levels of competency and mastery in striving to satisfy his or her motives (Allport, 1955:288). This person has a free spectrum

of experiences, the self-concept is integrated, and he or she is able to use his or her talents and abilities to maximise his or her potential (Meyer *et al.*, 1990:408). He or she has self-determined behaviours and appreciates beauty (Meyer *et al.*, 1994: 455-457). He or she is drawn by values and attempts to develop a sense of humour while mastering the art of living (Frankl, 1974:43).

2.4.2 Interpersonal characteristics

The psychologically optimal functioning person believes in the quality of friends, not the quantity of friends (Meyer *et al.*, 1994:385) and he or she tends to seek out other self-actualisers as friends and such friendships are few but are deep and rich (Schulz, 1994:50). He or she has a few intimate relationships with family members or close friends (Schulz, 1994:32). He or she is interested in the welfare of others, and he or she shows altruistic, unselfish and non-possessive love for others (Critelli, 1987:373). This individual has dependable techniques for relating warmly to others (such as tolerance) (Maddi, 1995:131). This person feels worthy of being liked by other people and is capable of caring deeply for them, and satisfy his or her positive regard by forming successful interpersonal relationships (Ewen, 1993:385). He or she reaches out to other people and respects the uniqueness of others (Meyer *et al.*, 1990:455) and by the spiritual act of love he or she is enabled to see traits and features in the beloved person, as well as the potential in him or her (Frankl, 1974: 113).

2.4.3 Work-related characteristics

Cilliers and Wissing (1993:6) state that the cognitive characteristics of the psychologically optimal functioning person are objective thinking, rational thinking and reasoning. Conation is the act of willing (McConnel, 1989:150). Cognitive factors are problem-solving ability emphasising alternative generation and means-end thinking, self-monitoring through self-reinforcement and self-punishment (Baird, 1983:4-6). This person knows himself or herself, which makes it easier to

see others accurately and he or she accepts him or herself, therefore he or she sees favourable aspects in others (Gibson *et al.*, 1997:100). He or she views him or herself positively and favourably (Baron & Greenberg, 1989:205). The psychologically optimal functioning person believes that he or she performs adequately in a situation, and this is called self-efficacy (Gibson *et al.*, 1997:155).

The affective characteristics of the psychologically optimal functioning person are openness, awareness of and sensitivity to of his and her own emotions, feelings and needs, the acceptance of full responsibility, emotional independence, self-respect and self-acceptance (Cilliers & Wissing, 1993:6). When such a person gives love, he or she helps others to feel secure, safe, validated and affirmed in their essential: worth, identity and integrity, and thus enhances his or her own ability to discover and live true to the highest and best within him or her (Covey, 1994:199). Emotional factors are monitoring and assessment of positive and negative emotional states (Baird, 1983:6). He or she feels free to express his or her feelings (Gibson *et al.*, 1997:418).

Cilliers and Wissing (1993:6) state that the psychologically optimal functioning person has the following conative characteristics: self-direction, internal locus of control and freedom of choice. According to Covey (1994:74) attitudinal values are important in order to respond to what a person experiences in life. Critelli (1987:386) states that openness to peak experiences, an understanding of one's motives, an acceptance of the imperfect being that one is, the ability to live in the moment, limit dichotomies and create a less rigid self-image are some of the characteristics needed for optimal functioning. Behavioural factors of this person are verbal behaviours such as positive statements to the self and others, and non-verbal behaviours such as posture, voice tone, latency, gestures and eye contact (Baird, 1983:6). By intelligent use of the organisation's channels of communication, this person stimulates beneficial communication (Gibson *et al.*, 1997:242). This person has perspective-taking abilities which entail the

understanding of how a situation appears to another person and how that person is reacting cognitively and affectively (Johnson & Johnson, 1987:384). He or she has the motivation to achieve - the desire to succeed at difficult tasks, is task-oriented, and has the desire to receive feedback on performance (Baron & Greenberg, 1989:207). Furthermore, this person has high aspirations, is career-orientated, and seeks intrinsic satisfaction from his or her job (Beach, 1985:342). This individual moves toward the full use of his or her talents, capacities, and potentialities (Johnson & Johnson, 1987:385). He or she also has a meaningful direction and purpose in life, a sense of "where he or she is going" which is valued by others and which is similar to the goals of the significant persons in his or her life (Johnson & Johnson, 1987:384). This person's actions are goal-directed (Beach, 1985:295) and he or she is committed to the objectives of the organisation (Beach, 1985:310).

Cilliers and Wissing (1993:6) summarise the interpersonal characteristics of the psychologically optimal functioning person as follows: optimistic and unconditional acceptance of and respect for other people, qualitative interpersonal contact with other people, not quantitative relations; the person also maintains deeper relations, displaying responsible and spontaneous behaviour, and acts according to his or her own feelings, sensitivities and empathically considers other people in a loving way. This person first understands, then he or she will be understood (Covey, 1994:237), thus establishing healthy relationships.

According to Nikelly (1977:43-44) interpersonal competence refers to the ability to relate effectively to others, deal with social situations, and to be capable of producing results through one's actions and behaviour. In order to ensure interpersonal competence the psychologically optimal functioning person reveals himself or herself, communicates by drawing on his or her emotion and expresses his or her feelings, gives, accurate honest, constructive verbal feedback, controls emotions, and fosters behaviour of a desirable nature in others (Nikelly, 1977:44-45). This person has humanising relationships that reflect the qualities of

kindness, mercy, consideration, tenderness, love, concern, compassion, responsiveness, and friendship (Johnson & Johnson, 1987:384). The psychologically optimal functioning person has an awareness of meaningful cooperative interdependence with others (Johnson & Johnson, 1987:384). He or she has social sensitivity which entails the ability to understand others' verbal statements.

2.5 INTEGRATION

An integration of the characteristics of the psychologically optimal functioning person, as discussed in 2.4, and the work-related characteristics, as discussed in 2.4.3, will now be presented.

2.5.1 Intrapersonal characteristics

The intrapersonal characteristics will now be presented.

2.5.1.1 Cognitive characteristics

Cognitively the psychologically optimal functioning person knows the difference between good and evil, and thinks creatively (Meyer *et al.*, 1990:386-387). Cilliers and Wissing (1993:6) state that the cognitive characteristics of the psychologically optimal functioning person are objective thinking, rational thinking and reasoning. He or she is problem-centred (Baird 1983:4; Maddi, 1995:267; Schulz, 1994:49), accurate (Gibson, Ivancevich & Donnely, 1997:100; Schulz, 1994:49) and realistic (Schulz, 1994:49). Cognitive factors are the generation of alternatives and means-end thinking, self-monitoring through self-reinforcement and self-punishment (Baird, 1983:4-6). This person knows himself or herself which makes it easier to see others accurately and as he or she accepts himself or herself, he or she sees favourable aspects in others (Gibson *et al.*, 1997:100). Knowledge into himself or herself is called insight (Allport, 1945:220). This person has a realistic self-

perception, is value-oriented and has a personalised conscience (Maddi, 1995:267).

This person is open to experiences (Maddi, 1980:112) and he or she views himself or herself in a positive light (Baron & Greenberg, 1989:205; Rogers, 1961:196) and favourably (Baron & Greenberg, 1989:205). He or she sees himself or herself as a flow of ideas, images, and feelings (Critelli, 1987:367). The psychologically optimal functioning person believes that he or she performs adequately in a situation, and this is called self-efficacy (Gibson *et al.*, 1997:155). This person focuses on the future, sees his or her work as a vocation, and recognises the meaning of suffering (Meyer *et al.*, 1990:456-457). Allport (1945:218) states that intelligent and perspicacious planning for the future is always a significant feature of any mature life. Such a person is aware of reality and determines his or her own paths in life (Allport, 1945:218).

2.5.1.2 *Affective characteristics*

Affectively the psychologically optimal functioning person has a feeling of community (Meyer *et al.*, 1990:386) and he or she has accepted both the good and the bad in everything, there is no need to deny negative aspects of anyone (Schulz, 1994:490). This person has stable emotional security (Maddi, 1980:131) and puts up with frustrations, and has learned to live with his or her emotional states in such a way that they do not betray him or her into impulsive acts (Allport, 1961:188). The affective characteristics of the psychologically optimal functioning person are openness, sensitivity of his and her own emotions, feelings and needs, acceptance of full responsibility, emotional independence, self-respect and self-acceptance (Cilliers & Wissing, 1993:6).

Emotional factors are monitoring and assessment of positive and negative emotional states (Baird, 1983:6). He or she feels free to express his or her feelings (Gibson *et al.*, 1997:418). He or she is characterised by love of self and

others (Covey, 1994:199; Maddi, 1980:112). Rogers pictures this person not as someone who is always happy but as someone who is more alive, more sensitive to experience, and more aware of his or her emotions (Cilliers & Wissing, 1993:6; Critelli, 1987:366). He or she feels that he or she is free to choose his or her own course in life, to make his or her own decisions, and to adopt any attitude he or she desires towards the events of life (Critelli, 1987:370). Frankl testifies that after suffering this person has a wonderful feeling that he or she need to fear no longer, except to fear God. Frankl (1974:113) states that love is the only way to grasp another human being in the innermost core of being. When such a person helps others to feel secure, safe, validated and affirmed in their essential worth, identity and integrity, he or she enhances his or her own ability to discover and live true to the highest and best within him or her (Covey, 1994:199).

2.5.1.3 *Conative characteristics*

Conatively the psychologically optimal functioning person has an accurate observation of reality, accepts himself or herself, is spontaneous, is objective, and has peak experiences (Meyer *et al.*, 1990:383-386). This person is involved in tasks (Meyer *et al.*, 1990:384) and has the motivation to achieve - the desire to succeed at difficult tasks, he or she is task-oriented, and has the desire to receive feedback on performance (Baron & Greenberg, 1989:207). He or she exhibits a continuous freshness of appreciation, tends to accept democratic values, and is inner-directed (Schulz, 1994: 50). This person is healthy, creative and democratic (Maslow, 1970:176). Cilliers and Wissing (1993:6) state that the psychologically optimal functioning person has the following conative characteristics: self-direction, an internal locus of control and freedom of choice. He or she devotes himself or herself to some activity of work for its own sake rather than for fame or profit, and this person chooses his or own values rather than simply accepting the values of his or her culture (Critelli, 1987:373-374). This person's objectives and values are guidelines for his or her behaviour, and he or she acts according to his or her own norms (Moller, 1995: 274).

He or she is driven to perform as well as he or she possibly can to attain high levels of competency and mastery in striving to satisfy his or her motives (Allport, 1955:288), and this individual moves toward the full use of his or her talents, capacities, and potentialities (Johnson & Johnson, 1987:385). He or she has a free spectrum of experiences, the self-concept is integrated, and he or she is able to use his or her talents and abilities to maximise his or her potential (Meyer *et al.*, 1990:408). This individual is creative and his or her non-defensive attitude allows him or her to take chances. He or she has self-determined behaviours and appreciates beauty (Meyer *et al.*, 1990: 455-457). He or she is drawn by values and attempts to develop a sense of humour while mastering the art of living (Frankl, 1974:43). According to Covey (1994:74) attitudinal values are important in order to respond to what he or she experiences in life. Critelli (1987:386) states that openness to peak experiences, the ability to understand one's motives, acceptance of the imperfect being that one is, the ability to live in the moment, to limit dichotomies and, to create a less rigid self-image are some of the characteristics that are required for optimal functioning.

Behavioural factors of this person are verbal behaviours such as positive statements to self and other, and non-verbal behaviours such as posture, voice tone, latency, gestures and eye contact (Baird, 1983:6). By intelligent use of the organisation's channels of communication, this person stimulates beneficial conflict (Gibson *et al.*, 1997:242). This person has perspective-taking abilities which entail the understanding of how a situation appears to another person and how that person is reacting cognitively and affectively (Johnson & Johnson, 1987:384). Furthermore this person has high aspirations, is career-oriented, and seeks intrinsic satisfaction from his or her job (Beach, 1985:342). He or she also has a meaningful direction and purpose in life, a sense of "where he or she is going" that is valued by others and that is similar to the goals of the significant persons in his or her life (Johnson & Johnson, 1987:384). This person's actions are goal-directed (Beach, 1985:295) and he or she is committed to the objectives of the organisation (Beach, 1985:310).

2.5.2 Interpersonal characteristics

This psychologically optimal functioning person has humanising relationships that reflect the qualities of kindness, mercy, consideration, tenderness, love, concern, responsiveness, and friendship (Johnson & Johnson, 1987:384). By the spiritual act of love he or she is enabled to see traits and features in the beloved person, as well as the potential in him or her (Frankl, 1974:113). According to Nikelly (1977:43-44) interpersonal competence refers to the ability to relate effectively to others, to deal with social situations, and to be capable of producing results through one's actions and behaviour. In order to ensure interpersonal competence the psychologically optimal functioning person reveals himself or herself, communicates by showing his or her emotions and expresses his or her feelings, gives accurate honest, constructive verbal feedback, controls his or her emotions, and fosters behaviour of desirable nature to others (Nikelly, 1977:44-45). This person first understands, then is understood (Covey, 1994:237) in order to have healthy relationships. He or she has social sensitivity which entails the ability to understand others' verbal statements and has knowledge of social norms (Baron & Greenberg, 1989:201). He or she has an awareness of meaningful, cooperative interdependence with others (Johnson & Johnson, 1987:384).

This person believes in the quality of friends, not the quantity (Meyer *et al.*, 1990:385) and he or she tends to seek out other self-actualisers as friends and such friendships are few but are deep and rich (Schulz, 1994:50). He or she has a few intimate relationships with family members or close friends (Schulz, 1994:32). He or she has compassion (Johnson & Johnson, 1987:384) and is interested in the welfare of others, shows altruistic, unselfish and non-possessive love to others (Critelli, 1987:373). This individual has dependable techniques for relating warmly to others (such as tolerance) (Maddi, 1995:131).

Cilliers and Wissing (1993:6) summarise the interpersonal characteristics of the

psychologically optimal functioning person as follows: optimistic and unconditional acceptance of and respect of other people, qualitative interpersonal contact with other people, not quantitative relations, as well as deeper relations characterised by responsible and spontaneous behaviour, and acts according to his or her own feelings, sensitivities and empathically considers other people with love. This person feels worthy of being liked by other people and is capable of caring deeply for them, and satisfies his or her positive regard by forming successful interpersonal relationships (Ewen, 1993:385). He or she reaches out to other people and respects the uniqueness of others (Meyer *et al.*, 1990:455).

2.6 CHAPTER SUMMARY

In this chapter psychological optimisation was described from various points of view. The relevance of psychological optimisation was discussed in the workplace, the personality profile of the psychologically optimal functioning person was determined, and finally an integrated profile was constructed.

Herewith specific aim number one, namely to define psychological optimisation and to construct a personality profile for the psychological optimal functioning person, is met.

Next training competence and its personality profile will be presented in chapter 3.

CHAPTER 3 TRAINING COMPETENCE AND ITS PERSONALITY PROFILE

Chapter 3 represents the second step in the literature review, namely training competence. The aim of this chapter is to describe training competence, set out various views on the competent trainer, discuss the relevance of training competence in the workplace, determine the personality profile of the competent trainer, and to integrate the main elements of the competent trainer.

3.1 DESCRIPTION OF TRAINING COMPETENCE

Training competence is described in chapter 1 (sec. 1.4).

3.2 DIFFERENT VIEWS ON THE COMPETENT TRAINER

The performance of trainers is described in terms of knowledge, attitudes and values, and skills.

3.2.1 Powers' mastering deliverance of training through instructor excellence

The *knowledge* areas that are required for a trainer, according to Powers (1992:17) are:

- subject matter - from minimal to extensive knowledge of the subject to be taught;
- organisation - from minimal to extensive knowledge of the organisations involved;
- trainees - from minimal to extensive knowledge of the trainee population;
- adult learning - from minimal to extensive knowledge of how adults learn;

and

- training - minimal knowledge of performance or needs analysis, course development, delivery and evaluation.

According to Powers (1992:69) the trainer's *attitude* is that he or she is emotionally accessible in class, in other words he or she must let participants know that it is desirable to approach the trainer, to ask questions and even to disagree with or her.

Powers (1992:19) states that the trainer *values* the following:

- energy - the capacity for doing work and overcoming obstacles;
- enthusiasm - eagerness and a visibly high level of interest in the subject matter;
- commitment - the ability to keep agreements and meet deadlines;
- integrity - honesty, sincerity and adherence to high standards;
- self-presentation - the ability to model desired behaviours;
- self-management - the capacity to work effectively with minimal supervision; and
- self-objectivity - the capacity to seek and accept feedback.

Powers (1992:16-17) states that the following *skills* are necessary for instructor excellence:

- verbal skills - the ability to speak effectively;
- interpersonal skills - the ability to work effectively with others;
- leadership - the ability to lead people to accomplish objectives without creating hostility;
- reading - the ability to read and comprehend course material;
- organising and planning - the ability to develop plans and to set priorities;
- platform skills - the ability to establish and hold eye contact, move and

- gesture naturally, and speak with a variety of inflections;
- decision making - the ability to make sound decisions given the information available;
 - flexibility - the ability to change plans to meet objectives;
 - analytical skills - the ability to comprehend and interpret information;
 - problem-solving - the ability to constructively handle unexpected problems;
 - feedback - the ability to provide motivational and developmental feedback;
 - questioning - the ability to ask questions in a way that produces a desired response;
 - participation - the ability to get people involved;
 - initiative - the ability to initiate desired actions;
 - management of diverse groups - the ability to successfully manage a mix of people;
 - risk taking - the ability to take unplanned or risky actions to accomplish objectives; and
 - writing skills - the ability to write clearly and concisely.

3.2.2 McLagan's key output and requirements for trainers

According to McLagan (1989:43-44) the following areas of *knowledge* are required for a trainer: functional knowledge and factual knowledge. Functional knowledge is the technical knowledge and factual knowledge is the business-related knowledge such as economics, management and administration. Furthermore a trainer possesses self-knowledge - knowing one's personal values, needs, interests, style, and competencies and their effect on others (McLagan, 1989:45).

Skills required of a trainer are divided into intellectual skills and interpersonal skills (McLagan, 1989:45).

Intellectual skills are as follows:

- intellectual versatility - recognising, exploring, and using a broad range of ideas and practices, and thinking logically and creatively without undue influence from personal biases;
- skills of observation - recognising objectively what is happening in or across situations; and
- visioning skill - projecting trends and visualising possible and probable features and their implications.

Interpersonal skills are as follows:

- coaching skills - helping individuals recognise and understand personal needs, values, problems, alternatives and goals;
- feedback skills - communicating information, opinions, observations, and conclusions so that they are understood and can be acted on;
- group-process skills - influencing groups in order for tasks, relationships and individual needs to be addressed;
- presentation skills - presenting information orally so that an intended purpose is achieved;
- questioning skills - gathering information by stimulating insight into individuals and groups through the use of interviews, questionnaires and other probing methods; and
- relationship-building skills - establishing relationships and networks across a broad range of people and groups.

3.2.3 Rae's core skills for a competent trainer

According to Rae, (1991:26) the trainer has the following *knowledge*: organisational knowledge and training knowledge.

The trainer *values* the following, according to Rae (1991:26-36):

- sensitivity to programme feedback;
- resilience;
- commitment;
- creativity;
- self-development;
- self-awareness;
- shares credibility;
- humour; and
- self-confidence.

According to Rae (1991:231) the trainer has the following skills:

- group presentation skills - those speaking coherently in a manner which is acceptable to a group and that helps rather than distracts from the message;
- group discussion skills - those concerned with initiating the discussion and continuing with it to an effective final discussion relating to the session subject;
- activity operation and feedback for experiential events - setting up the prepared activities, controlling the trainees during the activity, and feedback or appraisal; and
- practical skills in the use of the visual aids.

3.2.4 Milne and Noon's qualities of a "good" trainer

According to Milne and Noone (1996:13-14) the following areas of *attitudes* are required for a "good" trainer:

- a positive attitude to learning.

Milne and Noone (1996:13-14) state that the trainer *values* the following:

- personality - warm, accepting, open-minded, humorous, respectful, outgoing and socially confident, thoughtful and challenging; and
- the nature of the relationship - encourages the learner, it is empowering, supportive, collaborative, generally relates to learner as an intelligent adult, and manages the learning environment to maximise the time engaged in learning

According to Milne and Noone (1996:13-14) the following *skills* are required for a “good” trainer:

- teaching methods - the trainer conveys information and concepts, rather than showing off, relates one part of programme to another, answers questions clearly and thoroughly, uses illustrations and examples, sets interesting and relevant learning tasks which are challenging, shows how the material is important or necessary, proceeds at a brisk pace, reviews and re-teaches as indicated by checking prior learning, includes the whole group, and provides correction and feedback; and
- preparation - the trainer is well organised (outline or plan presented, material used in logical sequence, good at managing time, and arrives early to arrange training materials).

3.3 RELEVANCE OF TRAINING COMPETENCE IN THE WORKPLACE

Training adds value when it helps the individual and organisation to do better than its present level of performance. Effective training requires good planning, not only planning of the total training programme, but also of each specific training intervention.

Expenditure on training provides the workplace with a long-term advantage which

leads to its continued existence (Cornelius, 1996:19). The trainer is evaluated according to the extent which each learner was successful in mastering the prescribed training objectives, and how successful a trainer is in motivating students to improve their performance (Erasmus & Van Dyk, 1996:122). The trainer is also held responsible for ensuring that students achieve the required skills, which have been set as objectives (Erasmus & Van Dyk, 1996:122).

In the workplace the trainer becomes pro-active instead of waiting for orders, and the trainer should be sufficiently aware of the workplace's needs, often before they become evident, to come forward with realistic, improving proposals which cannot be ignored (Rae, 1991:xvi). The trainer trains for change, productivity, task specialisation, a reduction in errors, improved performance, and the establishing of new attitudes, and training leads to the solution of operational problems (Cornelius, 1996:18-20). Two words sum up the overall requirement of the modern trainer, namely flexibility and pro-activity (Rae, 1991:xv). Therefore the trainer needs to be competent in the workplace.

McLagan, as quoted by Cilliers (1995:34), proposes the role and function of competencies set out in figure 3.1.

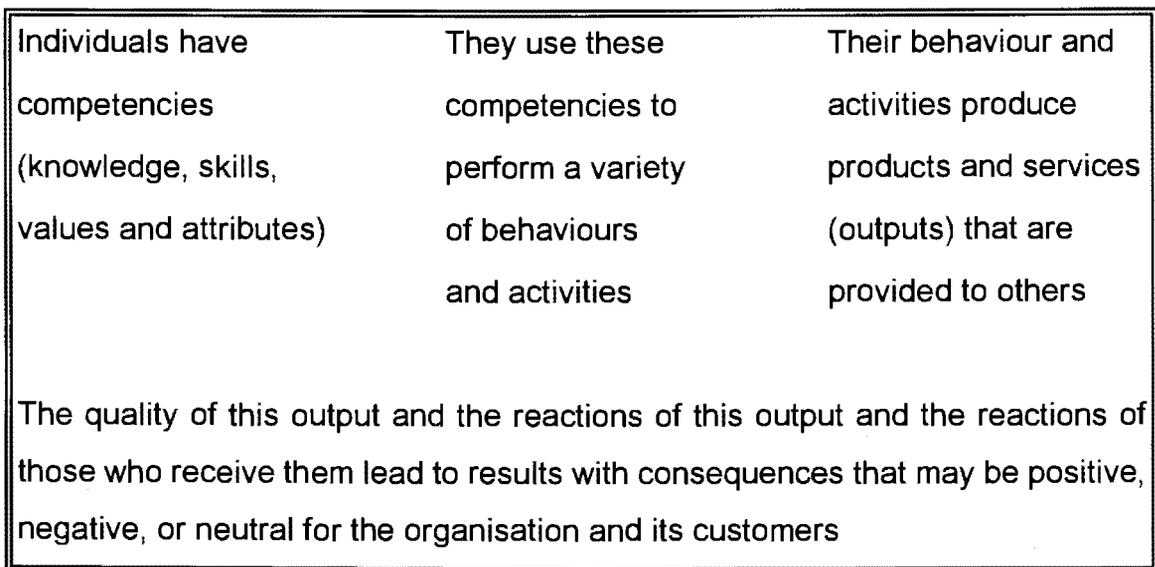


FIGURE 3.1 McLagan's role and function of competencies (Cilliers, 1995:34)

Meyer (1996:35) states that: "given the importance of intellectual capital in an organisational context and systematic understanding by an individual, the ability to use information by converting data to knowledge is essential to any level of competence".

Competence provides a common language and method that can integrate all human resources functions and services to help people, companies and even societies to be more productive in the challenging years ahead (Spencer & Spencer, 1993:347) and competence can be taught (Spencer & Spencer, 1993:286).

3.4 THE PERSONALITY PROFILE

The various views, as discussed in 3.2, will now be integrated in a personality profile reflecting the characteristics of the competent trainer.

3.4.1 Knowledge competence

According to Powers, (1992:17) the trainer has knowledge of the subject to be taught, the trainees, and knowledge of how adults learn. The trainer also has training knowledge (performance or needs analysis, course development, delivery and evaluation) (Powers, 1992:17). He or she has knowledge of the organisation (Powers, 1992:17; Rae, 1991:26) and factual knowledge of the business such as economics, management and administration (McLagan, 1989:44).

According to McLagan (1989:43-44) the trainer has functional knowledge (technical knowledge). Furthermore, the trainer possesses self-knowledge where he or she knows his or her personal values, needs, interests, style, and competencies and its effect on others (McLagan, 1989:45).

3.4.2 Attitudes and values competence

According to Powers (1992:69) the trainer's attitude is to be emotionally accessible during class, in other words he or she lets participants know that it is desirable to approach the trainer, to ask questions and even to disagree with the trainer. The trainer has a positive attitude to learning (Milne & Noone 1996:13-14).

The trainer values commitment (the ability to keep agreements and meet deadlines) (Powers, 1992:19; Rae, 1991:28). Powers (1992:19) states that the trainer also has the following values: energy (capacity for doing work and overcoming obstacles), enthusiasm (eagerness and visibly high level of interest in the subject matter), integrity (honesty, sincerity and adherence to high standards). The trainer values creativity, self-development, self-awareness, sharing credibility, and self-confidence (Rae, 1991:26-36). He or she also values humour (Milne & Noone, 1996:13; Rae, 1991:30).

Milne and Noone (1996:13-14) state that the trainer has the following values:

acceptance, open-mindedness, respect, social confidence, thoughtfulness and challenging. They (Milne & Noone, 1996:13-14) also state that the trainer encourages the learner, is empowering and supportive, collaborative, generally relates to the learner as an intelligent adult, and manages the learning environment to maximise the time devoted to learning.

3.4.3 Skills competence

Powers (1992:16-17) states that the trainer has the following skills: verbal skills (the ability to speak effectively), leadership (the ability to lead people to accomplish objectives without creating hostility), reading skills (the ability to read and comprehend course material), organising and planning skills (the ability to develop plans and to set priorities), platform skills (the ability to establish and hold eye contact, move and gesture naturally, and speak with a variety of inflections), decision-making skills (the ability to make sound decisions given the information available), flexibility (the ability to change plans to meet objectives), analytical skills (the ability to comprehend and interpret information), problem-solving (the ability to constructively handle unexpected problems), feedback (the ability to provide motivational and developmental feedback), questioning skills (the ability to ask questions in a way that produces a desired response), participation (the ability to get people involved), initiative (the ability to initiate desired actions), management of diverse groups (the ability to successfully manage a mix of people), risk taking (the ability to take unplanned or risky actions to accomplish objectives), and writing skills (the ability to write clearly and concisely).

McLagan (1989:45) identifies the following intellectual skills: intellectual versatility (recognising, exploring, and using a broad range of ideas and practices, and thinking logically and creatively without undue influence from personal biases), skills of observation (recognising objectively what is happening in or across situations), and visioning skills (projecting trends and visualising possible and probable features and their implications).

McLagan (1989:45) identifies the following interpersonal skills: coaching skills (helping individuals recognise and understand personal needs, values, problems, alternatives and goals), feedback skills (communicating information, opinions, observations, and conclusions so that they are understood and can be acted on), group-process skills influencing groups in order for tasks, relationships and individual needs to be addressed), presentation skills (presenting information orally so that an intended purpose is achieved), questioning skills (gathering information by stimulating insight into individuals and groups through the use of interviews, questionnaires and other probing methods), and relationship-building skills (establishing relationships and networks across a broad range of people and groups). According to Powers (1992:16) interpersonal skills are the ability to work effectively with others.

According to Rae (1991:231) the trainer has the following skills: group presentation skills (the ability to speak coherently in a manner which is acceptable to a group and that helps rather than distracts from it), group discussion skills (the ability to initiate and continue to an effective final discussion relating to the session subject), activity operation and feedback on experiential events (setting up the prepared activities, controlling the trainees during the activity, and giving feedback or appraisal), and practical skills in the use of the visual aids.

According to Milne and Noone (1996:13-14) the trainer has the following skills: teaching methods skills (the ability to convey information and concepts, rather than showing off, relating one part of this programme to another, answering questions clearly and thoroughly, using illustrations and examples, setting interesting and relevant learning tasks which are challenging, showing how the material is important or necessary, proceeds at a brisk pace, reviewing and re-teaching as indicated by checking prior learning, including the whole group, and providing correction and feedback) and preparation skills (well organised, outline or plan presented, material used in a logical sequence, good at managing time,

and arrives early to arrange training materials).

He or she helps individuals recognise and understand personal needs, values, problems, alternatives and goals, and establishes networks across a broad range of people and groups (McLagan, 1989:45).

The trainer has self-presentation skills (the ability to model desired behaviours), self-management skills (the capacity to work effectively with minimal supervision) and self-objectivity (the capacity to seek and accept feedback).

3.4.4 Work-related competence

According to Sherman, Bohlander & Snell (1996:255-256) the trainer has knowledge of the subject, because all employees expect a trainer to know his or her job thoroughly. Erasmus and Van Dyk (1996:47) state that the trainer has knowledge of the overall business plan of the organisation and the accompanying objectives of the various departments. He or she also knows the alternative methods to lecturing (Erasmus & Van Dyk, 1996:140-142), different training methods as well as the subject (Aucamp, Stander & Van Graan, 1986:74-82, 101).

The trainer's attitude is to set an example through his or her human relationships, to "practise what he or she preaches" (Cornelius, 1996:81). Rothwell and Sredl, as mentioned by Cilliers (1995:40) state that a trainer has a positive attitude, valuing the following: maintaining appropriate confidentiality (by not revealing the names of individuals or groups who provide information on condition that they remain anonymous), managing personal biases (reducing or eliminating own human biases, making sure that bias does not affect professional activities, saying "no" to inappropriate requests (trainers serve the needs of many customers with diverse perspectives about which there is not always agreement within the group), showing respect for individual and population differences (not deliberately excluding certain individuals or groups from participating).

Values are always present to guide the competent trainer's actions, judge the action of others, and to subtly influence the people around him or her (Nikelly, 1977:66). Cornelius (1996:96-99) states that the trainer values trustworthiness, friendliness, and honesty.

Enthusiasm (a dynamic presentation and a vibrant personality show trainees that the trainer enjoys training and they respond positively to an enthusiastic climate) is a value that the trainer possesses (Aucamp *et al.*, 1986:102; Cornelius, 1996:97; Erasmus & Van Dyk, 1996:129). Humour is also an important value of the trainer (Aucamp *et al.*, 1986:102; Cornelius, 1996:97; Sherman *et al.*, 1996:256).

According to Sherman *et al.*, (1996:255-256) the trainer values the following: adaptability (some individuals learn faster or slower than others, and instruction should be matched to the trainee's learning ability), sincerity (a trainee appreciates sincerity in a trainer), interest (a good trainer has a keen interest in the subject that he or she teaches), and individual assistance (when training more than one person, a successful trainer always provides individual assistance). Erasmus and Van Dyk (1996:129) state that the trainer has a good sense of timing.

Aucamp *et al.* (1986:102) emphasise the fact that the trainer's values are patience and self-confidence.

The skills that the trainer has, according to Sherman *et al.* (1996:256), is to give clear instructions (naturally, training is accomplished more quickly and retained longer when a trainer gives clear instructions).

According to Erasmus and Van Dyk (1996:135,164) the trainer has the following skills: encouraging participation when he or she presents the lesson, problem solving, counselling, listening and reading skills.

Aucamp *et al.* (1986:101) states that the trainer has the following skills: willingness to use a variety of training methods, analyses mistakes and correct specific problems, and he or she also speaks clearly.

3.5 INTEGRATION

An integration of the personality profile of the competent trainer, as discussed in 3.4, and the work- related characteristics, as discussed in 3.4.5, will now be presented.

3.5.1 Knowledge competence

According to Powers, (1992:17) the trainer has knowledge of the trainees and knowledge of how adults learn. The trainer also has training knowledge (performance or needs analysis, course development, delivery and evaluation) and he or she has knowledge of alternative methods to lecturing (Aucamp *et al.*, 1986:101; Erasmus & Van Dyk, 1996:140-142). The trainer has knowledge of the technical aspects of his or her work (McLagan, 1989:45) and knowledge of the subject (Aucamp *et al.*, 1986:140; Powers, 1992:17; Sherman *et al.*, 1996:255). Other areas of knowledge include factual knowledge (business knowledge such as economics, management and administration), organisational knowledge (Powers, 1992:17; Rae, 1992:26-36), and Erasmus and Van Dyk (1996:47) state that the trainer has knowledge of the overall business plan of the organisation and the accompanying objectives of the various departments.

Furthermore, the trainer possesses self-knowledge, which means that he or she knows his or her personal values, needs, interests, style, and competencies and its effect on others (McLagan, 1989:45).

3.5.2 Attitudes and values competence

The trainer has a positive attitude towards learning (Cilliers, 1995:40; Milne & Noone 1996:13-14). His or her attitude is such that he or she sets an example in the way human relationships are managed, to “practise what he or she preaches” (Cornelius, 1996:81). According to Powers (1992:69) the trainer is emotionally accessible in class, in other words he or she must let participants know that it is desirable to approach the trainer, to ask questions and even to disagree with the trainer.

Values are always present to guide the competent trainer’s actions, judge the actions of others, and to subtly influence the people around him or her (Nikelly, 1977:66). Cornelius (1996:96-99) states that the trainer has trustworthiness and friendliness. The trainer values commitment (the ability to keep agreements and meet deadlines) (Powers, 1992:19; Rae, 1991:28). Powers (1992:19) states that the trainer values energy (the capacity for doing work and overcoming obstacles). The trainer values creativity, self-development, self-awareness and sharing credibility (Rae, 1991:26-36). The trainer also values self-confidence (Aucamp *et al.*, 1986:102; Rae, 1991:30). Milne and Noone (1996:13-14) state that the trainer has the following values: acceptance, open-mindedness, social confidence and thoughtfulness.

The trainer has respect for individual and population differences (he or she does not deliberately exclude certain individuals or groups from participating) (Cilliers, 1995:40, Milne & Noone, 1996:14). Rothwell and Sredl, as mentioned by Cilliers (1995:40), state that a trainer values the following: maintaining appropriate confidentiality (by not revealing the names of individuals or groups who provide information on condition that they remain anonymous) and managing personal biases (reduces or eliminates his or her own human biases, making sure that bias does not affect professional activities, saying “no” to inappropriate requests (trainers serve the needs of many customers with diverse perspectives about

which there is not always agreement within the group).

Enthusiasm (a dynamic presentation and a vibrant personality show trainees that the trainer enjoys training and they respond positively to an enthusiastic climate) is a value that the trainer possesses (Aucamp *et al.*, 1986:102; Cornelius, 1996:97; Erasmus & Van Dyk, 1996:129; Powers, 1992:19).

According to Sherman *et al.* (1996:255-256) the trainer values the following: adaptability (some individuals learn faster or slower than others, and instruction should be matched to the trainee's learning ability), interest (a good trainer has a keen interest in the subject that he or she teaches), and individual assistance (when training more than one person, a successful trainer always provides individual assistance). Erasmus and Van Dyk (1996:129) states that the trainer has a good sense of timing.

The trainer has integrity by being honest, sincere and by adhering to high standards (Powers, 1992:19; Sherman *et al.*, 1996:255). This person has a sense of humour (Aucamp *et al.*, 1986: 102; Cornelius: 1996:97; Milne & Noone, 1996:13-14; Powers, 1992:19; Sherman *et al.*, 1996:255-256). He or she is adaptable (Sherman *et al.*, 1996:255-256), patient and friendly (Aucamp *et al.*, 1986:102).

3.5.3 Skills competence

Powers (1992:16-17) states that the trainer has the following skills: verbal skills (the ability to speak effectively), leadership (the ability to lead people to accomplish objectives without creating hostility), organising and planning skills (the ability to develop plans and to set priorities), platform skills (the ability to establish and hold eye contact, move and gesture naturally, and to speak with a variety of inflections), decision-making skills (the ability to make sound decisions given the information available), flexibility (the ability to change plans to meet

objectives), analytical skills (the ability to comprehend and interpret information), feedback (the ability to provide motivational and developmental feedback), questioning skills (the ability to ask questions in a way that produces a desired response), participation (the ability to get people involved), initiative ability to initiate desired actions), management of diverse groups (the ability to successfully manage a mix of people), risk taking (the ability to take unplanned or risky actions to accomplish objectives), and writing skills (the ability to write clearly and concisely).

They (Milne & Noone, 1996:13-14) state that the trainer encourages the learner, is empowering and supportive, collaborative, generally relates to the learner as an intelligent adult, and manages the learning environment to maximise the time engaged in learning. The trainer has self-presentation skills (the ability to model desired behaviours), self-management skills (the capacity to work effectively with minimal supervision) and self-objectivity (the capacity to seek and accept feedback)

McLagan (1989:45) identifies the following intellectual skills: intellectual versatility (recognising, exploring, and using a broad range of ideas and practices, and thinking logically and creatively without undue influence from personal biases), skills of observation (recognising objectively what is happening in or across situations), and visioning skills (projecting trends and visualising possible and probable features and their implications).

The trainer possesses interpersonal skills in that he or she works effectively with others (Powers, 1992:16) and McLagan (1989:45) identifies the following interpersonal skills: coaching skills (helping individuals recognise personal needs, values, problems, alternatives and goals), feedback skills (communicating information, opinions, observations, and conclusions so that they are understood and can be acted on), group-process skills (influencing groups in order for tasks, relationships and individual needs to be addressed), presentation skills

(presenting information orally so that an intended purpose is achieved), and relationship-building skills (establishing relationships and networks across a broad range of people and groups).

According to Rae (1991:231) the trainer has the following skills: group presentation skills (those talking coherently in a manner which is acceptable to a group and that helps understanding rather than distracting from it), group discussion skills (the ability to initiate and continue to an effective final discussion relating to the subject of the session), activity operation and giving feedback for experiential events (setting up the prepared activities, controlling the trainees during the activity, and feedback or appraisal), and practical skills in the use of the visual aids.

The skills that the trainer has, according to Sherman *et al.* (1996:256) are to give clear instructions (naturally, training is accomplished more quickly and retained longer when a trainer gives clear instructions). He or she has problem-solving skills (Erasmus & Van Dyk, 1996:164; Powers, 1992:16-17). According to Erasmus and Van Dyk (1996:135,164) the trainer has the following skills: encouraging participation when he or she presents a lecture, counselling and listening. He or she also has reading skills (the ability to read and comprehend course material) (Erasmus & Van Dyk, 1996:164; Powers, 1992:16-17). Aucamp *et al.* (1986:101) states that the trainer has the following skills: willingness to use a variety of training methods, analyses mistakes and correct specific problems and he or she speaks clearly.

According to Milne and Noone (1996:13-14) the trainer has the following skills: Teaching methods skills (conveying information and concepts, rather than showing off, relating one part of programme to another, answering questions clearly and thoroughly, using illustrations and examples, setting interesting and relevant learning tasks which are challenging, showing how the material is important or necessary, proceeding at a brisk pace, reviewing and re-teaching as

indicated by checking prior learning, including the whole group, and providing correction and feedback) and preparation skills (well organised, outline or plan presented, material used in logical sequence, good at managing time, and arrives early to arrange training materials).

He or she helps individuals recognise and understand personal needs, values, problems, alternatives and goals, and establishes networks across a broad range of people and groups (McLagan, 1989:45).

3.6 CHAPTER SUMMARY

In this chapter training competence was described from various points of view. The relevance of training competence was discussed in the workplace, the personality profile of the competent trainer was determined and, finally, an integrated profile was constructed.

Herewith specific aim number two, namely to define training competence and to construct a personality profile for the competent trainer, is met.

Next an integration of the psychologically optimal functioning person and the competent trainer will be presented.

INTEGRATION OF THE LITERATURE REVIEW

The aim here is to integrate the personality profiles of the psychologically optimal functioning person with that of the competent trainer.

INTRAPERSONAL CHARACTERISTICS

The intrapersonal characteristics will now be discussed.

- **Cognitive characteristics**

This person thinks creatively (McLagan, 1989:45; Meyer *et al.*, 1990:387), objectively and rationally (Cilliers & Wissing, 1993:6), and logically (McLagan, 1989:45). He or she comprehends and interprets information (analytical skills) (Powers, 1992:17). According to Baird (1983:4-6) cognitive factors are the generation of alternatives and means-end thinking, self-monitoring and self-punishment. This person has intellectual versatility (recognising, exploring, and using a broad range of ideas and practices), skills of observation (recognising objectively what is happening in or across situations), and visioning skills (projecting trends and visualising possible and probable features and their implications) (McLagan, 1989:45). He or she focuses on the future (Meyer *et al.*, 1990:456). Allport (1945:218) states that intelligent and perspicacious planning for the future is always a significant feature of any mature life, and the psychologically optimal functioning person is aware of reality and able to determine his or her own paths.

This person has a realistic self-perception (Maddi, 1995:267) and he or she possesses self-knowledge (knowing one's personal values, needs, interests, style, and competencies and their effect on others) and according to Allport (1945:220) this is called insight. This knowledge of the self makes it easier to see others accurately and to accept himself or herself, therefore he or she sees favourable

aspects in others (Gibson *et al.*, 1997:100). This person views him or herself in a positive light (Baron & Greenberg, 1989:205; Rogers, 1961:196) and favourably (Baron & Greenberg, 1989:205). He or she sees him or herself as a flow of ideas, images, and feelings (Critelli, 1987:367). He or she believes that he or she performs adequately in a situation, and this is called self-efficacy (Gibson *et al.*, 1997:155). This person sees his or her work as a vocation, and recognises the meaning of suffering (Meyer *et al.*, 1990:456-457). This person knows the difference between good and evil (Meyer *et al.*, 1990:386). He or she has the ability to reason (Cilliers & Wissing, 1993:6), is problem-centred (Baird, 1983:4, Maddi, 1995:267; Schulz, 1994:49), accurate (Gibson *et al.*, 1997:100; Schulz, 1994:49) and realistic (Schulz, 1994:49). He or she is value-oriented with a personalised conscience (Maddi, 1995:267) and has knowledge of social norms (Baron & Greenberg, 1989:201).

According to Powers (1992:17) this person has knowledge of the trainees and knowledge of how adults learn. He or she has training knowledge (performance or needs analysis, course development, delivery and evaluation) and knowledge of the organisation (Powers, 1992:17; Rae, 1991:26). He or she has knowledge of the technical aspects of his or her work (McLagan, 1989:45). Other areas of knowledge are knowledge of the trainees and adult learning (Powers, 1992:17), knowledge of the subject (Aucamp *et al.*, 1986:140; Powers, 1992: 17; Sherman *et al.*, 1996:255) and organisational knowledge (Powers, 1992:17; Rae, 1992:26-36) and business knowledge (economics, management and administration) (McLagan, 1989:45).

Erasmus and Van Dyk (1996:47) state that the trainer has knowledge of the overall business plan of the organisation and the accompanying objectives of the various departments. He or she has knowledge of alternative methods to lecturing (Aucamp *et al.*, 1986:101; Erasmus & Van Dyk, 1996:140-142).

- **Affective characteristics**

This person has stable emotional security (Maddi, 1980:131) and is emotionally accessible in class, in other words he or she must let participants know that it is desirable to approach the trainer, to ask questions and even to disagree with the trainer (Powers, 1992:69). He or she puts up with frustrations, and has learned to live with his or her emotional states in such a way that they do not betray him or her into impulsive acts (Allport, 1961:188). Emotional factors include monitoring and assessing of positive and negative emotional states (Baird, 1983:6). This person is open, sensitive to his or her own emotions, feelings, needs, interests, accepts full responsibility, is emotionally independent, and has self-respect and self-acceptance (Cilliers & Wissing, 1993:6).

He or she feels free to express his or her feelings (Gibson *et al.*, 1997:418). Rogers pictures this person not as someone who is always happy, but someone who is more alive, more sensitive to experience, and more aware of his or her emotions (Cilliers & Wissing, 1993:6; Critelli, 1987:366). This person also feels that he or she is free to choose his or her own course in life, is free to make his or her own decisions, and free to adopt any attitude he or she wishes towards the events of life (Critelli, 1987:370).

This person has a feeling of community and accepts both the good and the bad in everything, there is no need to deny negative aspects in anyone (Schulz, 1994:490). He or she is characterised by love of self and others (Covey, 1994:199; Maddi, 1980:112). Frankl testifies that after suffering there is a wonderful feeling that this person need fear no longer, except to fear God (Frankl, 1959:148). Love is the only way to grasp another human being in the innermost core of his or her being (Frankl, 1974:113).

The trainer's attitude is to set an example through his or her human relationships, to "practise what he or she preaches" (Cornelius, 1996:81). According to Powers

(1992:69) the trainer's attitude is to have a positive attitude towards learning (Cilliers, 1995:40; Milne & Noone 1996:13-14).

- **Conative characteristics**

This person is involved in tasks (Meyer *et al.*, 1990:384) and has motivation to achieve (the desire to succeed at difficult tasks, to be task-oriented, the desire to receive feedback on performance) (Baron & Greenberg, 1989:207). He or she is driven to perform as well as he or she possibly can to attain high levels of competency and mastery in striving to satisfy his or her motives (Allport, 1955:288). This individual moves forward toward the full use of his or her talents, capabilities, and potentialities (Johnson & Johnson, 1987:385).

He or she has a free spectrum of experiences, the self-concept is integrated, and he or she is able to use his or her talents to maximise his or her potential (Meyer *et al.*, 1990:408). Furthermore, this person has high aspirations, is career-oriented, and seeks intrinsic satisfaction from his or her job (Beach, 1985:342). He or she has a meaningful direction and purpose in life, a sense of "where he or she is going" that is valued by others and similar to the goals of the significant persons in his or her life (Johnson & Johnson, 1987:384). This person is goal-directed (Beach, 1985:295) and he or she devotes himself or herself to some activity of work for its own sake rather than for fame or profit (Critelli, 1987:373-374).

Values are always present to guide the competent trainer's actions, judge the action of others, and to subtly influence the people around him or her (Nikelly, 1977:66). Moller (1995:274) emphasises the fact that values are guidelines for this person's behaviour, and that he or she acts according to his or her own norms. He or she is therefore drawn by values (Frankl, 1974:43). Cornelius (1996:96-99) states that the trainer has trustworthiness and friendliness. The trainer values commitment (the ability to keep to agreements and meet deadlines)

(Powers, 1992:19; Rae, 1991:28) and is committed to the objectives of the organisation (Beach, 1985:310). Powers (1992:19) states that this person has the following values: energy (the capacity for doing work and overcoming obstacles), self-presentation (the ability to model desired behaviours), self-management (the capacity to work effectively with minimal supervision) and self-objectivity (the capacity to seek and accept feedback). This person has sensitivity to programme feedback, resilience, self-development, self-awareness and shares credibility (Rae, 1991:26-36).

This person is creative (Maslow, 1970:176; Powers, 1992:19), and democratic and healthy (Maslow, 1970:176). He or she accepts himself or herself, is spontaneous, objective, and has peak experiences (Meyer *et al.*, 1990:383-386). He or she exhibits a continuous freshness of appreciation, tends to accept democratic values, and is inner directed (Schulz, 1994:50). According to Cilliers and Wissing (1993:6) this person has self-direction, an internal locus of control and freedom of choice. He or she attempts to develop a sense of humour while mastering the art of living (Frankl, 1974:43) and therefore humour is an essential value of this person (Aucamp *et al.*, 1986:102; Cornelius, 1996:97, Milne & Noone, 1996:13-14; Powers, 1992:19; Sherman *et al.*, 1996:256). Enthusiasm is also an important value that this person possesses (Aucamp *et al.*, 1986:102; Cornelius, 1996:97; Erasmus & Van Dyk, 1996:129; Powers, 1992:19).

This person values self-confidence (Aucamp *et al.*, 1986:102; Rae, 1991:30). Milne and Noone (1996:13-14) state that the trainer has the following values: acceptance, open-mindedness, social confidence and thoughtfulness. Critelli (1987:386) states that openness to peak experiences, an understanding of one's motives, acceptance of the imperfect being that one is, the ability to live in the moment, limit dichotomies, and create a less rigid self-image are characteristics of this person. He or she has perspective-taking abilities which entail the understanding of how a situation appears to another person and how that person is reacting cognitively and affectively (Johnson & Johnson, 1987:384).

Behavioural factors of this person are verbal behaviours such as positive statements to the self and others and non-verbal behaviours such as posture, voice tone, latency, gestures and eye contact (Baird, 1983:6). By intelligent use of the organisation's channels of communication, this person stimulates beneficial communication (Gibson *et al.*, 1997:242).

Milne and Noone (1996:13-14) state that this person encourages others, is empowering and supportive, collaborative, generally relates to the learner as an intelligent adult, and manages the learning environment to maximise the time engaged in learning.

The person shows respect for and representation of individual and population differences. (not deliberately excluding certain individuals or groups from participating) (Cilliers, 1995:40, Milne & Noone, 1996:14). Rothwell and Sredl, as mentioned by Cilliers (1995:40) state that this person values the following: maintaining appropriate confidentiality (by not revealing the names of individuals or groups who provide information on condition that they remain anonymous) and managing personal biases (he or she reduces or eliminates own human biases, making sure that bias does not affect professional activities, saying "no" to inappropriate requests (this person serves the needs of many customers with diverse perspectives about which there is not always agreement within the group).

According to Sherman *et al.*, (1996:255-256) this person values interest and gives individual assistance. Erasmus and Van Dyk (1996:129) state that this person has a good sense of timing.

This person has integrity by being honest, sincere and adherence to high standards (Powers, 1992:19; Sherman *et al.*, 1996:255). He or she is adaptable (Sherman *et al.*, 1996:255-256), patient and friendly (Aucamp *et al.*, 1986:102).

Powers (1992:16-17) states that the trainer has the following skills: verbal skills

(the ability to speak effectively), leadership (the ability to lead people to accomplish objectives without creating hostility), organising and planning skills (the ability to develop plans and to set priorities), platform skills (the ability to establish and hold eye contact, move and gesture naturally, and speak with a variety of inflections), decision-making skills (the ability to make sound decisions given the information available), flexibility (the ability to change plans to meet objectives), feedback (the ability to provide motivational and developmental feedback), questioning skills (the ability to ask questions in a way that produces a desired response), participation (the ability to get people involved), the ability to initiate desired actions, management of diverse groups (the ability to successfully manage a mix of people), risk taking (the ability to take unplanned or risky actions to accomplish objectives), and writing skills (the ability to write clearly and concisely). The questioning skills needed are the ability to ask questions in a way that produces a desired response and by gathering information by stimulating insight into individuals and groups (Powers, 1992:17; McLagan, 1989: 43-44). He or she has reading skills (the ability to read and comprehend course material) (Erasmus & Van Dyk, 1996:164; Powers, 1992:16-17).

According to Rae (1991:231) the trainer has the following skills: group presentation skills (those talking coherently in a manner which is acceptable to a group and who help rather than distracting from the subject matter), group discussion skills (the ability to initiate and continue to an effective end discussion relating to the session subject), activity operation and feedback for experiential events (setting up the prepared activities, controlling the trainees during the activity, and feedback or appraisal), and practical skills in the use of the visual aids.

The skills that the trainer has, according to Sherman *et al.* (1996:256) are to give clear instructions (naturally, training is accomplished more quickly and retained longer when a trainer gives clear instructions). He or she has problem-solving skills (Erasmus & Van Dyk, 1996:164; Powers, 1992:16-17). According to

Erasmus and Van Dyk (1996:135,164) the trainer has the following skills: he or she encourages participation when he or she presents a lecture, counsels and listens. Aucamp *et al.* (1986:101) states that the trainer is prepared and has the ability to use a variety of training methods, analyses mistakes and corrects specific problems and he or she speaks clearly.

According to Milne and Noone (1996:13-14) the trainer has the following skills: Teaching methods skills (conveying information and concepts, rather than showing off, relating one part of programme to another, answering questions clearly and thoroughly, using illustrations and examples, setting interesting and relevant learning tasks which are challenging, showing how the material is important or necessary, proceeding at a brisk pace, reviewing and re-teaching as indicated by checking prior learning, including the whole group, and providing correction and feedback) and preparation skills (well organised, outline or plan presented, material used in logical sequence, good at managing time, and arrives early to arrange training materials). He or she helps individuals recognise and understand personal needs, values, problems, alternatives and goals, and establishes networks across a broad range of people and groups (McLagan, 1989:45).

INTERPERSONAL CHARACTERISTICS

This person has qualitative interpersonal contact with other people, not quantitative relations, as well as deeper relations characterised by responsible and spontaneous behaviour (Cilliers & Wissing, 1993:6). Meyer *et al.* (1990:385) emphasise the fact that he or she believes in the quality of friends, not the quantity, and he or she tends to seek out other self-actualisers as friends and such friendships are few but are deep and rich (Schulz, 1994:50). This person has, therefore, a few intimate relationships with family members or close friends (Schulz, 1994:32). This person first understands, then is understood (Covey, 1994:237) in order to have healthy relationships. He or she has social sensitivity,

which entails the ability to understand others' verbal statements (Baron & Greenberg, 1989:201).

This person has dependable techniques for relating warmly to others (such as tolerance) (Maddi, 1995:131). By the spiritual act of love he or she is enabled to see traits and features in the beloved person, as well as the potential in him or her (Frankl, 1974:113). He or she has compassion (Johnson & Johnson, 1987:384) and is interested in the welfare of others, shows altruistic, unselfish, and non-possessive love to others (Critelli, 1987:373). This person has humanising relationships that reflect the qualities of kindness, mercy, consideration, tenderness, love, concern, responsiveness, and friendship (Johnson & Johnson, 1987:384). This person is optimistic, unconditionally accepts other people, and acts according to his or her own feelings, sensitivities and empathically considers other people with love (Cilliers & Wissing, 1993:6). He or she reaches out to other people (Meyer *et al.*, 1990:455) He or she respects other people (Cilliers & Wissing, 1993:6) as well as their uniqueness (Meyer *et al.*, 1990:445). This person feels worthy of being liked by other people and capable of caring deeply for them, and satisfies his or her positive regard, forming successful interpersonal relationships (Ewen, 1993:385).

This person possesses interpersonal skills - the ability to work effectively with others (Powers, 1992:16) and McLagan (1989:45) identifies the following interpersonal skills: coaching skills (helping individuals recognise and understand personal needs, values, problems, alternatives and goals), feedback skills (communicating information, opinions, observations, and conclusions so that they are understood and can be acted on), group-process skills (influencing groups in order for tasks, relationships and individual needs to be addressed), presentation skills (presenting information orally so that an intended purpose is achieved), questioning skills (gathering information by stimulating insight into individuals and groups through the use of interviews, questionnaires and other probing methods), and relationship-building skills (establishing relationships and networks across a

broad range of people and groups). According to Nikelly (1977:43-44) interpersonal competence refers to the ability to relate effectively to others, to deal with social situations, and to be capable of producing results with actions and behaviour. Therefore, he or she has meaningful cooperative interdependence with others (Johnson & Johnson, 1987:384). In order to ensure interpersonal competence this person reveals him or herself, communicates with emotion and expresses his or her feelings, shows accurate, honest, constructive feedback, controls emotions, and fosters behaviour of a desirable nature in others (Nikelly, 1977:44-45).

Herewith specific aim number three, namely to integrate the personality profile of the psychological optimal functioning person with that of the competent trainer, is met.

Next the empirical study will be presented in chapter 4.

CHAPTER 4 EMPIRICAL STUDY

Chapter 4 contains the empirical investigation with the specific aim of determining the relationship between psychological optimisation and training competence. More specifically, phase 2, steps 1 to 5 (1.6 in Chapter 1) will be discussed next.

4.1 STEP 1: DESCRIPTION OF THE POPULATION AND SAMPLE

Since the empirical study is aimed at lecturers at a tertiary educational institution, the population for this research consists of 342 lecturers, representing the total number of lecturers.

For the purposes of the empirical study an accidental sample is drawn. The accidental sample is the available sample at hand which, although it is the weakest form of sample, is most probably most frequently used (Kerlinger, 1986: 120). To obtain the sample, a letter was forwarded to the total research population of 342 lecturers, requesting their participation in the research project. A sample of 106 lecturers was obtained, which represents 30,99% of the total population.

For the purposes of the qualitative research, it was decided to interview the five respondents with the lowest and the five respondents with the highest scores on the Personal Orientation Inventory. If a normal distribution is obtained in the quantitative results, it is assumed that more respondents would not necessarily add value to the qualitative research.

The following descriptive statistics for the sample (N = 106) provide a profile of the respondents in terms of their gender, age, home language, population group, classification as lecturer, post level, total years of service and faculty in which they work.

4.1.1 Gender

The gender distribution is as follows:

Gender	Frequency	Percentage
Female	35	33,0
Male	71	67,0
Total	106	100,0

4.1.2 Age

The age distribution is as follows:

Age	Frequency	Percentage
20 - 25	1	0,9
26 - 30	10	9,4
31 - 35	18	17,0
36 - 40	19	17,9
41 - 45	17	16,0
46 - 50	15	14,2
51 - older	26	24,5
Total	106	100,0

This distribution varies from 20 to 51 and older.

4.1.3 Home language

The language groups are distributed as follows:

Home language	Frequency	Percentage
Afrikaans	89	84,0
English	9	8,5
Ndebele	2	1,9
Pedi	1	0,9
Setswana	0	0,0
Shangaan	0	0,0
Sotho	0	0,0
South Sotho	0	0,0
Venda	0	0,0
Xhosa	0	0,0
Zulu	5	4,7
Other	0	0,0
Total	106	100,0

4.1.4 Population group

The population group is distributed as follows:

Population group	Frequency	Percentage
Asian	0	0,0
Black	3	2,8
Coloured	0	0,0
White	103	97,2
Total	106	100,0

4.1.5 Classification as lecturer

The distribution of the respondents who responded to this question is as follows:

Classification as lecturer	Frequency	Percentage
Principal lecturer	19	18,1
Senior lecturer	34	32,4
Lecturer	43	41,0
Junior lecturer	9	8,6
Total	105	100,0

4.1.6 Post level

The distribution of the post level of the respondents who responded to this question is as follows:

Post level	Frequency	Percentage
50	1	1,0
55	3	3,1
60	11	11,2
65	27	27,6
75	44	44,9
90	7	7,1
100	4	4,1
Total	98	100,0

The lecturers are graded on an *adapted* Peromnes grading system.

4.1.7 Total years of service

The total years of service distribution are as follows:

Total years of service	Frequency	Percentage
Less than 1 year	5	4,7
1 to 2 years	6	5,7
More than 2 years	25	23,6
More than 5 to 10 years	33	31,1
More than 10 to 15 years	16	15,1
More than 15 to 20 years	12	11,3
More than 20 to 25 years	4	3,8
More than 25 to 30 years	3	2,8
More than 30 years	2	1,9
Total	106	100,0

Years of service represented by the respondents vary between less than 1 year and more than 30 years.

4.1.8 Faculty serving

The faculty serving distribution is as follows:

Faculty	Frequency	Percentage
Arts	9	8,5
Economic Sciences	23	21,8
Engineering	22	20,8
Environmental Sciences	16	15,1
Information Sciences	15	14,2
Natural Sciences	21	19,8
Total	106	100,0

4.2 STEP 2: CHOOSING THE PSYCHOMETRIC INSTRUMENT

The psychometric instrument was chosen regarding its applicability to the relevant models and the theories of the research. Particular emphasis was placed on the validity and reliability of the instrument. The psychometric instrument was used for the purpose of the quantitative research, and the interview was used for the purpose of the qualitative research.

4.2.1 The Personal Orientation Inventory (POI)

For the purpose of the empirical study the Personal Orientation Inventory was chosen to measure psychological optimisation.

4.2.1.1 *Development*

The POI was developed to provide a standardised instrument for the measurement of values and behaviour hypothesised to be of paramount importance in the development of self-actualised individuals (Knapp, 1976:3). It was developed by Shostrom in 1965, and it is based on Maslow's theory on self-actualisation (Moller, 1995:212). Perls' (1947, 1951) conceptualisation of time orientation, Riesman, Glazer and Denny's (1950) system of inner- and outer-directness, May, Angel and Ellenberger's (1958), Maslow's (1962, 1970) concept of self-actualisation, and Bach and Goldberg's (1974) theories of acceptance of aggression were included in the development of the POI (Knapp, 1976:3-4).

4.2.1.2 *Rationale*

The POI was devised in strict accordance with Maslow's thinking and provides an assessment of an individual's degree of self-actualisation (Hjelle & Ziegler, 1987:13). The self-actualising model stresses a way by which people are more effective and self-fulfilled, as reflected in a high score and more ineffective and

unfulfilled, as reflected in a low score on the POI (Knapp, 1976:5).

4.2.1.3 *Description*

The POI is a self-report questionnaire consisting of 150 items containing two choices each (Moller, 1995:212). The respondent is asked to select the statement of the two choices that is the most true to himself or herself. The POI is used to measure the psychologically optimal functioning person who uses his or her potential more fully than the average person. Maslow (1971:28) states that self-actualisation can now be defined quite operationally, as intelligence used to be defined, i.e. self-actualisation is what the test tests.

The POI consists of items logically grouped into two major scales and ten subscales.

4.2.1.4 *Scales*

The scales are described according to Knapp (1976:3-7), Schulz (1994:72-80) and Shostrom (1974:13-18).

The two main scales are as follows:

TIME RATIO (T_c) (23 items)

This reflects the degree to which the person lives in the present rather than in the past or the future. A high score indicates that the person lives primarily in the present. This person's time management is effective, in contrast with a low score, which indicates that the person's time management is less effective.

SUPPORT RATIO (I) (127 items)

This reflects the extent to which the person is self-directed or directed by other people. A high score indicates that the person is independent and makes his or her decisions based on his or her own judgements. A low score indicates that the person is influenced by other people or external forces and they seek acceptance through manipulation.

The ten subscales are divided into five facets, namely values, feelings, self-perception, synergistic awareness and interpersonal sensitivity.

Values

SELF-ACTUALISING VALUES (SAV) (26 items)

This reflects the presence of a person's primary values that corresponds with the primary values of the self-actualising person. A high score indicates that the person lives by values characterised by self-actualising people, and a low score indicates that the person rejects such values.

Existentiality (Ex) (32 items)

This reflects the presence of a person's flexibility in applying principles to his or her life, without rigidly adhering to these principles. A high score indicates such flexibility and a low score indicates a tendency to adhere to values rigidly.

Feelings

FEELING REACTIVITY (Fr) (23 items)

This reflects the person's responsiveness or sensitivity to one's own needs and

feelings. A high score indicates responsiveness of such needs and feelings, and a low score indicates a lack of sensitivity.

SPONTANEITY (S) (18 items)

This reflects the person's freedom to react spontaneously and to be himself or herself. A high score indicates the ability to express feelings in spontaneous action, and a low score indicates fear of expressing feelings behaviourally.

Self-perception

SELF-REGARD (Sr) (16 items)

This reflects the affirmation of the self in terms of one's own worth or strength. A high score indicates the ability to regard the self positively and a low score indicates feelings of low self-worth.

SELF-ACCEPTANCE (Sa) (26 items)

This reflects the affirmation of oneself despite one's weaknesses. A high score indicates acceptance of the self and one's weaknesses, and a low score reflects an inability to accept one's weaknesses. It is more difficult to achieve self-acceptance than self-regard, but self-actualising requires both.

Synergistic awareness

NATURE OF MAN - CONSTRUCTIVE (Nc) (16 items)

This reflects the degree of a person's constructive view of other people. A high score indicates that one sees man as essentially good and can resolve the good-evil, masculine-feminine, selfish-unselfish, and spiritual-sensual dichotomies. A

low score indicates that one sees man as essentially bad or evil.

SYNERGY (Sy) (9 items)

This reflects the ability to be synergistic by transcending dichotomies. A high score indicates that the person can see opposites in life as meaningful, and a low score indicates that the person see opposites in life as antagonistic or threatening.

Interpersonal sensitivity

ACCEPTANCE OF AGGRESSION (A) (25 items)

This reflects the ability of a person to accept his or her aggression as natural. A high score indicates the ability to accept anger or aggression as natural, and a low score indicates the person's denial of such feelings.

CAPACITY FOR INTIMATE CONTACT (C) (28 items)

This reflects the ability to develop meaningful intimate relationships with other people, without obligations and/or expectations. A high score indicates the person's ability to develop such relationships and a low score indicates that the person has difficulty in forming warm, interpersonal relationships.

4.2.1.5 *Administration*

Since this inventory is for the most part self-administered, it may be completed individually, in group sessions or even at home (Shostrom, 1974:6).

The items are printed in a test booklet and the respondent records his or her answers on the standard POI answer sheet for hand scoring. The respondent

chooses the most applicable answer according to his or her own judgement. Each individual answer sheet must be checked for completeness. If there are more than 15 items in which the respondent did not give any answer or a multiple answer the sheet is invalid. The testing time is usually 30 minutes. The raw scores of twelve items (Time competence, Inner-directed, Self-actualising value, Existentiality, Feeling reactivity, Spontaneity, Self-regard, Self-acceptance, Nature of man, Synergy, Acceptance of aggression, and Capacity for intimate contact) were calculated for each individual respondent. All the respondents' answering sheets were filed in sequence, ranging from the highest scorer to the lowest scorer.

4.2.1.6 *Validity*

Murray (1966), as reported by Shostrom (1974:26), investigated the relationship between teacher success and self-actualisation as measured by the POI. In her study teacher success was measured by ratings of "teacher concern for students" assigned by the teachers' students. Ratings for 26 high-school home economics teachers were based on responses of 2 333 students. A marked difference in self-actualising was found between the teachers with high ratings and those with low ratings, the more successful teachers being more self-actualising. When analysed by grade, differences in teacher effectiveness between those relatively more self-actualising and those less self-actualising were in a consistent direction (the more self-actualising being the more successful teachers) and were significant for grades 7,8,9 and 10. Differences for grades 11 and 12 did not reach statistical significance.

Flanders (1969), as mentioned by Knapp (1976:40), reported a significant correlation between the POI and teacher attitude in a sample of 129 elementary and secondary teachers. Correlations were all positive, ranging from 0,12 to 0,47.

In a study by Shostrom and Knapp (1966), as reported by Schulz (1994:88), the

POI was administered to two groups of outpatients in therapy, one consisting of a group of 37 beginning patients entering therapy and the other a sample of 39 patients in advanced states of psychotherapeutic progress. The results showed that the POI significantly differentiated the groups on the two major scales and on nine of the ten subscales.

Studying 70 alcoholics and their spouses participating in a treatment programme for alcoholics, Zaccaria and Weir (1966) report all the mean POI scores for this sample to be significantly lower than the original validating, clinically nominated, self-actualising sample (Shostrom, 1974:25). Further, all but one scale showed the experimental, treatment sample to be significantly lower than the normal adult sample reported by Shostrom. One scale, the Time Competence scale, was significantly lower for the alcoholic treatment group than the non-self-actualising sample.

Warehime and Foulds (1971) conducted a study to determine the relationship of self-actualising to locus of control and found a hypothesised significant relationship between POI measures of Inner-Directed support (I scale scores) and internal locus of control, as measured by the Rotter I-E scale. The largest correlations were against POI scales of Self-Regard (Sr) ($r = -0,33$), Time Competence (Tc) ($r = -0,32$) and Nature of Man (Nc) ($r = -0,27$) for a sample of 55 female college students (Schulz, 1994:88-89).

4.2.1.7 *Reliability*

Both test-retest and internal consistency have been amply studied by Ilardi and May (1968), Klavetter and Morgan (1967), and Knapp and Comrey (1973) (Schulz, 1994:84).

Shostrom (1974:33) reports that Klavetter and Mogar (1967) obtained reliability on the POI. Reliability coefficients for the scales of inner-direction and time

competence were 0,77 and 0,71 respectively. The coefficients for the subscales ranged from 0,52 to 0,22.

Schulz (1994:85) reports the following: "Illardi and May (1968) administered a battery of tests to 64 female nursing students at the University of Tennessee College of Nursing. Of the 64 entering students, 46 finished the first year of the nursing programme and they were re-administered the same battery after slightly less than one year. One of the tests in the battery was the POI. The range of test-retest reliability correlations was from 0,32 to 0,74 with a median $r = 0,58$.

According to Schulz (1994:86-87) Van Wyk (1978) gave the following results on a reliability study of the POI in South Africa. The test-retest reliability, using a one year period before re-administration of the POI showed coefficients of 0,59 and 0,56 for the two major scales. The minor scales ranged from synergy (Sy) = 0,15 to Feeling Reactivity (Fr) = 0,69.

4.2.1.8 *Motivation for inclusion*

The validity of the POI indicates that the POI discriminates between high and low self-actualising behaviour, and therefore the validity studies of the POI on teachers are significant to this research. A study was specifically done on the reliability and validity of the POI in South Africa by Schulz (1994) who stated in his findings that the POI can be described as showing satisfactory reliability and validity coefficients for a South African sample (Schulz, 1994:121).

Another reason why the POI was chosen is that there is congruence between the scales of the POI and the conceptualisation of psychological optimality by Maslow, Allport, Rogers and Frankl.

The affective characteristics are the expression of feelings (Rogers, 1961:195) as measured by the POI S - scale, self-acceptance (Allport, 1961:287-288) as

measured by the POI Sa - scale, and self-expression (Frankl, 1962:100) as measured by the POI S - scale.

The conative characteristics are acting with deliberate and conscious intentions (Allport, 1955:51), direction of own behaviour (Frankl in Meyer *et al.*, 1990:456) as measured by the POI I - scale Inner directed.

The interpersonal characteristics are more intense relationships (Maslow, 1970: 139) and the capacity for intimate contact (Allport, 1961:285), as measured by the POI C - scale. This person is free of biases and discrimination in his or her relationships towards human beings (Frankl in Meyer *et al.*, 1990:457), as measured by the POI Nc - scale.

4.2.2 The interview

For the purpose of the empirical study the interview was chosen to determine the experiences of the trainers.

4.2.2.1 Development

Within philosophy the positivistic philosophy of science has declined over the last past fifty years (Kvale, 1996:11). Positivism was conceived to be based on objective, quantifiable data, but today there is a shift toward philosophical lines of thought that are closer to the humanities, which include phenomenological descriptions of consciousness. The development of the interview focuses on this objective in all the facets of the interview, that is the interview schedule, the content, the location and duration, the method of data collection and analysis. The qualitative interview today focuses on experience, meaning, conversation, dialogue, narrative and language (Kvale, 1996:11). Communication skills and techniques are required to transform a semi-structured interview into an apparently unplanned, unstructured conversation (Goodale, 1982:10).

Upon developing the method for this interview, a response reaction could be the result of the so-called participants' effect, which is typical behaviour simply because human beings are studied (Mouton & Marais, 1994:86). The confidentiality of each response was ensured.

The development of this interview included the following steps:

- (1) An interview schedule was drawn up containing semi-structured questions that would be asked during the interview.
- (2) The interview was structured in such a way as to ensure that the interviewer would not prompt specific response reactions from the interviewees. Rogers' (1951) non-directive interviewing technique was used.
- (3) The location and duration of the interview were planned in such a way to ensure privacy and to allow sufficient time for the use of the non-directive interviewing technique.
- (4) The interview was tape recorded and analysed. The response of the interviewee was analysed for typical themes (words, sentences and phrases) that had a relation to trainer competence. The results were evaluated to determine the competence of the interviewee as a trainer.

4.2.2.2 *Rationale*

As the experiences of the trainers are of a sensitive psychological and sociological nature, the rationale is that this open, less strictly formulated kind of interview will create an environment for interviewees to reveal their thoughts and feelings freely. The interviewee can express his or her experiences about being a trainer as well as the way that he or she perceives and feels about his or her

position.

4.2.2.3 *Description*

The semi-structured interview is an interview whose purpose is to obtain descriptions of the life world of the interviewee that can be used to interpret the meaning of the described phenomena (Kvale, 1996:5-6).

The interview consisted of the following framework. The following non-structured comments and introductory statements were used to commence the interview:

- "Thank you for completing the questionnaire and also for taking time to come for this interview."
- "The purpose of this interview is to gain information on your experiences of and your views on your position at the institution as a trainer."
- "I assure you that all this will be kept absolutely confidential and your name will remain anonymous."

The following semi-structured questions were asked:

- "Why did you decide to become a lecturer?"
- "What do you think makes you a successful lecturer?"
- "What do you think are your strengths?"
- "What specific aspects do you need to work on, in other words what are your weaknesses?"

- "Would you please describe relationship with your colleagues and students."

- "Tell me more about your experiences as a lecturer."

The non-directive approach was used for follow-up comments. To conclude the interview, the interviewee was asked to add or ask anything else and thanked for his or her cooperation.

4.2.2.4 Administration

The following steps were followed:

- (1) Appointments with the interviewee were made over the telephone. The interviewee was thanked for giving up his or her time to attend the interview and its purpose was explained briefly.
- (2) Privacy and a noise-free area were ensured.
- (3) In each case non-structured comments served to introduce the interview, as discussed in 4.2.2.3.
- (4) In each case semi-structured questions and comments served as a framework for the interview, as discussed in 4.2.2.3.
- (5) Rogers' (1951) person-centred approach, also called the non-directive approach, was used for follow-up comments.
- (6) The interview was tape-recorded and notes were made of the non-verbal responses such as uneasiness, contentment and calmness during the interview.

- (7) To conclude the interview, the interviewee was asked if there was anything else he or she wanted to ask or add. Finally the interviewee was thanked for his or her cooperation.
- (8) The interview was then transcribed.
- (9) The recurring themes (Huysamen, 1993:180; Marais, 1997:99) that were raised by the interviewee and that appeared to correspond with the profile of the competent trainer, as discussed in 3.5, were identified, namely knowledge competence, attitudes and values competence, and skills competence.
- (10) The recurring themes were quantified by scoring the total number of times each theme was referred to by the interviewee (Marais, 1997:99).
- (11) The themes were categorised as intrapersonal (cognitive, affective and conative) and interpersonal responses, based on the *topic* of each theme and the *number of times* they were used. Knowledge competence-related themes were categorised as cognitive responses, Attitude competence-related themes were categorised as affective responses, Values competence-related themes as well as skills competence related themes were categorised as conative responses, and lastly Interpersonal relationships-related themes were categorised as interpersonal responses.
- (12) The notes on the general, non-verbal responses to the interview were compared with the categorised themes to ascertain whether they correspond in any way.
- (13) A value judgement (Marais, 1997:99) was made to determine whether this person matched, resembled, or did not match or resemble the profile of

the competent trainer.

- (14) The general, non-verbal responses of the interviewee were compared with the categorised, recurring themes.
- (15) A final classification was made of the interviewee. He or she was classified as an individual who *matched* (corresponded on all four levels, namely cognitive, affective, conative and interpersonal), *resembled* (corresponded on only two to three levels), or *did not match or resemble* (corresponded on only one level or did not correspond at all) the profile of the competent trainer.

4.2.2.5 Validity

Only the theoretical validity will be discussed for there is no information available on the validity of this instrument. No experiment can be perfectly controlled, and no measuring instrument can be perfectly calibrated. To focus on the validity of an observation instrument is to care about whether measurements have currency (what does the observer buy?), and about whether the phenomena are correctly labelled (what are the correct names for the variables?) (Kirk & Miller, 1986:21).

Special pains should be taken to eliminate interviewer bias, questions should be tested for unknown biases and the particular research problem and the nature of the information sought, should indicate whether the interview will be used (Kerlinger, 1986:440). Experts in the field of interviewing emphasise the fact that the interview is meaningful in that it can measure what it is supposed to measure, but the more experienced the interviewer, the more valid the interview. Special care should also be taken not to prompt a response from the interviewee.

4.2.2.6 *Reliability*

Issues of reliability of qualitative research methods have received little attention (Kirk & Miller, 1986:41).

Reliability depends essentially on explicitly described observation procedures. There are several kinds of reliability, namely quixotic reliability which refers to the circumstances in which a single method of continually yields an unvarying measurement, diachronic reliability which refers to the stability of an observation through time, and synchronic reliability which refers to similarity of observations within the same period (Kirk & Miller, 1986:42).

The reliability of an interviewer is affected by four variables, namely the researcher (interviewer), the interviewee, the measuring instrument and the research context (Mouton & Marais, 1994:84). Firstly, the interviewer's experience in interviewing can enhance the reliability. Secondly, the interviewee feels free to speak freely and honestly about his or her experiences as a lecturer, enabling the interviewer to determine trainer competence. Thirdly, the measuring instrument consists of semi-structured questions and non-directive responses aimed at enhancing reliability. Lastly, with reference the research context, the interviewee agrees on the venue for the interview in order to ensure comfort and the interviews are held within two weeks to ensure that spatio-temporal factors remain the same for all interviews.

4.2.2.7 *Motivation for inclusion*

A feature of qualitative data is its richness and holism, and its strong potential for revealing complexity such as descriptions that are vivid and nested in a real context (Miles & Huberman, 1994:10). The sensitive, detailed information and the confidentiality of the responses of each interviewee, motivated the researcher to use the interview as discussed. Moreover, an interview of which the response

could be categorised and subsequently made to correspond with an objective norm, such as the profile of the competent trainer, would enhance the reliability of the interview.

4.3 STEP 3: DATA GATHERING

In terms of the *quantitative research* the following procedure was used in order to gather the data:

- (1) The covering letter was drawn up, indicating the aim of the research, the fact that responses would remain confidential, instructions for completion and the date of completion.
- (2) The biographical questionnaire was drawn up containing questions on the following measured variables: gender, age, home language, population group, classification as a lecturer, post level, total years of service, and the faculty in which the respondent served.
- (3) The Personal Orientation Inventory was prepared, as well as its relevant answer sheet and instructions.
- (4) The covering letter, biographical questionnaire and the POI were assembled in an envelope, and addressed to each trainer personally. The name of his or her department, was stated on the envelope.
- (5) The envelopes were hand-delivered to each individual trainer (population: N=342).
- (6) A hundred-and-six completed questionnaires were returned.
- (7) The POI answer sheets were marked as discussed in 4.2.1.5.

- (8) The sample was divided between the highest scores on self-actualisation and the lowest scores on self-actualisation.

In terms of the *qualitative research* the following procedure was used to gather the data:

- (1) The appointments with the interviewees were made by telephone, as discussed in 4.2.2.
- (2) Privacy and a noise-free venue were ensured.
- (3) Non-structured comments were used as introductory remarks, as discussed in 4.2.2.
- (4) Semi-structured questions were asked, as discussed in 4.2.2.
- (5) A non-directive approach was adopted for follow-up comments.
- (6) The interview was tape-recorded and notes were made, as discussed in 4.2.2.
- (7) The interview was concluded, as discussed in 4.2.2.

4.4 STEP 4: DATA ANALYSIS

In terms of *quantitative research* the following procedure was used to analyse the data.

- (1) The POI was hand-scored, using relevant scoring templates. It was double-checked for accuracy.

- (2) The respondents' raw totals on the following items were added in order to get the final raw score on self-actualisation: Time competence, Inner-directed, Self-actualising value, Existentiality, Feeling Reactivity, Spontaneity, Self-regard, Self-acceptance, Nature of man, Synergy, Acceptance of aggression, and Capacity for intimate contact.
- (3) The five respondents with the lowest self-actualisation scores were identified as well as the five respondents with the highest self-actualisation scores.
- (4) A statistical analysis was done of the data obtained from the sample by means of the Statistical Analysis System (SAS) computer program to determine the correlation between variables (De Wet, Monteith, Steyn & De Klerk, 1981:263-265). The Spearman rank correlation coefficient was used to determine the relationship between the biographical information (measured on a categorical scale) and the POI scales (measured as continuous scores) (Rosnow & Rosenthal, 1996:246). The exceedance probability (p-value) was used to determine whether the correlation was statistically significant. Significance was indicated when the p-value was less than 0,01 (significant on a 1% level of significance) and less than 0,05 (significant on a 5% level of significance).
- (5) The essential purpose of factor analysis in this research was to describe the covariance relationships between the variables in terms of a few underlying random quantities called factors (Johnson & Wichern, 1992:396). Current estimation and rotation methods require iterative calculations that must be done on a computer (Johnson & Wichern, 1992:403). Varimax rotation was used in the factor analysis program (Proc factor SAS) (Johnson & Wichern, 1992:422-423). Factors were indicated when factor loadings were greater than 0,6.

In terms of the *qualitative research* the following procedure was used to analyse the data:

The interviewee's verbatim report was transcribed and categorised, as discussed in 4.2.2. The following steps were taken to classify the interviewee as a competent:

- (1) The interview was transcribed.
- (2) The recurring themes were identified.
- (3) The recurring themes were quantified by scoring the total number of times each theme was referred to.
- (4) The categorised intrapersonal (cognitive, affective and conative) and interpersonal *themes*, as discussed in 4.2.2, were compared with the summarised profile of the competent trainer, as discussed in 3.5.
- (5) The notes on the general, non-verbal responses of the interview were compared with the categorised themes.
- (6) A value judgement was made, based on the topic of each theme and the number of times it was used, and whether the categorised intrapersonal (cognitive, affective, conative) and interpersonal themes fit the intrapersonal (cognitive, affective and conative) and interpersonal themes of a competent trainer.
- (7) The general, non-verbal responses of the interviewee were compared with the categorised recurring themes, as discussed in 4.2.2.

- (8) A final classification was made of the interviewee. He or she was classified as an individual who *matched, resembled or did not match or resemble* the profile of a competent trainer.

INTEGRATION OF THE QUANTITATIVE AND QUALITATIVE RESULTS

Rossmann and Wilson, as mentioned by Miles and Huberman (1994:41) state that there are three broad reasons why quantitative and qualitative data should be linked: to enable confirmation or corroboration of each other via triangulation, to elaborate or develop analysis, providing richer detail and, lastly, to introduce new lines of thinking in research.

To integrate the quantitative and qualitative results, the following steps were taken:

- (1) The self-actualisation scores of the respondents were listed, ranging from low to high.
- (2) The classified competent abilities of each of the five bottom and five top respondents were stated next to the respondents' self-actualisation scores.
- (3) The relationship was determined between the quantitative scores of the five bottom and the five top respondents and their classified competent abilities. This relationship was expressed in terms of *strong relationship, moderate relationship or no relationship* (Marais, 1997:101-102). If all five of the top respondents matched the profile of the competent trainer, it indicated a *strong relationship*. If there was a combination of high-scoring respondents who matched and/or resembled the profile of competent trainers, it indicated that there was a *moderate relationship*. If there was a combination of high-scoring respondents who resembled the profile of competent trainers or who had no relation at all, it indicated that there was

no relationship between the psychological optimality score and the competent trainer abilities of the high-scoring respondents. The same principle applied to the five bottom respondents.

INTEGRATION OF THE LITERATURE REVIEW AND THE EMPIRICAL RESEARCH

The literature review and the empirical research were integrated in terms of the findings of both.

4.5 STEP 5: FORMULATION OF THE RESEARCH HYPOTHESIS

The purpose of the research hypothesis is to confirm the relationship between the two variables, namely psychological optimisation and training competence.

The research hypothesis is as follows:

There is a relationship between psychological optimisation and training competence.

4.6 CHAPTER SUMMARY

In this chapter the population and sample were described, the psychometric instrument was chosen, the data were gathered and analysed. Lastly, the research hypothesis was formulated.

Next the results of the empirical research will be presented in chapter 5.

CHAPTER 5 RESULTS

Chapter 5 contains the empirical investigation with the specific aim of determining the relationship between psychological optimisation and training competence. More specifically, phase 2, steps 6 to 9 (1.6 in Chapter 1) will be discussed next.

5.1 STEP 6: REPORTING AND INTERPRETATION OF QUANTITATIVE RESULTS

The reporting and interpretation of quantitative results will now be presented.

5.1.1 Correlation on the POI scales and the biographical data

The results of the correlation on the POI scales and the biographical data are given in table 5.1.

TABLE 5.1 CORRELATION ON THE POI SCALES AND THE BIOGRAPHICAL DATA

POI SCALES	CORRELATION WITH						
	Gender	Age	Home language	Popula- tion group	Classifi- cation as lecturer	Total years of service	Facul- ty ser- ving
Tc (Time competence)	-0,06	-0,05	0,03	0,12	-0,10	0,06	-0,04
I (Inner directed)	0,02	0,02	-0,07	0,16	-0,09	0,06	0,05
SAV (Self-actualising value)	-0,10	-0,08	-0,10	0,16	0,15	-0,10	0,13
Ex (Existentiality)	0,04	0,04	-0,08	0,22*	-0,06	0,15	0,03
Fr (Feeling reactivity)	-0,02	-0,07	0,06	-0,04	0,05	-0,10	-0,08
S (Spontaneity)	-0,08	0,03	-0,001	0,16	-0,07	0,01	0,01
Sr (Self-regard)	0,21*	0,04	-0,17	0,13	-0,11	0,09	0,08
Sa (Self-acceptance)	0,15	0,18	0,10	0,08	-0,26**	0,16	-0,09
Nc (Nature of man)	-0,29**	-0,22*	-0,10	0,003	0,04	-0,20*	0,04
Sy (Synergy)	-0,10	-0,07	-0,07	0,12	0,07	-0,14	0,02
A (Acceptance of aggression)	-0,11	-0,02	0,03	0,05	0,04	-0,12	0,02
C (Capacity for intimate contact)	0,06	-0,02	-0,09	0,21*	-0,13	0,01	0,01

* $p < 0,05$

** $p < 0,01$

$n = 106$ (with the exception of classification of lecturer where $n = 105$)

The following relationships between the scales of the POI and the biographical questionnaire are significant:

- A statistically significant relationship exists between gender and self-regard at the 5% level of significance ($p < 0,05$: one asterisk).
- A significant relationship exists between gender and nature of man at the 1% level of significance ($p < 0,01$: two asterisks).
- A statistically significant relationship exists between age and nature of man at the 1% level of significance ($p < 0,01$: two asterisks).
- A statistically significant relationship exists between population group and existentiality at the 5% level of significance ($p < 0,05$: one asterisk).
- A statistically significant relationship exists between population group and capacity for intimate contact at the 5% level of significance ($p < 0,05$: one asterisk).
- A statistically significant relationship exists between classification as lecturer and self-acceptance at the 1% level of significance ($p < 0,01$: two asterisks).
- A statistically significant relationship exists between total years of service and nature of man at the 5% level of significance ($p < 0,05$: one asterisk).

The results in table 5.1 indicate the following:

The gender of a trainer reflects the affirmation of the self in terms of his or her own worth or strength. He or she differs in his or her views of people, whether he or she sees others as essentially good or essentially bad or evil. Gender also affects the ability of the trainer to resolve the good-evil, masculine-feminine, selfish-unselfish, and spiritual-sensual dichotomies. The difference in age and total years of service lead to different views on other people. The younger trainer

with less experience sees people in a different light than the older, more experienced trainer. The competent trainer, whether he or she is a man or a woman, older or younger, experienced or inexperienced, sees people as essentially good and is thus able to function optimally and to build interpersonal relationships. He or she has therefore the ability to work effectively with others.

The trainer from a certain population group differs in his or her flexibility in applying principles to his or her life, without rigid adherence to these principles, in comparison to the trainer from another population group. The competent trainer is flexible in applying his or her values. These values are always present to guide the competent trainer's actions, judge the actions of others, and to subtly influence the people around him or her. The ability to develop meaningful intimate relationships with other people, without imposing obligations and/or expectations on them differs from trainer to trainer in different population groups.

The junior lecturer, the lecturer, the senior lecturer and the principal lecturer differ in their acceptance of themselves. The competent trainer accepts himself or herself despite his or her weaknesses. He or she also knows the effect of his or her weaknesses and strengths on others. Although difficult to do, but he or she accepts himself or herself in order to work optimally.

By implementing all of the above-mentioned principles the competent trainer is able to deliver a well-trained and productive trainee.

In view of the results the hypothesis can be rejected, as the data in table 5.2 do not support evidence for a relationship between psychological optimisation and training competence.

5.1.2 Factor analysis

The results of the factor analysis are presented in table 5.2.

TABLE 5.2 FACTOR ANALYSIS

Variable	FACTOR 1	FACTOR 2	FACTOR 3
Tc (Time competency)	0.01866	0.82979*	0.15885
I (Inner-directed)	0.75922*	0.56425	0.21283
SAV (Self-actualising value)	0.27936	0.51056	0.65341*
Ex (Existentiality)	0.48530	0.59526	0.4430
Fr (Feeling reactivity)	0.90322*	0.00385	0.9121
S (Spontaneity)	0.57725	0.51283	0.12158
Sr (Self-regard)	0.22851	0.66349*	0.17852
Sa (Self-acceptance)	0.49651	0.61911*	0.17312
Nc (Nature of man)	0.01990	0.16956	0.87736*
Sy (Synergy)	0.08674	0.43525	0.71892*
A (Acceptance of aggression)	0.78912*	0.10083	0.11444
C (Capacity for intimate contact)	0.76479*	0.32920	0.02779

* > 0,6

The factors are grouped into the following categories:

Factor 1 consists of inner-directed, feeling reactivity, acceptance of aggression and capacity for intimate contact. Therefore, this factor entails independence, self-supportiveness, being sensitive towards own feelings and needs, acceptance of feelings of anger of aggression, and having warm interpersonal relationships.

Factor 2 consists of time competence, self-regard and self-acceptance.

Therefore this factor entails living in the present, having high self-worth, and accepting the self despite weaknesses.

Factor 3 consists of the self-actualising value, nature of man and synergy. Therefore, this factor entails the values self-actualising people subscribe to, constructiveness, seeing man as essentially good, and seeing opposites of life as meaningfully related.

The results in table 5.2 indicate that there are mainly three factors. The first factor indicates that the trainer has a self-actualising tendency. He or she is therefore self-directed and moves forward towards the full use of his or her talents, capabilities, and potentialities. There is a meaningful direction and purpose in his or her life, and he or she is goal-directed. The trainer makes decisions based on his or her own judgement and values. There is a responsiveness to his or her own needs and feelings. This person has the ability to accept his or her aggression or anger as a natural aspect of his or her emotional life. He or she develops meaningful, intimate relationships with other people, without imposing obligations and/or having expectations. These relationships reflect qualities of kindness, mercy, consideration, tenderness, love, concern, responsiveness, and friendship.

The name of the first factor is *internal locus of control*.

The second factor indicates the fact that the trainer lives in the present, instead of in the past or future. He or she reflects the ability to regard himself or herself as positive and he or she accepts himself or herself, despite any weaknesses. The trainer is open, sensitive to his or her emotions and is emotionally accessible in class. This self-knowledge entails knowledge of his or her personal values, needs, interests, style and competencies and their effect on others. He or she sees himself or herself as a flow of ideas, images, and feelings.

The name of the second factor is *positive self-knowledge*.

The last factor indicates that the trainer lives by his or her values. His or her values are always present to guide the trainer's actions, judge the actions of others, and to subtly influence the trainees. Therefore he or she acts according to his or her own norms. He or she sees others as essentially good and encourages them. He or she is also empowering, supportive, and generally relates to the learner as an intelligent adult. The trainer resolves the good-evil, masculine-feminine, selfish-unselfish, and spiritual-sensual dichotomies. The trainer sees opposites in life as meaningful and understands the meaning of suffering.

The name of the third factor is *positive outlook on life and people*.

According to the results the hypothesis can be rejected as the data in table 5.2 do not support the evidence for a relationship between psychological optimisation and training competence.

The reporting and interpreting of qualitative results will now be presented.

5.1.3 Respondents with the highest and lowest self-actualisation scores

The results of the respondents with the highest and lowest self-actualisation scores are given in table 5.3.

TABLE 5.3 RESULTS OF THE RESPONDENTS WITH THE HIGHEST AND LOWEST SELF-ACTUALISING SCORES

	RESPONDENT	SELF-ACTUALISATION SCORE
HIGHEST SCORERS	37	303
	12	295
	5	294
	59	285
	10	284
LOWEST SCORERS	8	193
	30	188
	29	176
	83	176
	22	172

The results in table 5.3 indicate that there are five trainers with high scores on self-actualisation and there are five trainers with low scores on self-actualisation. Therefore the highest scorers can be distinguished from the lowest scorers.

According to the results the hypothesis can be rejected as the data in table 5.3 do not support the evidence for a relationship between psychological optimisation and training competence.

5.2 STEP 7: REPORTING AND INTERPRETATION OF QUALITATIVE RESULTS

The qualitative results of the empirical study will now be presented. (Summaries of the interviews are presented in **Annexure A**. This method is discussed in 4.2.2).

The results on the five respondents with the highest self-actualisation scores and the five with the lowest self-actualisation scores will now be reported. This will be done in terms of the classification, namely intrapersonal (cognitive, affective and conative) and interpersonal categories, as discussed in 4.2.2. (The number of times the recurring themes were mentioned by the interviewee are presented in brackets next to the statement.)

5.2.1 Results of the five respondents with the highest self-actualisation scores

The five highest scorers on self-actualisation will now be presented.

Respondent 37 (Self-actualisation score: 303)

This respondent was open, relaxed, talkative and straightforward. He enjoyed being interviewed and spoke freely of his experiences. He seemed very self-confident.

Cognitively this respondent emphasised the importance of knowledge of the student (8), subject-related knowledge (7) and self-knowledge (7).

Affectively this respondent had a positive attitude towards learning (4).

Conatively this respondent had values such as humour (5), commitment (3), integrity (3), initiative (3) and respect (10). He mentioned the importance of presentation skills (6) and he managed time effectively (2).

Interpersonally he had successful interpersonal relationships with his colleagues and students (14), and he was of service to the students (3).

Respondent 12 (Self-actualisation score: 295)

The respondent was direct, straightforward and spoke freely. He was friendly, and self-confident.

Cognitively this respondent had subject-related knowledge (7), knowledge of the students (4) and self-knowledge (4).

Affectively it gave him pleasure to be a lecturer (3).

Conatively the respondent had values such as honesty (4), creativity (2) and respect (3). He believed in keeping arrangements and meeting deadlines, as well as in freedom with responsibility (8). He had self-management (8), solved problems analytically (5) and had presentation skills (7).

Interpersonally he had good relationships with his colleagues (3) and with his students (11).

Respondent 5 (Self-actualisation score: 294)

The respondent was relaxed, self-confident, open and straightforward. She felt strongly that it was desirable to be informal and saw her work as a vocation. She had a positive mind set and was community-oriented, wishing to render a service.

Cognitively the respondent had knowledge of the students (5), self-knowledge (8), subject-related knowledge (8) and organisational knowledge (4).

Affectively she indicated that she enjoyed her work (6) and she had a positive attitude towards her work (4). She also had a positive attitude in general (4).

Conatively the respondent had values such as honesty (2) and initiative (4). She

managed herself (4) effectively.

Interpersonally she maintained informal, healthy relationships with her colleagues and students (7) and was of service to them as well (3). She preferred working with the senior students (2).

Respondent 59 (Self-actualisation score: 285)

The respondent was very friendly. He was at ease during the interview and believed in service-rendering and personal growth.

Cognitively the respondent had subject-related knowledge (5), knowledge of the student (2) as well as self-knowledge (4).

Affectively he enjoyed (4) being a lecturer.

Conatively he had effective presentation skills (4) and he managed himself well (2).

Interpersonally he maintained good relationships with his colleagues and students (5) and he was of service to the students (4).

Respondent 10 (Self-actualisation score: 284)

The respondent was self-confident and friendly. She showed a sense of humour and was open and relaxed.

Cognitively the respondent had subject-related knowledge (6) and self-knowledge (3).

Affectively she enjoyed being a lecturer (2).

Conatively the respondent had values such as integrity (4), enthusiasm (4) and commitment (2). She adapted her presentation style to different groups (12) and managed herself effectively.

Interpersonally she maintained good relationships with her students and colleagues (7) and she was of service to the students (2).

5.2.2 Results of the five respondents with the lowest self-actualisation scores

The five lowest scorers on self-actualisation will now be presented:

Respondent 22 (Self-actualisation score: 172)

The respondent was shy, not very talkative but friendly. He admitted during the interview that he had difficulty in being self-assertive in the class and he did not enjoy being interviewed.

Cognitively the respondent had subject-related knowledge (3) and self-knowledge (3).

Affectively he enjoyed being a lecturer (3).

Conatively the respondent had the value of integrity (4) and had difficulty in being assertive in class (2).

Interpersonally he maintained good relationships with his colleagues and students (7).

Respondent 83 (Self-actualisation score: 176)

The respondent was hesitant at the interview being tape-recorded. He spoke freely of his frustrations because he was rather new on the job.

Cognitively the respondent had subject-related knowledge (2).

Affectively he was frustrated in grasping knowledge of his subject (2).

Conatively the respondent had the value of respect (1). He had difficulty in handling his time effectively (5).

Interpersonally his relationship with his colleagues was cordial (2) but he had difficulty in maintaining discipline with the students (7).

Respondent 29 (Self-actualisation score: 176)

The respondent was shy and uneasy at first, but friendly. Her administrative load was too heavy and she expected management to make life a bit easier for lecturers.

Cognitively the respondent had subject-related knowledge (3) and self-knowledge, in that she knew that she lacked patience (2).

Affectively she enjoyed being a lecturer (5).

Conatively she had the value of good manners (2). She had presentation skills (6) and she had difficulty with effective time management (7).

Interpersonally she maintained good relationships with her colleagues, but had difficulty in handling conflict (4). Her relationship with her students was good (9).

Respondent 30 (Self-actualisation score: 188)

The respondent was talkative, relaxed and friendly. He liked being interviewed and said that it was difficult for him to handle big classes. Furthermore he stated that: "... a lecturer on tertiary level, sorry to say, is still a teacher".

Cognitively he had subject-related knowledge (4).

Affectively he enjoyed being a lecturer (4).

Conatively he had difficulty in managing his time effectively (2).

Interpersonally he maintained good relationships with his colleagues and students (10), but he had difficulty in maintaining with discipline in his classes and the students sometimes annoyed him (3).

Respondent 8 (Self-actualisation score: 193)

The respondent was friendly but unsure if she was making the correct comments. She was reluctant to speak freely and focused on her relationships.

Cognitively the respondent had subject-related knowledge (6) and self-knowledge (2).

Affectively she gained pleasure from being a lecturer (5).

Conatively the respondent had the value of enthusiasm (3).

Interpersonally she indicated that her relationships with her colleagues and students were good (10), but that she was subjective in solving problems with the students (1).

The *interpretation* of the qualitative results will now be presented.

- Respondents are listed from the highest self-actualisation scorers to the lowest self-actualisation scorers.

HIGHEST SCORERS:

Respondent 37 (Self-actualisation score: 303)

Intrapersonally the respondent matched the competencies of the competent trainer. He had knowledge of the subject, the students and himself (cognitive). He had a positive attitude towards learning (affective). The respondent believed in humour, commitment, integrity and initiative, he had presentation skills and managed time effectively (conative).

Interpersonally the respondent matched the competencies of the competent trainer. He maintained successful relationships with his colleagues and his students.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *matched* the profile of the competent trainer.

Respondent 12 (Self-actualisation score: 295)

Intrapersonally the respondent matched the competencies of the competent trainer. He had knowledge of the subject as well as knowledge of himself (cognitive). Being a lecturer gave him pleasure (affective). He believed in respect and creativity, he had presentation skills, met deadlines and had freedom with

responsibility, and solved problems analytically (conative).

Interpersonally the respondent matched the competencies of the competent trainer. He maintained good relationships with his colleagues and his students.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *matched* the profile of the competent trainer.

Respondent 5 (Self-actualisation score: 294)

Intrapersonally the respondent matched the competencies of the competent trainer. She had knowledge of her subject, her students, herself and the institution (conative). The respondent enjoyed her work, had a positive attitude towards her work and a positive attitude in general (affective). She believed in honesty and initiative, and she managed herself effectively (conative).

Interpersonally the respondent matched the competencies of the competent trainer. She maintained good relationships with her colleagues and her students, and she was of service to both groups.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *matched* the profile of the competent trainer.

Respondent 59 (Self-actualisation score: 285)

Intrapersonally the respondent matched the competencies of the competent trainer. He had knowledge of the subject and about himself (conative). The

respondent enjoyed being a lecturer (affective). He had presentation skills and he managed himself effectively (conative).

Interpersonally the respondent matched the competencies of the competent trainer. He maintained good relationships with his colleagues and his students.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *matched* the profile of the competent trainer.

Respondent 10 (Self-actualisation score: 284)

Intrapersonally the respondent matched the competencies of the competent trainer. She had knowledge of the subject and herself (cognitive). The respondent enjoyed being a lecturer (affective). She believed in integrity, enthusiasm and commitment, she had presentation skills, as well as the ability to adapt her presentation style to different groups, and she managed herself effectively (conative).

Interpersonally the respondent matched the competencies of the competent trainer. She maintained good relationships with her colleagues and students, and she was of service to the students.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *matched* the profile of the competent trainer.

*LOWEST SCORERS:***Respondent 8 (Self-actualisation score: 193)**

Intrapersonally the respondent matched the competence of the competent trainer. She had knowledge of her subject and herself (cognitive). The respondent gained pleasure from being a lecturer (affective). She believed in enthusiasm (conative).

Interpersonally the respondent matched the competencies of the competent trainer. She maintained good relationships with her colleagues and students, but was subjective in solving problems with the students.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *resembled* the profile of the competent trainer.

Respondent 30 (Self-actualisation score: 188)

Intrapersonally the respondent resembled the competencies of the competent trainer. He had knowledge of the subject (cognitive). The respondent enjoyed being a lecturer (affective). He had difficulty in managing his time effectively (conative).

Interpersonally the respondent resembled the competencies of the competent trainer. He maintained good relationships with his colleagues and students, but he had difficulty in handling discipline in class.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *resembled* the profile of the competent trainer.

Respondent 29 (Self-actualisation score: 176)

Intrapersonally the respondent resembled the competencies of the competent trainer. She had knowledge of the subject and herself (cognitive). The respondent enjoyed being a lecturer (affective). She believed in good manners, she had presentation skills, but she had difficulty in managing time effectively (conative).

Interpersonally the respondent resembled the competencies of the competent trainer. She maintained good relationships with her colleagues and students, but she had difficulty in handling conflict.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *resembled* the profile of the competent trainer.

Respondent 83 (Self-actualisation score: 176)

Intrapersonally the respondent did not match or resemble the competencies of the competent trainer. He had knowledge of the subject (cognitive). The respondent was frustrated in grasping knowledge of the subject (affective). He believed in respect, but had difficulty in managing his time effectively (conative).

Interpersonally the respondent resembled the competencies of the competent trainer. He maintained a good relationship with his colleagues, but he had difficulty in handling discipline with the students.

The general, non-verbal responses, coupled with the above intrapersonal and

interpersonal competencies, led to the following classification:

This respondent *did not match or resemble* the profile of the competent trainer.

Respondent 22 (Self-actualisation score: 172)

Intrapersonally the respondent resembled the competencies of the competent trainer. He had knowledge of the subject and himself (cognitive). The respondent enjoyed presenting class (affective). He believed in integrity, but had difficulty in being assertive in class (conative).

Interpersonally the respondent matched the competencies of the competent trainer. He maintained good relationships with his colleagues and students.

The general, non-verbal responses, coupled with the above intrapersonal and interpersonal competencies, led to the following classification:

This respondent *resembled* the profile of the competent trainer.

5.3 STEP 8: INTEGRATION OF THE QUANTITATIVE AND QUALITATIVE RESULTS

The integration of the quantitative and qualitative results are set out in table 5.4.

TABLE 5.4 INTEGRATED QUANTITATIVE AND QUALITATIVE RESULTS

	RESPONDENT	SELF-ACTUALISATION SCORES	CLASSIFIED COMPETENT ABILITY OF THE TRAINER
HIGHEST SCORERS	37	303	Matched the profile of the competent trainer
	12	295	Matched the profile of the competent trainer
	5	294	Matched the profile of the competent trainer
	59	285	Matched the profile of the competent trainer
	10	284	Matched the profile of the competent trainer
LOWEST SCORERS	8	193	Did not match or resemble the profile of the competent trainer
	30	188	Did not match or resemble the profile of the competent trainer
	29	176	Did not match or resemble the profile of the competent trainer
	83	176	Did not match or resemble the profile of the competent trainer
	22	172	Did not match or resemble the profile of the competent trainer

The interpretation of this integrated results in table 5.4 is as follows:

- There is a *strong relationship* between the respondents with high self-actualisation scores and their training competence, as all five respondents matched the profile of the competent trainer.
- There is *no relationship* between the respondents with low self-actualisation scores and their training competence, as four respondents resembled the profile of the competent trainer and one did not match or

resemble the profile of the competent trainer.

According to the results the hypothesis cannot be rejected as the data in table 5.4 support the evidence for a relationship between psychological optimisation and training competence.

5.4 STEP 9: INTEGRATION OF THE LITERATURE REVIEW AND THE EMPIRICAL RESEARCH

Through the empirical study, information was obtained about psychological optimisation and training competence. An attempt will be made to integrate the significant findings of the empirical study with the findings of the literature review as discussed in chapter 2 and 3.

Trainers, who matched the profile of the competent trainer in terms of psychological optimisation and training competence, tends to show the following characteristics more often or more intensely than the trainers who resembled and did not match or resemble the profile of the competent trainer:

Intrapersonal

Cognitively his or her has positive mind set towards life, people, himself or herself, his or her work, and learning. Knowledge of the subject, the trainees, the organisation and management are evident (Aucamp *et al.*, 1986:140; Maddi, 1995:267; Powers, 1992:17; Rae, 1991:26; Sherman *et al.*, 1996:255). He or she has self-knowledge which entails knowledge of his or her personal values, needs, interests, style and competencies and their effect on others. This person regards himself or herself as positive, sees others as essentially good and sees opposites in life as meaningful. He or she sees his or her work as a vocation (Meyer *et al.*, 1990:456).

Affectively this person is sensitive to his or her own emotions, feelings, needs, and accepts full responsibility for his or her life (Cilliers & Wissing, 1993:6) and enjoys being a trainer. Rogers pictures this person not as someone who is always happy, but as someone who is more alive, more sensitive to experience, and more aware of his or her emotions (Critelli, 1987:370). This person puts up with frustrations (Allport, 1961:188) and understands the meaning of suffering. He or she has a positive attitude towards life in general and towards learning. This person feels free to express his or her feelings. According to Cornelius (1996:81) he or she has the attitude that he or she wishes to set an example through his or her human relationships, to "practise what he or she preaches".

Conatively this person has a free spectrum of experiences (Meyer *et al.*, 1990:408) and accepts himself or herself, despite of any weaknesses. He or she moves ahead toward fully using his or her talents, capabilities, and potentialities. There is a meaningful direction and purpose in life and he or she lives in the present, in stead of in the past or future. He or she is flexible in applying his or her values where his or her values are always present to guide his or her actions, judge the actions of others, and to subtly influence the people around him or her. This person is committed to keeping agreements and meeting deadlines (Powers, 1992:19; Rae, 1991:28) and he or she manages his or her time more effectively. Values that are present are humour, integrity, initiative, respect, honesty, creativity, enthusiasm and the ability to laugh at his or her mistakes. The focus in problem-solving is on the issue and not the person, though he or she cares deeply for others. Therefore, he or she handles conflict effectively. The person has skills on alternative methods to lecturing as well as effective presentation skills. He or she also has the ability to adapt his or her presentation style to different situations.

Interpersonal

This person shows interest in the welfare of others (Critelli, 1987:373) and is of service to others. He or she is optimistic and considers people empathically

(Cilliers & Wissing, 1993:6) and he or she works effectively with others. This person is able to discipline the students in class and handles difficult students efficiently. This person has the ability to develop meaningful intimate relationships with other people, without imposing obligations on them and/or having expectations. These relationships reflect qualities of kindness, mercy, consideration, tenderness, love, concern, responsiveness, and friendship. He or she is interested in the welfare of others, shows altruistic, unselfish, and non-possessive love for others (Critelli, 1987:373) and is of service to other people.

5.5 CHAPTER SUMMARY

In this chapter the quantitative and qualitative results were reported, interpreted, and integrated. The results of the empirical research were integrated with the literature review.

Herewith specific aim number four, namely to determine the relationship between psychological optimisation and training competence, is met.

Next the conclusions, limitations and recommendations will be presented in chapter 6.

CHAPTER 6 CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Chapter 6 contains the conclusions, limitations and recommendations of this research. More specifically, phase 2, steps 11 to 13 (1.6 in Chapter 1) will be discussed next.

6.1 STEP 10: CONCLUSIONS

Conclusions will be formulated in terms of the literature review and the empirical study. Conclusions will also be formulated in terms of the correlation between the findings of the literature review and the empirical study.

6.1.1 Conclusions: literature review

In chapter 2, psychological optimisation was discussed and the personality profile of the psychologically optimal functioning person was constructed by clarifying four views in terms of the humanistic-existential paradigm. It can be concluded that the psychologically optimal functioning person has intrapersonal characteristics (cognitive, affective and conative), as well as interpersonal characteristics.

In chapter 3, training competence was discussed and the personality profile of the competent trainer was constructed through certain views. It can be concluded that the competent trainer has knowledge competence, attitude and values competence, as well as skills competence in terms of performance.

The literature was integrated by focusing on the relationship between the characteristics of the psychologically optimal functioning person and the competence of the competent trainer.

The characteristics of the psychologically optimal functioning person correspond to a certain extent to the competence of the competent trainer. Based on the literature review and previous research findings, it can be concluded that there may be a relationship between psychological optimisation and training competence. The literature review of this research confirms the results of the literature survey conducted by Cilliers (1995:100).

6.1.2 Conclusions: empirical study

In chapters 4 and 5, the empirical study and its results were reported, interpreted and integrated. From these results the following conclusions can be drawn:

- There is a strong relationship between persons with high scores on self-actualisation and the competent trainer's profile, which indicates a strong relationship between psychological optimisation and training competence.
- There is no relationship between persons with low scores on self-actualisation and the competent trainer's profile, which indicates that there is a relationship between psychological optimisation and training competence.
- Thus there is a relationship between psychological optimisation and training competence.

The empirical study of Cilliers (1995:100), although providing statistically significant evidence, failed to provide enough supporting evidence for the central hypothesis, namely that if the personality profile of the competent trainer refers to aspects of self-development, then the competent trainer must possess the characteristics of the psychologically optimal personality.

6.1.3 Conclusions in terms of the relationship between the literature review and the empirical study

From the conclusions drawn from the literature review, there may exist a theoretical relationship between psychological optimisation and trainer competence.

From the conclusions drawn from the empirical study, there was a relationship between psychological optimisation and training competence.

It could therefore be concluded that, in both the relevant literature and the empirical findings, a relationship was found between psychological optimisation and training competence. Thus the results of the empirical study confirm the findings of the literature review. The results obtained from Cilliers' (1995:100) empirical research did not support the results obtained in the literature survey of that research.

Therefore this research indicates that an ongoing and creative process of growth, with specific reference to the realisation of potential in order to live according to an unique purpose in life, will enhance training competence.

6.2 STEP 11: LIMITATIONS

In the discussion of the limitations of this research, the focus will be on the literature review and the empirical study.

6.2.1 Limitations: literature review

There is a limited amount of literature on training competence. The availability of literature classifying competent trainers in terms of factors such as responses, behaviour and profiles are limited, especially with relation to the cognitive and

affective aspects. The lack of such information limited the researcher in constructing a profile of the competent trainer.

6.2.2 Limitations: empirical study

The researcher conducted the empirical research on lecturers from an educational institution. Lecturing is a method in training, but the lecturers' knowledge of other aspects of training was limited. The trainers were not used to express and evaluate their own competence and might have had reflections of what they felt it should be like and not state their actual knowledge, values, attitudes and skills. The researcher knew some of the respondents and therefore established rapport with them far quicker than with the unknown respondents. The researcher lacked experience regarding qualitative interviewing. As some of the respondents did not repeat the themes during the interviews, the number of themes were limited in some cases. Some of the respondents were hesitant to express themselves freely, which limited the information on their competence as trainers.

6.3 STEP 12: RECOMMENDATIONS

Organisations must invest in their employees and individuals must have the opportunity and the motivation to achieve their full potential. Personality growth takes place where new ideas, traits, and outlooks are gained and the personality becomes complete and integrated. Psychologically optimal functioning individuals are capable of more effective performance. For the individual, this may result in personal growth and satisfaction on a professional level that will improve aspects of qualities in his or her private life. It will also make a contribution to a high level of training because training and development are regarded as one of the major success variables for a prosperous South Africa in the international context.

The ultimate goal of training is to achieve the set objectives, giving the students

the competence to improve their performance. In order to achieve this the trainer needs to integrate different methods and approaches to training for optimal results. The trainer's current and future performance must be improved through learning and changing their attitudes or increasing their skills and knowledge. The underlying characteristic of the trainer, namely competence, must be causally related to criterion-referred effective and/or superior performance of his or her job.

Trainers can be trained through short courses, train the trainer courses, tertiary institutions, professional associations and private consultation firms, as well as on the job. The business organisation can develop training programs that focus on ongoing and creative processes of growth, with specific reference to the realisation of potential in order for the person to live according to an unique purpose in life. The focus must be on the capacity for the individual to expand, enrich, develop and of being fulfilled, to become all he or she is capable of becoming.

Additional research is required to establish the importance of the relationship between psychological optimisation and training competence in other organisations. There are a number of areas which should receive attention in future research, which include a standardised instrument to measure training competence and the development of training programmes in order to enhance training competence.

6.4 CHAPTER SUMMARY

In this chapter the conclusions, limitations and recommendations of this research were discussed.

Herewith specific aim number six, namely to formulate recommendations in order to optimise training competence, is met.

REFERENCES

- Allport, G. W. (1945). *Personality: a psychological interpretation*. New York: Henry Holt & Company.
- Allport, G. W. (1955). *Becoming: basic considerations for a psychology of personality*. New Haven: Yale University Press.
- Allport, G. W. (1961). *Pattern and growth in personality*. London: Holt, Rinehart & Winston.
- Arangies, J. (1988). *Ondernemingsbestuur: 'n Christelike beskouing*. Potchefstroom: Wesvalia.
- Aucamp, J.P., Stander, M.W. & Van Graan, F. (1986). *Opleiding en organisasie-ontwikkeling*. Potchefstroom: Wesvalia.
- Baird, L. L. (1983). *Attempts at defining interpersonal competencies*. Princeton: Educational Testing Service.
- Baron, R. A. & Byrne, D. (1994). *Social psychology: understanding human interaction*. Massachusetts: Simon & Schuster.
- Baron, R. A. & Greenberg, J. (1989). *Behaviour in organisations: understanding and managing the human side of work*. Boston: Alyn & Bacon.
- Beach, D. S. (1985). *Personnel: the management of people at work*. 5th ed. New York: Macmillan.
- Camp, R. R., Blanchard, P. N. & Huszco, G. E. (1986). *Toward a more organisationally effective training strategy and practice*. Englewood Cliffs:

Prentice Hall.

- Cilliers, F. v N. (1984). *'n Ontwikkelingsprogram in sensitiewe relasievorming as bestuursdimensie*. D.Phil. tesis. Potchefstroom: PU vir CHO.
- Cilliers, F. v N. (1988). Die konsep sielkundige optimaliteit in bestuur. *IPB joernaal*, 10, 15-18.
- Cilliers, F. v N. & Wissing, M.P. (1993). Sensitiewe relasievorming as bestuursdimensie: die evaluering van 'n ontwikkelingsprogram. *Tydskrif vir Bedryfsielkunde*, 19 (1), 6.
- Cilliers, H. J. (1995). *Trainer competency and psychological optimality*. M.Admin. thesis. Pretoria: University of South Africa.
- Cornelius, A.D.C. (1996). *Training practice for presenters*. Elarduspark: Conradie.
- Covey, S.R. (1994). *The seven habits of highly effective people: powerful lessons in personal change*. London: Simon & Schuster.
- Critelli, J. W. (1987). *Personal growth and effective behaviour*. New York: CBS College.
- De Klerk, F.J.A. & Stander, M.W. (1987). *Inleiding tot die Bedryfs- en Personeelsielkunde*. Potchefstroom: Wesvalia.
- De Wet, J.J., Monteith, J.L.de K., Steyn, H.S. & Venter, P.A. (1981). *Navorsingsmetodes in die opvoedkunde: 'n inleiding tot empiriese navorsing*. Durban: Butterworths.
- Erasmus, B.J. & Van Dyk, P.S. (1996). *Training management: a practical*

approach. Halfway House: International Thomson Publishing.

Ewen, R. B. (1993). *Introduction to theories of personality*. 4th ed. Hillsdale: Lawrence Erlbaum Associates.

Frankl, V. E. (1959). *Man's search for meaning: an introduction to logotherapy*. Boston: Beacon.

Frankl, V. E. (1962). *Man's search for meaning: an introduction to logotherapy*. Boston: Beacon.

Frankl, V. E. (1965). *The doctor and the soul: from psychotherapy to logotherapy*. New York: Knopf.

Frankl, V. E. (1974). *Man's search for meaning: an introduction to logotherapy*. London: Hodder and Stoughton.

Frankl, V. E. (1978). *The unconscious God: Psychotherapy and theology*. New York: Simon & Schuster.

Gibson, J. L., Ivancevich, J. M. & Donnely, J. H. (1997). 9th ed. *Organisations: behavior, structure, processes*. Chicago: Irwin.

Goodale, J. G. (1982). *The fine art of interviewing*. Englewood Cliffs: Prentice Hall.

Hirszowicz, M. (1985). *Industrial sociology: an introduction*. Oxford: Basil Blackwell.

Hjelle, L. A. & Ziegler, D. J. (1987). *Personality theories: basic assumptions, research and applications*. 2nd ed. New York: McGraw-Hill.

Huysamen, D. (1997). The desire to perform. *People Dynamics*, 16 (6), 32-37.

Huysamen, G.K. (1993). *Metodologie vir die sosiale en gedragwetenskappe*. Halfway House: Southern.

Johnson, D.W. & Johnson, F.P. (1987). *Joining together: group theory and group skills*. 3rd ed. Englewood Cliffs: Prentice Hall.

Johnson, R.A. & Wichern, D.W. (1992). *Applied multivariate statistical analysis*. 3rd ed. Englewood Cliffs: Prentice Hall.

Kerlinger, F. N. (1986). *Foundations of Behavioural Research*. 3rd ed. Orlando: Harcourt Brace Jovanovich College Publishers.

Kirk, J. & Miller, M. L. (1986). *Reliability and validity of qualitative research*. Newbury Park: SAGE.

Knapp, R. R. (1976). *Handbook for the Personal Orientation Inventory*. San Diego: Edits.

Kolbe, K. (1990). *The conative connection: uncovering the link between who you are and how you perform*. Reading: Addison-Wesley.

Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*. Thousand Oaks California: SAGE.

Maddi, S. R. (1980). *Personality theories: a comparative analysis*. 4th ed. Chicago: The Dorsey Press.

Maddi, S.R. (1995). *Personality theories. A comparative analysis*. 6th ed. Pacific Grove: Brooks/Cole.

- Magnussen, D. (1966). *Test theory*. Ontario: Don Mills.
- Marais, C.M. (1997). *Salutogenesis as paradigm in change management*. M.A. thesis. Pretoria: Unisa.
- Maslow, A. H. (1970). *Motivation and personality*. 3rd ed. New York: Harper & Row.
- Maslow, A. H. (1971). *The further reaches of human nature*. New York: Viking Press.
- McConnel, J. V. (1989). *Understanding human behaviour*. 6th ed. New York: Holt, Rinehart & Winston.
- McLagan, P. A. (1989). *The models for HRD practice*. Alexandria: ASTD Press.
- Meyer, T. (1996). *Creating competitiveness through competencies: currency for the 21st century*. Randburg: Knowledge Resources.
- Meyer, W. F., Moore, C. & Viljoen, H. G. (1990). *Persoonlikheidsteorieë . Van Freud tot Frankl*. Johannesburg: Lexicon.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis*. 2nd ed. Beverley Hills: SAGE.
- Milne, D. & Noone, S. (1996). *Teaching and training for non-teachers: personal and professional development*. Leicester: The British Psychological Society.
- Moller, A. T. (1995). *Perspectives on personality*. Durban: Butterworths.
- Morgan, G. (1980). Paradigms, metaphors, and puzzle solving in organisational

theory. *Administrative Science Quarterly*, 25 (4), 605-622.

Mouton, J. & Marais, H. C. (1994). *Basic concepts in the methodology of the social sciences*. Pretoria: Human Sciences Research Council.

Nikelly, A. G. (1977). *Achieving competence and fulfilment*. Monterey: Brooks/Cole.

Oddi, L.F. (1987). Perspectives on self-directed learning. *Adult Education Quarterly*, 38 (1), 27.

Powers, B. (1992). *Instructor Excellence*. San Francisco: Jossey-Bass.

Plug, C., Meyer, W.F., Louw, D.A. & Gouws, L.A. (1986). *Psigologie Woordeboek*. Johannesburg: McGraw-Hill.

Rae, L. (1991). *The skills of training*. 2nd ed. Aldershot: Gower.

Rae, L. (1992). *Assessing trainer effectiveness*. Aldershot: Gower.

Reber, A.S. (1988). *The Penguin Dictionary of Psychology*. Middlesex: Penguin.

Reid, M. A., Barrington, H. A. & Kenney, J. (1992). *Training interventions: managing employee development*. 3rd ed. London: Institute of Personnel Management.

Renton, M. (1996). Corporate values that are more than cosmetic. *People Dynamics*. 14(11), 24-29.

Rogers, C.R. (1951). *Client-centred therapy*. London: Constable.

- Rogers, C. R. (1961). *On becoming a person: a therapist's view of psychotherapy*. London: Constable.
- Rosnow, R. L. & Rosenthal, R. (1996). *Beginning behavioural research: a conceptual primer*. 2nd ed. Englewood Cliffs: Prentice Hall.
- Schein, E. H. (1988). *Organisational Psychology*. 3rd ed. Prentice Hall: Englewood Cliffs.
- Schulz, G. M. (1994). *Reliability and validity of the Personal Orientation Inventory*. M.Admin. thesis. Pretoria: University of South Africa.
- Schultz, D. (1977). *Growth psychology; models of the healthy personality*. New York: Van Nostrand & Reinhold.
- Schultz, D.P. & Schultz, S.E. (1986). *Psychology and the industry today*. New York: Macmillan.
- Sherman, A., Bohlander, G. & Snell, S. (1996). *Managing human resources*. Cincinnati: South-Western College.
- Shostrom, E. L. (1974). *Manual for the personal orientation inventory: an inventory for the measurement of self-actualisation*. San Diego: Edits.
- Smit, G.J. (1986). *Psigometrika: aspekte van toetsgebruik*. Pretoria: HAUM.
- Sonnekus, I. P. (1996). *Enhancing realistic academic self-actualisation: a psycho-andragogical perspective*. D.Ed. thesis. Pretoria: University of South Africa.
- Spencer, L. M. & Spencer, S. M. (1993). *Competence at work*. New York: John Wiley & Sons.

Van Dyk, P.S., Nel, P.S. & Loedolff, P. van Z. (1992). *Training management: a multidisciplinary approach to human resources development in Southern Africa*. Halfway House: Southern.

Weiten, W. (1997). *Psychology: themes, variations*. Pacific Grove: Brooks/Cole.

Wheeler, S. (1966). *Training counsellors: the assessment of competence*. London: Cassell.

Winterburn, R. (1991). *Aspects of educational and training technology: realising human potential*. London: Kogan Page.

APPENDIX A: SUMMARIES OF THE INTERVIEWS

This appendix includes a summary of the responses to each interview. The summaries are ranked from the highest to the lowest self-actualisation scores.

In each case the interview is summarised in terms of the general impression of the respondents, followed by extracts of the statements made by the respondents.

It is important to point out that nine of the ten respondents were Afrikaans speaking. Their responses should be regarded as accurate translations rather than as exact quotations.

1. Respondent 37 (Self-actualisation score: 303)

This respondent was relaxed, very talkative and indicated that he was not shy to open up, because he had nothing to hide. It seemed that he had self-confidence and his answers were straightforward and direct. He enjoyed being interviewed, sharing his life experiences, and he was also friendly and open. Furthermore, he believed in passion, commitment and adaptability (a change in mind-set).

The following themes were identified:

- *Knowledge*

He emphasised the importance of *knowledge of the students* eight times. The following comments serve as examples:

- There is still the problem of “cultural baggage” among the students.
- The black student has a wonderful characteristic. He wants someone that

can lead him or her, because it is part of his or her social culture and someone that he or she can trust.

This respondent mentioned seven times that in order to be an effective lecturer, he had to have *knowledge of the subject* by knowing the textbooks, listening to news bulletins, reading newspapers in order to have knowledge of the macro world. The following statements serve as examples:

- I listen to three to four news bulletins, different groups' bulletins a day. I read at least three newspapers every morning to be on top of what is happening around the world.
- It is important to understand the political dynamics around the world, in order to give it back to the students.

The respondent indicated that he had *self-knowledge* seven times. The following comments serve as examples:

- I want to have peace of mind when I go to sleep.
- When I am happy and content with myself, then I can help other people.

- *Attitude*

He also indicated his *positive attitude towards learning* four times. A strong desire to convey his knowledge and to do better expressed four times. The following statements serve as examples:

- My wish is to keep on conveying my knowledge.
- One always wishes to do better in lecturing.

- No person, no matter how old he or she is, is too old to learn.
- You can never know too much about people, the world and your subject.
- *Values*

This respondent indicated that he believed in *humour* and to laugh at himself five times. The following statements serve as examples:

- There must be time and a place for seeing the humour in a situation.
- I laugh at myself if I make mistakes.

The respondent stated that he believed in *commitment* three times. The following statements serve as examples:

- Committed ...because the remuneration here is not enough ...
- If you are not committed, stay away.

The respondent indicated that he had *integrity* three times. The following statements serve as examples:

- I mean it honestly and sincerely.
- I am not willing to let my standards drop, not for anyone.

The respondent indicated the importance of respect for other human beings ten times. The following statements serve as examples:

- We are all interdependent, and a person who does not understand this, does not understand the concept of human existence.

- We are the same, we are different and we are unique.

The respondent indicated that he had *initiative* on six occasions. The following statements serve as examples:

- ... I give the third years a “braaivleis” at my own expense.

- ... I take them on Parliamentary visits in the Cape.

- *Skills*

The respondent mentioned the importance of *presentation skills* six times. The following statements serve as examples:

- I want to teach him the theory and bring it in line with the practical side.

- It is important to have a few key points on the transparency or board and to talk for two hours on these points. Do not only focus on the textbook, but expand on the theme, giving practical examples.

- One must have communication skills, speak comfortably but with responsibility. You should not be an introvert in terms of presentation style and humour is crucial.

- I use the textbooks only as guidelines in my presentations.

The respondent indicated twice that he has managed his time effectively. The following statement serves as an example:

- I put up a notice on my door. I am available for consultation with the students on Wednesdays from 08h00 to 12h00 ... in order to get my other work done as well.
- *Interpersonal relationships*

The respondent referred to his relationship with other people fourteen times. His *relationship with his colleagues* was professional, and he was informal and respectful towards the *students*. The following statements serve as examples:

- My relationship with my colleagues is professional.
- I have a certain way of whistling that I use in class to draw their attention. And wherever I walk on campus, they whistle to me in the same way. I then put up my hand in acknowledgement.
- The students call me by name.
- No student walks into my class after I have begun. That student must give an explanation as to why he or she is late and then the class decides whether he or she can join them.
- The students trust me, and so establish rapport is established between us.
- Credibility is important, because your yes is your yes and your no is your no. If you are too flexible they will manipulate you ... social justice and equality. Be consistent and handle each person the same.

The respondent indicated thrice that he was of service to the *students*. The following statements serve as examples:

- We listen to your problem and solve it.
- They come in and out freely.

2. Respondent 12 (Self-actualisation score: 295)

This respondent agreed to the interview at very short notice. He spoke with ease and was direct and straightforward. The things that he most believed in were freedom with responsibility, innovation and love of people. He was friendly and spoke rapidly. He possessed self-confidence and expressed his mind freely.

The following themes were identified:

- *Knowledge*

This respondent indicated that he believed in the importance of gaining *knowledge of his subject* seven times. He did a lot of reading, attended conferences, looked for new textbooks, articles and case studies. The following statement serve as an example:

- That is what I have done all my life. I gain knowledge of my subject.

The respondent indicated that he had *knowledge of his students* four times. The following statement serves as an example:

- They realise now that if they don't perform they will get poor marks.

The respondent indicated on four occasions that he had *knowledge about himself*. The following statement serves as an example:

- ... sometimes I expect too much too soon.

- I am rather impatient and expect too much too soon.
- It annoys me when you cannot rely on people.
- *Attitude*

The respondent stated thrice that it gave him a *feeling of pleasure* to be a lecturer. The following statement serves as an example:

- The greatest joy is when a student comes to me to thank me.
- *Values*

The respondent stated thrice that he believed in *respect*. The following statement serves as an example:

- ... the respect that they show towards me, the love that they show towards me, it means a lot to me.

The respondent stated twice that he was *creative*. The following statements serve as examples:

- I think that what makes me an unique lecturer, is the fact that I am innovative.
- I try to do new things all the time ...

The respondent indicated that he believed in *honesty* four times. The following statements serve as examples:

- If a client asks something, then you answer him honestly.
- I rely on the student's honesty.
- *Skills*

The respondent indicated what kind of *presentation skills* he had seven times. The following statements serve as examples:

- I don't lecture at them ... I split them into groups and they do tasks ... we discuss them.
- With this new method ... it works.
- I am their managing director. They report back to me.
- I try to have it resemble the workplace as closely as possible.

The respondent stated the importance of *keeping appointments and meeting deadlines*, as well as to have *freedom with responsibility* on eight occasions. The following statements serve as examples:

- I came out of an environment where there is pressure, you work, you perform and things were done.
- It get annoyed when I cannot depend on people.
- It is good to have freedom in order to handle classes in the way one wants to handle it ... but certain people misuse freedom.
- One must have a feeling of responsibility in order to handle freedom.

The respondent stated that he had the ability to *solve problems analytically* five times. The following statements serve as examples:

- I understand things like a computer does, I can take things apart and put them together again in order to find the problems.
- A logical way of solving problems.
- *Interpersonal relationships*

The respondent indicated thrice that he maintained good *interpersonal relationships* with his colleagues. The following statement serves as an example:

- We have a good relationship.

The respondent referred to the nature of his relationship with his *students* eleven times. He wanted to make a difference and was therefore, approachable. The following statements serve as examples:

- I am the arbiter when the students have any disagreements in class.
- I am only interested in results, not excuses. That is my attitude.
- I love people and I feel responsible for the students.
- It gives me great pleasure when the students come up to me, thanking because they now understand the work.
- The students regularly come to me with their problems and show the same respect and love toward me that I show toward them.

3. Respondent 5 (Self-actualisation score: 294)

This respondent appeared to be relaxed, self-confident, open and straightforward. She had a sense of humour. She also believed in informality, enthusiasm, freedom with responsibility and initiative. She saw her work as a vocation, was community-minded and wanted to render a service, and had a positive mind-set.

The following themes were identified:

- *Knowledge*

The respondent mentioned the importance of *knowledge of the subject* eight times. The following statements serve as examples:

- Liaising with the industry.
- Reading is essential.
- Internet ... conferences ... workshops.

The respondent indicated that she has *knowledge of her students* five times. The following statements serve as examples:

- I know them by name.
- ... their values are on a different level than our values

The respondent indicated that she had *knowledge of herself* eight times. The following statements serve as examples:

- ... I am a very straightforward person.
- ... I am a terribly informal person.

The respondent indicated her *knowledge of the institution* four times of *management* three times. The following statements serve as examples:

- The setup at this Institution is nice.
- If your direct head supports you, it helps a lot.
- A manager needs to say 'go for it'.

- *Attitude*

This respondent stated that she *enjoyed her work* six times and indicated that she had a *positive attitude towards her work* four times. The following statements serve as examples:

- I am very happy.
- I get 'gooseflesh' when I give class.
- You must grow, otherwise you will not get satisfaction.
- It gives me pleasure to lecture.

The respondent indicated four times that she had a *positive attitude* in general. The following statement serves as an example:

- ... makes a good lecturer ... positive mind-set .

- *Values*

The respondent stated twice that she believed in *honesty*. The following statement serves as an example:

- ... honesty towards other people and towards yourself.

The respondent believed in *initiative* and said so on four occasions. The following statements serve as examples:

- It is nice to bring my creative ideas to fruition.
- Support services must never inhibit initiative.

- *Skills*

The respondent indicated that she *managed herself* four times. The following statements serve as examples:

- ... freedom and scope to work.
- I am a person .. no one must stand behind me and look over my shoulder.

- *Interpersonal relationships*

The respondent indicated the necessity of building *relationships with her colleagues and her students* seven times. The following statements serve as examples:

- My class is small and informal. I know the students by name and know if

they have problems, financially or otherwise.

- I did some tests that showed I am person-oriented, but I see myself as more task-oriented.
- I talk to people if there are problems and sort them out.
- My fellow colleagues see me as a mother figure.
- It is important for people who work together to know one another.

The respondent indicated thrice that she was of service to the *students and her colleagues*. The following statements serve as examples:

- ... they come in and sit down and moan about their fate.
- ... I helped a student to have his spectacles fixed because he could not afford it.

She twice indicated that she would rather work with senior students.

- It is very clear that I should not work with the first year students. I no longer have the patience to work with them.

4. Respondent 59 (Self-actualisation score: 285)

The respondent was very friendly. He was at ease during the interview and stated that at his age he was no longer used being interviewed. He also believed in service-rendering and personal growth.

The following themes were identified:

- *Knowledge*

The respondent indicated the importance of *knowledge of the subject* five times and twice to *knowledge of the student*. The following statement serves as an example:

- I use new articles ... books ... television programmes ... videos ... anything that is an improvement.

The respondent indicated that he had *knowledge of himself* four times. The following statements serve as examples:

- ... when I began lecturing I was a poor lecturer, but with time gone by ... personal growth makes one a better lecturer.
- ... I am interested in the students and how they perform.

- *Attitude*

The respondent stated that he *enjoyed being a lecturer* four times. The following statements serve as examples:

- I love working with people.
- I enjoy lecturing.
- I experience lecturing positively.

- *Skills*

The respondent mentioned his *presentation* skills four times and he talked about

humour in the class on two occasions. The following statement serves as an example:

- I use the projector, videos ... they must hear you clearly and the transparencies must be clear.
- I sometimes tell a joke to explain the work to them.

The respondent twice indicated that he *managed himself*. The following statement serves as an example:

- ... my timetable is different every week ... then one can catch up all the work that is lagging behind.

- *Interpersonal relationships*

This respondent mentioned his interpersonal relationships with his *colleagues and students* five times. The following statements serve as examples:

- I am on good terms with my colleagues. We get along very well.
- A colleague of mine tape-recorded a programme on television, and brought it to me, and the others gave me many articles on my subject.
- I am interested in how the students perform.
- The students approach me with their problems.
- I mark the students' tests quickly and they appreciate it.

The respondent stated that he was of service to the *students* on four occasions.

The following statements serve as examples:

- The students can come to my office whenever they want to and discuss their problems with me.
- ... they want to know of me what to do in order to do better in the next test.

5. Respondent 10 (Self-actualisation score: 284)

This respondent had a lot of self-confidence and she was friendly. She displayed a sense of humour and believed that enthusiasm and presentation skills were important for effective lecturing. She was open and relaxed.

The following themes were identified:

* *Knowledge*

The respondent mentioned the ways in which she acquired *knowledge of her subject* six times. The following statements serve as examples:

- I read a lot, it is part of being a lecturer ... academic journals and books.
- I watch a lot of videos.

The respondent thrice indicated that she had *knowledge of herself*. The following statement serves as an example:

- To grow and to develop, I am getting nearer to my ideal self and what I want to accomplish.

- *Attitude*

The respondent twice indicated that she *enjoyed being a lecturer*. The following statements serve as examples:

- It must be enjoyable.
- I enjoy this part of being a lecturer.

- *Values*

The respondent stated that she believed in *integrity* four times. The following statements serve as examples:

- ... integrity, integrity at work ... things that you don't find in books.
- ... being honest with yourself. Admit when you make mistakes.

The respondent stated that she was an *enthusiastic* lecturer four times. The following statement serves as an example:

- ... get enthusiastic about your subject.

The respondent twice stated the importance of *commitment* as a lecturer. The following statement serves as an example:

- You must be committed to something that makes you feel good about yourself.

- *Skills*

The respondent stated the importance of *presentation skills* and the *adaptability of presentation style* to different groups twelve times. The following statements serve as examples:

- I think the most important skill that a lecturer must have is to facilitate in terms of training.
- Not only to convey information, but to give the person the opportunity to give feedback.
- To facilitate the learning process.
- You must have adaptability to accommodate different groups.

The respondent mentioned that it was crucial to *manage herself* if one wanted to lead other people five times. The following statements serve as examples:

- You must know where you are headed.
- You must be mature and sorted out.
- You must know what is important to you in life.

- *Interpersonal relationships*

The respondent indicated how she saw her *interpersonal relationships with her students and colleagues* seven times. The following statements serve as examples:

- There is a definite student-lecturer relationship between me and the students, but I think there is openness because they come to me with their problems, also their personal problems.
- My colleagues and I are a very good team. We work hard and we play hard.
- I sort out conflict in the groups.
- The facilitator must trust the group.

The respondent twice indicated that she was of service to the *students*. The following statement serves as an example:

- ... the students come to me if there are problems, they also come to me with their personal problems.

6. Respondent 8 (Self-actualisation score: 193)

This respondent was very friendly but uncertain whether her comments were correct. She was reluctant to speak freely and she believed in having knowledge of the subject. Her main focus was on her interpersonal relationships with her students and colleagues.

The following themes were identified:

- *Knowledge*

The respondent stated the importance of *knowledge of the subject*. The following statements serve as examples six times:

- I read magazines relating to the subject ... attend conferences, seminars and workshops.
- I liaise with the industry to have hands-on knowledge.

The respondent twice indicated that she had *knowledge of herself*. The following statement serves as an example:

- If I do not work on myself to bring something new in, I get bored very easily.
- My first reaction when I have made a mistake is to deny it. It is awful for anyone. I try again, in order not to make the same mistake again.

- *Attitude*

The respondent stated that it was essential to *gain pleasure from being a lecturer* five times. The following statements serve as examples:

- ... and what gives me pleasure is to mean something to someone.
- It gives me pleasure.

- *Values*

The respondent mentioned that she had *enthusiasm* on three occasions. The following statement serves as an example:

- I am very enthusiastic about my subject.

- *Interpersonal relationships*

The respondent referred to her *interpersonal relationships with her colleagues and students* ten times. The following statements serve as examples:

- I listen to people and don't judge them immediately.
- You must care for the students.
- I have an honest and open relationship with the students.
- My colleagues and I love one another.

The respondent once indicated that she was not objective when solving problems regarding the students. The following statement serves as example:

- ... although you know she is telling probably only a story ...

7. Respondent 30 (Self-actualisation score: 188)

This respondent was very talkative and friendly. He spoke with ease and appeared confident. It was difficult for him to handle a big class and he stated that the lecturer on tertiary level was still a teacher. He was relaxed, had self-confidence and liked being interviewed. His main focus was on research in his field.

The following themes were identified:

- *Knowledge*

The respondent indicated the importance of *knowledge of the subject* on four

occasions. The following statement serves as an example:

- I read magazines relating to my subject and I belong to four different associations.

- *Attitude*

The respondent stated that he *enjoyed being a lecturer* four times. The following statements serve as examples:

- I enjoy helping the students.
- I enjoy today's classes as much as I did on the first day of lecturing.

- *Skills*

He twice indicated that he had difficulty in managing his time effectively.

- I can spend my time more efficiently than to worry all the time about the new appointments in my department.

- *Interpersonal relationship*

The respondent indicated how he saw his *relationships with his colleagues and students* on two occasions. The following statements serve as examples:

- We are a team.
- I get along well with my colleagues ... get along well with my students.

He thrice indicated that he had difficulty in enforcing discipline among the

students. The following statements serve as examples:

- It is difficult for me to discipline the students and to tell them that this behaviour is unacceptable.
- I am annoyed when a certain person wears a hat to class, but it must be the new trend.
- I am nearly sixty years old. The gap between me and the students is getting wider and wider.

8. Respondent 29 (Self-actualisation score: 176)

This respondent was shy and uneasy. She was not very talkative at first, experienced difficulty in handling one of her colleagues and became emotional at one stage. According to her, her administrative load was too heavy and she expected management to make life a bit easier for lecturers. She felt her timetable was too full and it was like a “madhouse” during registration, but she enjoyed working with the students. She was also very friendly.

The following themes were identified:

- *Knowledge*

The respondent mentioned three ways in which she gained *knowledge of the subject*. The following statement serves as an example:

- I read many books and journals relating to my subject ... busy with research, further studies.

The respondent twice stated that she had *self-knowledge*. The following

serves as an example:

- I need to work on my patience.
- *Attitude*

The respondent indicated that she *enjoyed being a lecturer* on five occasions.

The following statements serve as examples:

- I truly enjoy working with the students.
- To convey information and the feedback that I get from the students ... it is thrilling.
- *Values*

The respondent once indicated that she believed in *good manners* and *respect*.

The following statement serves as an example:

- Respect is important ... and also good manners.
- *Skills*

The respondent indicated that she had *presentation skills* six times. The following statements serve as examples:

- My transparencies and work on the blackboard are good.
- I show them videos.
- I make use of group discussions.

- I use new methods to convey the information to the students.

She indicated that she had difficulty with effective *time management* seven times.

- My administrative load is too high. They must make things easier so that we can develop new things for the students.
- My timetable is very full, and I do not get enough time to prepare.

- *Interpersonal relationships*

The respondent emphasised her good *relationship with the students* nine times.

The following statements serve as examples:

- I listen to my students ... I get along very well with the students.
- It is easy to talk to them.
- There is not a real lecturer-student relationship, but they do have respect for me ... they must know that I can also be their pal.
- They are permanently in my office.

She indicated four times that she maintained good *relationship* with most of her *colleagues*, but that she had difficulty in handling conflict.

- Sometimes it is difficult for me to talk to someone about a problem.
- There was conflict with this person, and it is very difficult for me. I ignore it at this stage.

9. Respondent 83 (Self-actualisation score: 176)

This respondent was in a hurry, and wanted to cancel the interview. He then decided to let the other meeting wait, but he was hesitant for the interview to be tape recorded. He spoke freely about his frustrations because he was rather new on the job. It was difficult for him to grasp knowledge because of a lack of time. He felt that he neglected his family.

The following themes were identified:

- *Knowledge*

The respondent mentioned two ways in which he gained *knowledge of the subject*.

The following comment serve as an example:

- The amount of experience I have gained in the industry, coupled with a few ideas, concepts that I learned in books ...

- *Attitude*

He twice indicated that he was *frustrated* in getting a grip on knowledge.

- Because being a lecturer one has to cope with the frustration of grasping knowledge and that takes away leisure time ...

- *Values*

The respondent once referred to the importance of *respect*. The following statement serves as an example:

– ... respect, cultural respect ...

- *Skills*

He indicated five times that he had difficulty in *managing his time* effectively.

– I still have a problem in balancing my time at this stage ...it is very difficult.

- *Interpersonal relationships*

He twice mentioned that he maintained cordial *relationships with his colleagues*.

The following statements serve as examples:

– ... it is cordial, one of the best, and I didn't expect it, particularly as we come from different cultural backgrounds.

– But I found the people supported me and I found it very comforting.

He indicated that he had difficulty in maintaining discipline with the *students* seven times.

– I don't have proper control over the relationship between myself and the students.

– I think I need more practical knowledge, by this I mean interviews between myself and the students.

– ... obstinate student ... It is very difficult for me to control him, because I do not know what to expect afterwards and I do not want to let go too much or pressurise him too much.

10. Respondent 22 (Self-actualisation score: 172)

This respondent was shy, not very talkative and uneasy. He admitted during the interview that he had difficulty being self-assertive and he would work harder to be more of an extrovert in his work as lecturer. He saw himself as being something of a father-figure towards the students. He was very friendly, and believed in integrity, patience and communication skills. He also did not enjoy being interviewed.

The following themes were identified:

- *Knowledge*

The respondent mentioned three ways to gain *knowledge of the subject*. The following comment serve as example:

- Reading and visits to the industry ... research.

The respondent indicated that he had *self-knowledge* three times. The following statement serves as an example:

- I am one that does not get angry easily ...

- *Attitude*

The respondent stated that he *enjoyed presenting lectures* on three occasions.

The following comments serve as examples:

- It gives me pleasure to present a lecture.
- I enjoy working with younger people.

- *Values*

The respondent stated that *integrity* was important to him on four occasions. The following statement serves as an example:

- ... integrity to treat everyone the same ...

- *Skills*

The respondent twice indicated that he is *not assertive in class*. The following statement serves as an example:

- ... self-assertiveness ... I do not know if I am always assertive in class, but it should be like that.

- *Interpersonal relationships*

The respondent indicated the nature of his *relationship with her colleagues and her students* seven times. The following comments serve as examples:

- My classes are informal and they call me by name.
- People come to me with their problems ... I give them answers or calm them down.