

**THE RELATIONSHIP BETWEEN TEAM TRAINING  
COMPONENTS AND TEAM PERFORMANCE  
EFFECTIVENESS**

A thesis submitted to the College of Business in partial fulfillment  
of the requirements for the degree of  
Master of Human Resource Management  
Universiti Utara Malaysia

By:

Marwan Mohammad Milhem

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## ABSTRAK

Tujuan utama kajian ini adalah untuk menentukan hubungan antara komponen-komponen latihan pasukan dan prestasi pasukan, dengan tujuan untuk mengisi jurang yang wujud pada masa kini dalam penyelidikan latihan pasukan dan memberi bimbingan kepada pengamal-Pengamal latihan pasukan dalam menggunakan sumber yang terhad secara berkesan bagi mendapatkan impak yang maksima.

Kebanyakan hasil kajian masih tidak pasti. Ini adalah berikutan dari limitasi kajian. Bagaimanapun, pengkaji mendapati hubungan yang signifikan antara kandungan latihan pasukan dan strategi latihan pasukan dengan keberkesanan prestasi pasukan. Selain itu, hasil kajian menunjukkan komponen-komponen individu bagi kandungan latihan (skil teknikal, skil penyelesaian masalah, dan skil menjalankan mesyuarat dalam kumpulan) telah memberi pengaruh yang signifikan keatas keberkesanan prestasi pasukan.

Tambahan kepada itu, komponen-komponen individu bagi strategi latihan (pembelajaran tidak formal, dan latihan berkualiti tinggi, latihan yang berterusan) adalah tiga komponen yang teratas mempengaruhi keberkesanan prestasi pasukan. Walaubagaimanapun, secara komprehensifnya, limitasi- limitasi dari penyelidikan ini menghasilkan keputusan yang kurang meyakinkan secara komprehensif.

Kajian ini memberikan kefahaman yang lebih mengenai hubungan di antara latihan pasukan dan prestasi pasukan. Sungguhpun demikian, masih terdapat keperluan untuk menjalankan kajian di masa hadapan bagi mengisi ruang yang ada dalam konteks latihan pasukan. Di dalam bab terakhir, terdapat beberapa cadangan yang dikemukakan bagi penyelidikan masa hadapan.

## **ABSTRACT**

The main purpose of this study is to determine the relation between team training components and team performance, with the intention of filling the gap that presently exists in the team training research and the given guidance to team training practitioners on how to effectively use their oftentimes limited resources to have the maximum impact on team performance effectiveness.

Results were mostly inconclusive, due to the limitations of the research. However, the researcher discovered a significant relationship between team training content and team training strategies with team performance effectiveness. Also, some interesting results were found in relation to individual components of training contents (technical skills, problem-solving skills, and group meeting skills) which significantly influenced to team performance effectiveness. Furthermore, individual components of training strategies (informal learning, high quality training, and ongoing training) were found as top three components that influence team performance effectiveness.

Unfortunately, the scope of this research prevented results decisive enough to be comprehensive for team training practitioners. However, the research provided a better understanding in the relation between team training and team performance. Thus, it is emphasized that there is still a need to conduct additional researchers to filling the gap has not being solved by the current study. In the last chapter, some recommendations were provided for future use to any researcher enhancing this academic field.

## ACKNOWLEDGEMENTS

*In the name of Allah, the Beneficent, the Merciful*

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Finally, I would like to dedicate this achievement to my father and to the loving memory of my mother.



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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

In an era of rapid economical and technical changes, “Training” became a challenge to use by organizations to remain competitive. For the training to be cost effective, employers increasingly scrutinize the professional trainers and the human resource personnel.

Training refers to the acquisition of knowledgeable skills and attitudes which competencies result on the teaching of vocational or practical skills in a job. The Knowledgeable Skills and Attitudes (KSAs) are determined prior to the start of the training, this way learning objective are pre developed. The training content is then derived and structured, to convey the critical KSAs to meet the learning objectives, while this definition applies to team training. It is important to note that the training needed for team effectiveness is different from the training needed for individual effectiveness. Team training focuses on different content than individual training (Kozlowski & Salas, 1997). Team training uses strategies and tools that are similar to those used for individual training; however, in team training the focus is on enhancing KSAs related to teamwork (Tannenbaum & Salas, 1996). At the individual level, social and interpersonal skills are critical for individuals to fill the job requirements. If the knowledge, skills, and strategies used to facilitate team coordination or effective performance can be identified, then teams can be trained. Training directly serves to control behavioral processes. Directed these

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