Chapter 6- Teams in Training

Team...

"...a high-performing task group whose members are interdependent and share common performance objectives."

Francis & Young

Why Teams in Training?
- Increasingly complex and multifaceted problems
- Integration of divergent points of view
- Collaboration
- Knowledge of process
- Open atmosphere
- Greater number of ideas
- Greater acceptance of solutions
- Higher implementation rate
- Able to tackle larger issues
- Mutual support
- Cooperation

Three Types of Teams
- Innovative
- Work
- Problem-Solving
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Team Building

PROCESS of deliberately creating an effective team.

Not An Event

Characteristics of Effective Teams

- Clear role definition
- Careful time control
- Sensitivity to each other’s needs and expressions
- Good preparation
- A high level of interest and commitment
- Few interruptions and distractions

Team Characteristics - cont.

- Periodically stop and assess their performance
- Members are recognized and appreciated
- Climate of trust and comfort
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Stages of Team Development

Forming → Norming → Performing

Stage 1: Forming
- Excitement
- Anticipation
- Optimism
- Anxiety
- Formal
- Attempts to define task
- Complaints

Useful Activities for Forming
1. Introduction/inclusion activities
2. Clarify the objectives or tasks
3. Establish groundrules
4. Provide any needed assistance
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Stage 2: Storming

- Resistance
- Varying attitudes
- Arguing
- Defensiveness
- Competition
- Questioning purpose
- Unrealistic goal setting

Stage 2: Storming

Useful Activities for Storming

- Conflict Management Techniques
- Clarification/Teaching of QA Concepts
- Encouragement of confrontation
- Clarification of tasks and goals

Stage 3: Norming

- Acceptance of membership
- Relief
- Commitment to working out differences
- Feedback
- "Playful" interactions
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Stage 3: Norming

Useful Activities for Norming

1. Continue fostering shared responsibility
2. Refocus of the agenda
3. Provide training in QA Tools

Stage 4: Performing

- Satisfaction
- Trust
- Anticipate Problems
- Prevention
- Risk Taking
- Commitment to Process

Useful Activities for Performing

1. Training in QA Tools or Concepts as needed
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Stage 5: Closing

- If successful:
  - joy, pride
  - loss
  - appreciation
  - avoid final closing

- If unsuccessful:
  - frustration, anger
  - denial, blame
  - disassociation

Useful Activities for Closing

1. Discuss next Steps
2. Evaluate
3. Present results

Individual Roles

Team Leader

Team Recorder

Timekeeper

Members
Chapter 7 - Conducting a QA Training Course

QA Course Materials
- Reference manual
- Participant’s handbook
- Trainer’s guide
- Handouts
- Overheads
- Course syllabus
- Course outline
- Course schedule

Planning for a Course
- Timeline
- Materials, supplies, and equipment
- Facility-based training

Conducting a Training Session
- Review the session objectives
- Select training activities
- Write instructions for activities
- Organize materials
- Prepare introduction
- Develop process questions
- Develop a summary
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Competency-Based Assessments

- Knowledge assessment (pre- or midcourse questionnaire)
- Qualification is based on observed and measured performance
- Qualifications based on achievement in 3 areas
  - Knowledge
  - Skills
  - Practice

Evaluating the Course

- Evaluation of participant performance
- Evaluation of participant reaction to the course

Measuring Participant Reaction

- Daily reactions
- Session/trainer evaluations
- End-of-course written questionnaires
- End-of-course informal reactions
- Daily trainer meetings
Chapter 7- Conducting a QA Training Course

Training Report Contents

- Name of training, location, dates
- Course agenda and/or schedule
- Attendance list
- Why training was conducted
- Objectives of training
- Description of major activities
- Interpretation of evaluations
- Problems, modifications, results, recommendations