

## SIX

# TEAMS IN TRAINING

### INTRODUCTION

This chapter provides the trainer with a background about what a team experiences during even a short period such as a training course. The trainer will learn how to recognize the different stages of team development and how to help teams progress through these stages during training using certain tools and activities. Many of the concepts discussed apply to work teams as well. The focus in this chapter, however, is how to apply these concepts to teams working on training exercises and other classroom activities.

### Chapter Objective

After completing this chapter, the participant will be able to maintain a positive learning environment when using participant teams to accomplish learning objectives.

### Enabling Objectives

To obtain the chapter objectives, the participant will:

- Consider how using teams in training can help and hinder participants learning
- Identify the stages of team development
- Help support team building
- Identify individual and team behaviors that can have negative and positive effects on team performance

### WHY USE TEAMS IN A TRAINING SETTING?

Working in teams can be one of the most positive experiences participants have during training. The group interaction can help to stimulate participant thinking and add to creativity and break-down of old thought patterns. Participants enjoy the opportunity to network with new people or share a new experience with people they already work with. If poorly managed, however, a negative team experience during training can be discouraging and possibly prevent application of new knowledge and skills.

It is the responsibility of the trainer to help participants gain the most from their learning experience and have the best team experience possible. The trainer can intervene when teams are not using roles effectively by feeding back observations and making suggestions for improvements. The trainer can make observations about how team are or are not developing the characteristics of effectiveness and make suggestions. These activities can help the trainer maintain a positive learning environment.

### TYPES OF TEAMS

The three types of teams most commonly used in QA work are described in **Table 6-1**.

**Table 6-1. QA Teams**

Type of Team	Objective	Comment
Innovative Teams	To explore possibilities and alternatives	Need autonomy and an atmosphere where new ideas are encouraged; usually formed to “create something”
Work Teams	To execute a well-defined plan, such as a surgical team or a primary health care team	Need a clear statement of what needs to be done and who does what
Problem-Solving Teams	To solve a specific problem	Most common type of team for training group work; Need to develop a sense of trust and honesty to work to their full potential; Need adequate time to work through conflict issues in order to take advantage of all team members’ strengths—may be difficult to do in a short training course

### TEAM BUILDING

Team building is a **process**, not an **event**. It requires many experiences over time. A certain level of learning must occur on the part of the individual team members and the team as a whole. There will be spurts of progress and then relapses. The team’s experiences help to identify what is needed as the team progresses. The trainer can help teams work through the process in order to achieve their full potential.

### Characteristics Of Effective Teams

There are a number of characteristics which are important for teams to perform effectively. Given enough time, a team will likely develop these characteristics on their own. During training, however, when time is limited, the trainer’s role is to help the teams quickly become more effective so they can make the best use of exercises.

**Clear role definition.** Team members know what they are supposed to do, and their individual roles and responsibilities. Roles are balanced and shared to facilitate the accomplishment of tasks. A comfortable balance of roles and responsibilities will also add to feelings of team cohesion and morale.

**Careful time control.** The team completes its tasks and makes best use of time. Enough time is allowed to complete tasks and little time is wasted on extra discussion or non-productive

activity.

**Sensitivity to each other's needs.** People listen to each other and respect each other's opinions. The team members continually try to listen to and clarify what is being said and show interest in what others say and feel. Differences of opinion are encouraged and freely expressed. The team does not demand narrow conformity or adherence to formats that inhibit freedom of movement and expression. The team is responsive to the changing needs of its members and to the external environment to which it is related.

**Good preparation.** Participants prepare materials ahead of time and are generally ready for activities and assignments.

**High level of interest and commitment exists.** The team members share a sense of purpose or common goals, and each team member is willing to work toward achieving these goals.

**Interruptions and distractions are avoided or kept to a minimum.** The team exerts energy towards its task rather than being drained by interpersonal issues or competitive struggles.

**If time permits, the team periodically stops and assesses its own performance.** Improvements in team dynamics are worked out. The team is aware of and interested in its own processes and in examining norms operating within the team. The team is willing to talk about conflict and focus on it until it is resolved or managed in a way that does not reduce the effectiveness of those involved.

**Members feel their team efforts have been recognized and are appreciated.** The team identifies and uses its own resources, depending on its needs. The team willingly accepts the influence and leadership of the members whose resources are relevant to the immediate task. To encourage risk taking and creativity, mistakes are treated as sources of learning rather than reasons for punishment.

**A climate of trust and comfort.** Trust is recognized as a crucial element for facilitating all of the above elements. Without trust among the team members, many of the above characteristics will not develop, such as interest, commitment and sensitivity to other's needs. Other characteristics, such as clear role definition and careful time control, may happen in a superficial manner without the commitment needed from all members. With a climate of trust comes a relaxed, sometimes informal, atmosphere that encourages full participation by all members. Ultimately each member will identify with the team and consider it a source of both professional and personal growth.

### Stages Of Team Development

If a trainer were to ask participants to volunteer their experiences working on teams and asked them to describe the characteristics that made them effective, they will likely describe most of this list. However, recognizing these characteristics from a list or from past experiences may not help participants to develop them in their teams during training. The trainer can remind participants occasionally when reflecting on team experiences about these characteristics. They can achieve these characteristics to fit their own situation, in the short time they will work together, but the team and trainer must pay attention to the dynamics of the group.

As any team develops, its members gradually learn to cope with the emotional and group pressures they face. In doing so, the team goes through fairly predictable stages. These stages have been labeled **forming, storming, norming, and performing**. Ad hoc groups, such as problem-solving teams, have an additional stage, called **closing**.

It is important for a trainer to become familiar with these stages of team growth in order to:

- Have realistic expectations for team accomplishments
- Help team members increase their self-awareness of team development patterns so they are more able to solve their own group process problems

Each team develops in its own way. Some teams will reach the performing stage by going through all the stages sequentially; others will develop erratically—skipping some aspects of a stage, and then returning to it later. Changes in team membership, such as when members come in and out of the group or when members rotate to other teams, can pull the team back toward the first stage, forming. In general, when the group is moving forward toward its goals, the team progresses developmentally; when the group gets stuck in its progress, or its organization is disrupted, its development process tends to revert to an earlier stage.

### Stage 1: Forming

When a team is forming, members cautiously explore acceptable group behavior. People's roles change from "individual" to "member." There is usually a sense of anticipation of the work to be done and perhaps some anxiety or fear about the job ahead. Team members usually demonstrate these behaviors:

- Polite, fairly formal interactions with other members

- Attempts to define the task and to decide how it will be accomplished
- Attempts to figure out what is acceptable group behavior and how to deal with group problems
- Decision making first about what needs to be done
- Discussion of concepts and issues
- Discussion of issues not relevant to the task; difficulty in identifying relevant problems
- Complaints about barriers to completing the task

Tools or activities the trainer can use to help forming groups are:

- Facilitate introduction/inclusion activities
- Clarify the objectives or tasks
- Help the group to establish ground rules for team behavior
- Provide any needed assistance

## Stage 2: Storming

The storming stage is critical to effective group development, but usually is a difficult time for the team. The task seems harder than they expected. They become impatient and argumentative. They resist collaborating with each other. At the same time, as a result of the conflict, individuals establish their own expertise with the group, they forge ways of working with one another, and they learn to respect one another's point of view. If the team gets stuck here and does not resolve its interpersonal and role issues, it will never reach optimal performance. Team members usually resist the task that is required of them and any methods, tools, or approaches that they are learning. There can be varying, often negative, attitudes about the team, the team members, and the team's task.

Team members usually demonstrate these behaviors:

- Arguing among members, even when they agree on the real issues
- Defensiveness, competition, withdrawal
- Questioning the purpose of the team's task
- Unrealistic goal setting or concern about excessive work

Useful tools or activities for the trainer to use are:

### Stage 3: Norming

- Use of any conflict management techniques
- Encourage confrontation
- Clarify or teach QA concepts and tools, team dynamics, meeting methods, and team roles
- Clarify tasks and goals for the team

During this stage, members begin to accept the team, their roles on the team, and individuality of their fellow members. Conflict is reduced as members become more cooperative. If the team stalls here, effectiveness may be reduced because of the members' new desire to please one another. At this point, the group needs to manage team dynamics—such as balancing participation—and also continue to provide necessary training and feedback. Team members can feel relief that their tasks will be accomplished.

Team members usually demonstrate these behaviors:

- Commitment to working out differences
- Giving and receiving feedback constructively
- More expressions of feelings
- More playful interactions

Useful activities for the trainer to use are:

- Continue fostering shared responsibilities
- Refocus on the agenda or purpose when necessary
- Provide assistance in using tools and methods or group processes as needed

### Stage 4: Performing

At this stage, the team starts diagnosing their task and working on completing their assignments. By this stage members accept each other's strengths and weaknesses, and know their own roles. They gain insight into personal and group processes. During this stage, group members generally feel satisfied with the team's progress and have trust in one another.

Team members usually demonstrate these behaviors:

- An ability to anticipate group problems and prevent them or work through them constructively
- A willingness to take risks
- Commitment to process and goals

In this stage the trainer can focus on the groups learning of

**Special Stage:  
Closing**

skills and content and need not pay as much attention to group dynamics.

Once a task is completed for innovative and problem-solving teams, the team usually disbands. The team must deal with either the success or failure of their efforts and any feeling that comes from disbanding. In training settings, team members often build affection and respect for each other which often results in commitments to try networking after the training course. The trainer can help the team to identify lessons learned and plan how members can network with each other. During the closing stage, members of successful teams can feel joy, pride, elation, and possible loss due to the dissolution of the team. If the team was unsuccessful, members may feel frustration, even anger.

Team members can demonstrate these behaviors:

- If successful—expression of appreciation, avoidance of the final close-out activities
- If unsuccessful—denial, blame, disassociation

Some activities that a trainer can use are:

- Discuss feelings/next steps
- Evaluate “what worked/what didn’t work”

The trainer should make notes about team stage development as s/he observes teams working during training sessions. Feed this information back to the teams when debriefing after exercises so the participants can see themselves evolving as teams.

**TEAM ROLES  
AND BEHAVIORS**

There are certain team member roles and behaviors that can help a team through it stages of development. In the training setting, it is important that teams assign these roles and pay attention to these behaviors. There is little time for the team to self-discover the necessity for these roles and behaviors through trial-and-error. Teams are already under pressure to complete their tasks and assignments within the time allowed. The trainer should observe teams working together and point out these useful roles and behaviors if the team does not adopt them early on.

**Team Roles**

The most common roles found in teams are described below. These are team leader, time keeper and recorder. In the training setting, the team leader and time keeper are crucial to keeping the team on track and completing the tasks or assignments in the given time. When these roles are not filled, teams will

wander in their thinking or discussion and eventually find themselves at the end of the exercise with little accomplished. The role of recorder is important for teams outside of training so that a permanent record can be made of issues and decisions. In a training setting, though, this function may be done by the team leader, especially if the team leader must later report out the results of the team's work.

Sometimes teams assign these roles but the designated members do not fulfill their duties. In these cases, the team members or the trainer should point this out during debriefing sessions. If these duties are not fulfilled, teams can languish in their developmental stages and never progress to the performing stage. Make teams aware when the roles are not filled and that they can increase their effectiveness by doing so.

**Team Leader.** This person manages the administrative details of the team, such as tracking the team's progress in completing the tasks or assignments. The team leader:

- leads the team during the exercise or activity
- provides direction
- oversees the task or assignment
- ensures that everyone is involved

**Time Keeper.** This person keeps an eye on the clock and reminds the team leader and team how much time remains in the exercise or activity. Sometimes discussion can take more time than anticipated and the time keeper will need to remind the group about the time available to complete the activity. Sometimes the team leader and team may change the amount of time devoted to a task if discussion is productive and the team wishes to continue. Time keepers should warn the team or team leader well before time runs out. If the time keeper remains silent until there is no time left on the clock, then they have misunderstood their responsibility.

The time keeper:

- Watches the time remaining in the exercise or activity
- Reminds the team leader or team of remaining time, preferably in stages
- May raise the need to reassign time per subtask

**Team Recorder.** If assigned, the recorder makes note of the team's progress, conclusions, or issues. If teams are reporting out about their tasks or assignments, the recorder may make flipcharts or transparencies summarizing the team's work for



**Team Behaviors**

presentation.

In addition to these roles described above, team members demonstrate certain behaviors that can help or hinder a team's progress. For example, each team member is expected to:

- Attend and participate in all team tasks and assignments
- Help build the agenda so the task and assignment can be accomplished in the time given
- Help evaluate and improve the meeting process
- Share experience and knowledge
- Complete any sub-assignments on time
- Encourage other team members to participate

Effective team members:

- Support the team leader
- Help the team leader and team to succeed
- Ensure that all viewpoints are explored
- Express opinions, both for and against
- Provide open, honest, and accurate information
- Act in a positive and constructive manner
- Provide appropriate feedback
- Understand personal and team roles
- State problems, along with alternative solutions/options
- Accept ownership for team decisions
- Balance appropriate levels of participation
- Participate voluntarily
- Maintain confidentiality
- Give praise and recognition when appropriate

### SUMMARY

A team actually builds itself by working through blockages that impede its progress toward its goals. This building process will begin to happen during a training workshop and some teams may be able to progress quickly. However, some teams may reach difficult points that require the trainer to help them work through. The trainer must recognize what is normal team development and where interventions are required.

Some teams come to the workshop with a history of working together, such as a work team from a facility unit. Often these teams can progress quickly through exercises because their team dynamics are already established. However, most often teams in QA training have little or no experience working together and will spend time going through the stages described in this chapter. For the trainer, it can be fun to watch the teams go through their development cycle! But the trainer should take the opportunity to point out the stages so participants can learn about team dynamics as well as QA tools and methodologies.

## SEVEN

# CONDUCTING A QA TRAINING COURSE

### INTRODUCTION

To improve the quality of QA training as well as to objectively evaluate participant performance, there is a need to standardize the way QA training is conducted. In addition, when a QA course has been **correctly designed**, it is more likely to meet the needs of the participants. As a consequence, trainers often are provided with pre-tested **training packages** which usually consist of:

- A content-specific reference manual
- A participant's handbook
- A trainer's guide
- A trainer's package of additional materials such as participant reaction forms
- Overhead transparencies and other training aids

Given these circumstances, QA trainers are not asked to develop the course but to adapt it to the local setting, conduct it using appropriate training methods and document it with appropriate records and reports.<sup>1</sup>

The key steps in conducting QA training are described briefly in this chapter. They are drawn from the training techniques presented in previous chapters and provide the framework for organizing each part of the course.

### Chapter Objective

After completing this chapter, the participant will be able to describe how to organize and conduct an effective QA training course and complete required documentation.

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<sup>1</sup> Designing a QA training course usually is the responsibility of a Level 2 trainer. Course design requires expertise in writing primary and enabling objectives, developing concise course outlines and schedules, and developing and selecting appropriate educational and training materials. These subjects are beyond the scope of this manual.

## Conducting a QA Training Course

### Enabling Objectives

To attain the chapter objective, the participant will:

- Describe the components of QA training packages and how they are used
- Organize and prepare the logistical support and materials needed for a QA training course
- Develop plans for conducting training sessions
- Use competency-based assessments
- Determine whether a participant is qualified based on observed and measured performance
- Evaluate a QA training course
- Complete documentation of training and retain important course materials

### COURSE MATERIALS

The training materials described below are used to conduct an effective, competency-based QA course. Increasingly, these materials are provided to the QA trainer as a **training package**.

The **reference manual** provides all of the essential information needed to conduct the course in a logical manner. In some QA courses, the reference manual will be a monograph prepared by the QA Project or country QA staff. Because it serves as the “text” for the participants and the “reference source” for the clinical trainer, special content handouts usually are not needed. Country-specific supplemental material, however, may be prepared and distributed as appropriate. Such material could include information on the country’s QA organizational structure, required indicators, or medical records and reporting systems etc. The trainer will also have handouts of material inappropriate for the participant such as mid-course questionnaires, or evaluations which are to be submitted to the instructor. In addition, because the manual contains **only** information that is consistent with course goals and objectives, it becomes an integral part of all classroom exercises—from giving an illustrated lecture to providing problem-solving information. Finally, it provides a readily available reference for review of newly learned information and for problem solving when the participants return to their home clinic or hospital.

The **participant’s handbook** serves as the roadmap to guide the participant through each phase of the course. It contains a model **course syllabus, outline and schedule** (described in more detail below) as well as all supplemental printed materials such as the pre-course knowledge assessment, exercises, case studies, and job aids or checklists (if used).

The **trainer’s guide** contains the participant handbook materials as well as other trainer-specific information such as answer keys to the pre- and mid-course questionnaires.

The **trainer’s package of handouts** contains items which are given to each participant, but should not be shared with participants prior to use. Another type of handout may be items which will be returned to the trainer. Commonly, this will include materials from exercises and case studies which answer questions or show completed data graphs, as well as participant reaction forms (course evaluations). This may also include attendance lists, site-specific agenda or logistics information, and checklists to be used in evaluating participants’ skills. These last forms are also in the participant handbook, but they are included in handouts so participants do not need to tear them out of their handbooks.

**Overhead transparencies and other training aids** are included. The overheads usually present only the major points of training. Because of this, trainers may add overheads or use flip charts to supplement the supplied items.

Even if the course materials are not provided as a “training package,” the trainer should develop a course syllabus, outline and schedule. These are described below.

### Course Syllabus

The **course syllabus** provides a summary of the major components of a course and should be given to participants before they arrive for the training course, perhaps as a course announcement. It is important that the syllabus accurately describe the **course content, goals and objectives**. This enables participants to be aware of the focus of the course.

### Course Outline

The **course outline** is a detailed listing of how the training will be delivered. The course outline is a **planning document**, to be used by the QA trainer, and **not** a teaching document. **Sample 7-1** shows a **portion** of a model course outline for a QA Coaching course. The course outline is divided into four columns which are described below.

- **Time:** Lists the approximate **amount of time to be devoted to each learning objective and training activity**. This helps the trainer budget time so that all learning objectives are addressed in the allotted amount of time.
- **Objectives/Activities:** Contains the learning objectives which outline the **sequence of training**, and the activities for each objective. The combination of objectives and activities (e.g., small-group exercises, facilitated discussion) outlines the **flow of training**.

### Course Schedule

- **Training/Learning Methods:** Outlines the various methods, activities and strategies to be **used to deliver the content and skills** related to the learning objective; It is important that a **variety** of methods be used.
- **Resources/Materials:** States the reference materials and audiovisual aids needed to deliver training for each learning objective.

A **course schedule** is a brief day-by-day summary of the major training activities. Information appearing on a course schedule includes:

- Course name
- Days of training (days of the week and/or day numbers)
- Time blocks for all training activities
- Brief description of the major training activities

Information for the course schedule is taken from the course outline once it has been finalized. **Sample 7-2** is an example of a course schedule for a QA Coaching course.

### Adapting the Training Course

The course outline and schedule are intended to serve as a **model** for the QA trainer and have been designed to permit the course participants and trainer the widest possible latitude in adapting the training to the participants' (group and individual) learning needs.

In some courses, such as QA Coaching, Problem Solving or Team Building a portion of training may occur in a hospital, primary care facility, or administrative office. Prior to the course, the QA trainer should determine what changes are needed regarding allocation of classroom and facility-based time (see **Chapter 2**). The trainer should expect to schedule facility time based on both staff and room availability, and may need to train during lunch breaks or after normal working hours.

If the model course outline and schedule are revised, copies should be given to participants at the beginning of the course. In addition, at the beginning of each course an assessment should be made of each participant's knowledge and QA skills. The results of this pre-course assessment can be used jointly by the participants and the trainer to adapt the course content as needed so that the training focuses on acquisition of **new** information and skills. For example, if the group demonstrates sufficient knowledge (e.g., more than 80% correctly answered questions about a particular category of information such as constructing and interpreting bar graphs, pie charts and run charts), the trainer may elect to assign those topics

### PLANNING FOR THE COURSE

as reading assignments and use the allotted time for other purposes, rather than discuss them in class.

The responsibilities of the trainer for planning and organizing a QA course will vary depending on her/his position within the organization or agency sponsoring the training or within the institution where the training will be conducted. Generally, the trainer will be involved in the planning process and may be responsible for overseeing logistical arrangements for the course as well.

### Timeline

Planning a QA training course takes several months and ideally should begin at least 3 months before the course. A typical timeline for planning activities is presented in **Table 7-1**; a more detailed checklist of tasks can be found in **Appendix A**.

### Materials, Supplies and Equipment

The trainer's manual generally will specify the materials, supplies and equipment needed for the course and further specify what is needed for each activity. Most often this is a list of case studies or exercises and a list of overheads or flip charts to use, with a reminder to obtain an overhead projector.

### Facility-based training

The key to ensuring successful facility-based training is to begin planning as early as possible. The trainer needs first to determine exactly what QA training needs to be done in a facility. In some cases, you will be asked to conduct the entire training in the workplace. This occurs, for example, when a facility's problem-solving team wants to be trained in problem solving as they encounter problems in the workplace.

Another type of training done in a facility is a coaching practicum. In this case, a new coach is supervised in his or her first attempts at guiding a team. Usually the QA trainer is responsible for planning ahead to identify an appropriate facility in which to work. This may require preparing a team with QA Awareness or an introduction to problem solving or quality design. Then, after the classroom portion of QA Coaching, the candidate works directly with the team to begin their work. Another alternative is to have the entire staff of a small facility, an office, or a hospital ward/department come together to receive QA Awareness training from the new coach, who will continue to work with them over time to begin problem solving.

Still another type of facility-based training is an application of methods learned during classroom training. This often happens when doing a course on Quality Audit, which occurs as part of a quality assessment. After training in the techniques of quality

## Conducting a QA Training Course

assessment and adapting an assessment tool, the participants will go to a clinical facility (either their own or a peer facility) to use the tool. Training done during the assessment would be just-in-time training to guide the correct use of assessment skills.

In any of these situations, the QA trainer needs to work with facility authorities to ensure they agree with the purposes of the training, and to be sure a team is available to work with the trainer or the coaching candidate. The trainer needs to be sure there is room to work and that the staff will have time to devote to their purpose. It may involve working with facility authorities to arrange for substitute staff to provide clinical care while participants are working with the trainer.

For coaching practicums, it may be necessary to visit a number of potential facilities in order to identify several that are best suited to receiving the participants and providing them with sufficient experience in providing support to a team.



**Table 7-1. Suggested Timeline for Preparing for a QA Training Course**

TIME PRIOR TO COURSE	ACTIVITY
<b>3 months</b>	<ul style="list-style-type: none"> <li>• Confirm training site (classroom or other facilities)</li> <li>• Select housing accommodations (if necessary)</li> <li>• Select and confirm training consultants or special content experts (if necessary)</li> <li>• Meet with managers at sites used for facility based training</li> </ul>
<b>2 months</b>	<ul style="list-style-type: none"> <li>• Select and notify participants (or request nominations)</li> <li>• Initiate administrative arrangements</li> <li>• Confirm housing accommodations</li> <li>• Reconfirm training consultants or content experts</li> <li>• Order educational materials, supplies and equipment</li> </ul>
<b>1 month</b>	<ul style="list-style-type: none"> <li>• Review course syllabus, schedule and outline and adapt if necessary (if possible, send copies of the schedule to participants and other trainers)</li> <li>• Review content material and prepare for each session to be delivered by the trainer</li> <li>• Prepare audiovisuals (transparencies, slides, flip charts, etc.)</li> <li>• Arrange for all audiovisual equipment (overhead projector, video player, monitor, slide projector, camera with recorder/monitor, etc.)</li> <li>• Visit classroom training site(s) and confirm arrangements</li> <li>• Visit facility-based training site and confirm arrangements</li> <li>• Confirm receipt of educational materials, supplies and equipment</li> <li>• Finalize administrative arrangements</li> <li>• Reconfirm housing arrangements</li> </ul>
<b>1 week</b>	<ul style="list-style-type: none"> <li>• Review final list of participants for information on experience and job responsibilities</li> <li>• Assemble educational materials—be sure to check that all contents for exercises and case studies are available in numbers equal to participants</li> <li>• Prepare course certificates</li> <li>• Meet with co-trainer(s), training consultants or special content experts to review individual roles and responsibilities</li> </ul>
<b>1 to 2 days</b>	<ul style="list-style-type: none"> <li>• Prepare classroom facility</li> <li>• Prepare and check audiovisual and other training aids</li> <li>• Check with co-trainers to be sure there are no problems</li> </ul>

### CONDUCTING A TRAINING SESSION

The QA trainer is both the content and skills expert in a QA training course. The course outline provides a foundation for the planned training; however, it is the QA trainer who is responsible for turning the training plan into a successful training course. The QA trainer must plan how to deliver the content creatively, in a way that keeps the training focused on the participants and ensures that the learning objectives are achieved.

To ensure an effective training session, the QA trainer should:

- Review the session **objectives** (found in the course outline)
- Select **training activities** which will support the participant in reaching the session objective (activities are suggested in the course outline)
- Write **instructions** for the training activity
- Organize **materials** to support the training activity (supporting materials may be suggested in the course outline)
- Prepare an **introduction** to the training activity
- Develop **process questions** which will focus a discussion on the relevance of the content to the job responsibilities of the participants
- Develop a **summary** which ties together the session objectives and content and reviews the main points of the session

### Objectives

Objectives, which can be found in the course outline, should be clearly stated for each training session. A learning objective is defined as a statement of what the participant will know or do after completion of training. Before each session begins, write the objective on the flip chart, the writing board or a transparency. Place the written objective in a visible place for all to see during the training session.

### Training Activities

Training activities support participants in attaining the learning objectives. The goal is to keep the participants interested, active and involved. The enthusiasm of the QA trainer has a direct impact on the responsiveness of the participants. If the trainer has high expectations of success, the participants will follow. The effective QA trainer focuses on the progress of the participants rather than on her/himself.

Appropriate training activities will be recommended in the course outline and may include activities which:

- Allow participants **to get to know each other**

- Produce or heighten **energy in the group**
- Influence how participants **think about certain issues**
- Provide the opportunity to **learn and practice a particular skill**

Begin each day with a warm-up activity to **bring the group together** to begin work with a positive, energetic attitude. Warm-ups provide the group an opportunity to learn something in a nontraditional way and usually help the group get to know each other better. It is the trainer's responsibility to provide balance between serious work and work that is lighter in content and tone. Several examples of warm-up activities are provided in **Chapter 2**.

Activities to **produce or heighten energy** are useful during the day (especially after lunch) when the trainer notices that the group's energy is fading and they need a boost. An energizer can take from 5 to 20 minutes. It can be as simple as "let's stand and stretch." The purpose is to divert attention away from the topic at hand to give the mind and body a rest by using them differently. Several short energizers can be found in **Appendix B**.

Activities designed to **influence attitudes**, however, are more complex and usually take more time. Role plays and case studies are examples of such activities and are fully described in **Chapter 4**.

The steps in **learning and practicing QA skills** are detailed in **Chapter 5**. Providing participants with meaningful classroom and facility-based practice and training sessions is critical to the success of any training course. In preparing and conducting these sessions, the QA trainer relies heavily on the reference manuals and job aids (see **Chapter 5**). These materials provide the QA trainer with the standardized way of performing the skill or activity and should be used by the participants while learning and practicing.

During classroom sessions the participants usually work in teams with one person acting as team leader, one acting as coach, and one acting as a recorder (see **Chapter 6**). The participants switch roles throughout training to gain experience in all three roles. They should do formal assessments of the quality of their work, both as a team and as individuals, using checklists provided in course materials. Participants give feedback to each other about their performance.

Allow sufficient time for the participants to discuss areas needing improvement (feedback). This discussion is critical because it places the responsibility for learning on the

participant.

### Instructions for Participants

During coaching practicums, the QA trainer is responsible for the participants, and should observe and interact with them at all times. The trainer should be prepared to suggest alternative activities or exercises if the coach's actions are not resulting in progress by the facility team.

Writing instructions for an activity such as a case study or an exercise, particularly if there are multiple steps or parts, is important to the activity's success. The process of writing clear instructions helps the trainer to think through each part of the activity with the participants in mind. It also results in more realistic timing of each activity.

Instructions can be presented verbally but also should be presented in writing, using paper (handout), the writing board, the flip chart or an overhead projector so that participants can refer to them during the activity. Written instructions provide clarity for everyone; without them, confusion and chaos can result.

### Training Activity Materials

The materials needed to support a training activity usually are suggested in the course outline. The QA trainer is responsible for ensuring their availability and organizing them prior to the training session. In particular, s/he should review:

- Supplies and equipment needed (e.g., overhead transparencies, graph paper, extra flip charts for teams, pens and paper)
- Space needs and arrangements (e.g., chairs and tables arranged to allow permanent formation of teams)
- The chapters (or pages) in the reference manual which will be referred to during the activity
- Any supplemental written materials needed for the activity (e.g., a role play, case study, diagram, etc.)

### Introductions

The introduction of each training session in the course sets the tone and atmosphere for that session. **Chapter 4** provides several specific examples for introducing a training session. The QA trainer should choose a technique with which s/he is comfortable. As the trainer gains more experience in interactive training methods, the variety of introductions used will increase. The important thing to remember is that the trainer's enthusiasm and interest in the topic should be genuine. The participants will

### Process Questions

recognize if they are not and, as a consequence, the momentum the trainer intends to build will be reduced.

During the introduction, monitor and assess the group's attentiveness. When the group is focused totally on what is unfolding before them, they will be ready to move to the next part of the session.

After a training activity is completed, the participants need time to integrate what they have just experienced with what they already know. The trainer should develop thoughtful questions which will deepen the participants' understanding of the concepts or skills presented in the training session. These questions can be answered individually or by small groups. Examples of process questions include:

***After observing a counseling role play in an Interpersonal Communications Course:***

- “What were the behaviors you observed that made this clinician effective in speaking with this client?”
- “How comfortable are you practicing these behaviors?”
- “How will you know you are being successful when you behave in these ways?”

***After participating in a coaching session with a problem solving team during a practicum:***

- “Take the next few minutes to fill out the assessment guide. Select three specific areas in which you excelled and three specific areas where you want to improve. After you have made your list, choose a partner with whom to discuss your self-assessment.”

***After the discussion in pairs:***

- “Be prepared to report to the total group one area in which you excelled and one area you want to improve.”

Using process questions in this way illustrates several concepts. By using the self-assessment guide, the participants take responsibility for observing and monitoring their own behavior and learning. There is a balance in asking them about what they did well and what they want to improve. In choosing a partner with whom to discuss these items, each participant realizes that s/he is not the only one who needs to improve. Finally, reporting to the group as a whole has the potential for reinforcing behavior changes.

When developing process questions, the trainer returns to the objective stated for the session. The questions are then crafted to

## Conducting a QA Training Course

### Summaries

support the participants in integrating their new learning with their previous experience.

The purpose of the summary following a training activity is to highlight the main points of the activity and bring the session to a close. Several useful suggestions for summaries are included in **Chapter 4**.

When trainers first use interactive training techniques, the activity itself often becomes central to the discussion. It is important to remember that the activity is merely a vehicle to demonstrate a concept or skill the participants need to learn. The critical point is whether the thinking or doing will continue after the training. While application of the QA training is not within the control of the trainer, insights into the application clearly are among the trainer's responsibilities. The summary provides the opportunity for the trainer to reinforce the participant's learning and to further challenge the group towards excellence.

### Trainer's Notes

Many QA trainers find that preparing "trainer's notes" (see **Chapter 2**) assists them in conducting training. Outlining each step of a training activity requires the most planning. Clarity on the part of the trainer regarding the flow and timing of the activity will result in a smooth, organized training session for the participants. The following example (which was developed based on suggestions in the course outline) can be used as a guide in planning a training activity.

### Example of Outline and Timing of a Training Activity in a QA Awareness course

**Objective:** Define quality, considering the dimensions and perspectives of quality

10:00	Introduce exercise. Purpose is to define quality of something the whole class has experience with.
10:05	Pass out chocolate pieces. Ask each participant to write down what about the chocolate indicates its quality or lack of quality.
10:15	Facilitated discussion. What defined quality of the chocolate? Note if characteristics are in disagreement between people. Post key quality characteristics.
10:30	Small group work. Present a health care encounter which would be common to all participants. Ask the question: what would define quality in this circumstance?
10:45	Facilitated discussion. Report on small group work. Record quality characteristics.
11:00	Using the quality characteristics of both the chocolate and the clinical examples, help participants recognize dimensions and perspectives uncovered by their work. Present information about quality dimensions and perspectives which have not been brought out in discussion.
11:30	Summarize session, including need to consider internal and external clients in defining quality. Point out the common dimensions and perspectives by referring to monograph.

## GIVING KNOWLEDGE AND SKILL ASSESSMENTS

### Knowledge Assessment

QA trainers should **prepare themselves before giving a knowledge assessment** (pre- or mid-course questionnaire):

- Refrain from any special coaching on the subject matter in an attempt to reduce anxiety and frustration
- Make certain that the area where they will complete the questionnaire is ready
- Make sure that there are adequate supplies
- Review the procedures for completing the questionnaire
- Rehearse by reading the instructions
- Try to anticipate any questions that might be asked before the participants begins
- Make arrangements so that participants will not be interrupted

Two factors that are important in using questionnaires are **providing instructions** and **setting time limits**.

**Giving Instructions to Participants.** To perform to the best of their abilities, participants must know the purpose of the assessment and the basic rules under which they will operate. This means that they must be aware of the **time allowed**, the manner in

which they are to **select and record answers** and the **scoring system** used. The QA trainer should review the instructions with the participants before they begin answering the questions. Instructions for selecting answers must be written carefully. Stating directions with too much detail is better than stating them with too little.

**Setting Time Limits.** Many individuals fail to do well when faced with the pressures of a timed assessment. Time limits (if used) should be based on a trial run of the questionnaire. As a general rule, trainers should allow participants about twice the time it takes a trainer to read through and complete the assessment.

The **pre-course questionnaire** is not intended to be a test but rather an assessment of what the participants, individually and as a group, know about the course topic. Participants, however, are often unaware of this and may become anxious and uncomfortable at the thought of being “tested” in front of their colleagues on the first day of a course. The trainer should be sensitive to this attitude and administer the questionnaire in a neutral and nonthreatening way as the following guide illustrates:

- Participants draw numbers to assure anonymity (e.g., from 1 to 12 if there are 12 participants in the course)
- Participants complete the pre-course questionnaire
- The trainer gives the answers to each question
- Pass around the individual and group learning matrix for each participant to complete according to her/his number
- Post the completed matrix
- Discuss the results of the questionnaire as charted on the matrix and jointly decide how to allocate course time

### Skill Assessments

Skills assessment using checklists will most often be done as part of a QA Coaching course, either during classroom or practicum work, or in a Training of Trainers course. Even the best-designed checklists will not be successful in measuring performance if they are not used correctly. To facilitate the use of checklists, the QA trainer should be certain that the:

- Classroom or facility is equipped with all equipment, materials and other supplies necessary to complete the assessment
- The classroom environment is appropriate to the skill being



observed (e.g. coaching is observed when the participant is acting as a coach to a team doing problem solving; training is observed when the participant is doing micro-teaching)

- The facility experience involves skill performance which was taught in the course (e.g. if the coach is prepared to assist problem solving teams, but the team actually needs to do quality design work, the coach's skills in explaining quality design are not deemed poor if s/he is not prepared and seeks assistance)

Skills assessments based on the trainer's observation of participant performance against outcome standards listed in the reference manual are not as structured as using a checklist. However, they can still be done objectively by using the outcome standards while making the observation. The trainer should record observations as they are made, and use these as feedback to the participant.

### QUALIFICATION

Much controversy surrounds the issue of determining **qualification in QA training**. Most people believe that participants are qualified to conduct QA work when they have demonstrated a defined level of skill competence and can maintain that level after training. In practice, **objective measurement of competence during training may be very difficult**, and it is still more difficult to measure competence **after** training.

Because of this, in the past many organizations equated being qualified with simply attending a QA course, or completing one coaching experience. Clearly, while some participants can achieve competency after only a small amount of experience, others may require more mentoring and a very few may never achieve an acceptable level of competency. Therefore, determining whether or not a participant is qualified should be based on **observed and measured** performance using competency-based (knowledge and skill) assessments rather than on only attendance or completion of a set number of practice cases.

Nearly all participants who complete a QA course are judged to be competent after completing in-class work. For example, after working on a team which effectively proceeded through all steps of problem solving during a case study, one might think that all members are capable of leading a problem solving team or constructing a problem statement.

Proficiency, however, invariably requires additional practice. Therefore, additional exercises may be needed during the class to reinforce learning. Some participants may meet learning objectives after one case study, while others may need more practice. Thus, the judgment of a skilled trainer is the most important factor in

determining whether the participant is qualified.

This is especially important in QA Coaching training. Coaches who are able to effectively assist problem solving teams doing a case study may demonstrate competency, but not proficiency. A practicum, or supervised coaching, is essential to determine if a new coach can address the unpredictable needs of a real team, not one simply enacting a case study. The QA trainer should use all options for providing a practicum to determine whether the participant is qualified.

Qualification is a statement by the training institution(s) that the participant has met the requirements of the course in knowledge, skills and practice. Qualification does **not** imply certification, which is granted only by an authorized organization or agency.

Qualification may be based on the participant's achievement in three areas:

- **Knowledge.** A recommended score of at least 85% on the Mid-course Questionnaire
- **Skills.** Satisfactory performance of QA skills and activities as evaluated by the QA trainer using a competency-based skills checklist. In determining whether the participant is competent, the trainer(s) will observe and rate the participant's performance using a checklist which measures each step of a skill, or using attainment of an outcome standard as the measure of competency.
- **Practice.** In specific cases such as coaching or Training of Trainers, the participant must demonstrate appropriate skills in a setting as close to real-life as possible, such as a practicum or micro-teaching. Only by observing the participants in these settings can the QA trainer assess competency.

Training QA trainers to reliably use competency-based performance assessment instruments such as those described above provides an opportunity to base competency on demonstrated performance and application of knowledge in practice rather than "lecture time" or number of QA activities performed.

As discussed in **Chapter 1**, responsibility for the participant becoming qualified is shared by the participant and the trainer.

### EVALUATING THE COURSE

It is recommended that, if possible, course graduates be observed and evaluated in their workplace within 3 to 6 months of completing the course, by a **course trainer** using the skills assessment techniques used in the course, either checklists or observation of practice compared to standards. This post-course evaluation activity is important for several reasons. **First**, it provides the graduate direct feedback not only on her/his performance, but also provides the opportunity to discuss any startup problems or constraints. **Second**, and equally important, it provides the QA program management and the QA trainer, key information on the adequacy of the training and its appropriateness to local conditions. Without this type of feedback, QA training easily can become routine, stagnant and irrelevant to workplace needs.

Course evaluation consists of two processes—evaluation of participant performance and evaluation of participant reaction to the course. Evaluation should be an integral part of QA training, determining whether the training has met its goals (i.e., whether participants' knowledge and skills improved) and identifying aspects of the course that should be strengthened. As discussed above, evaluation of **participant performance** is accomplished through competency-based skill and knowledge assessments (see **Chapter 5**).

Evaluation of **participant reaction** to the course should occur, however, both during and at the end of the course. To determine how participants like the course and how they perceive its value, participants can be asked to use one of the following methods:

- Daily reactions (oral or written)
- End-of-course written questionnaires
- End-of-course informal reactions of participants

In addition, the trainers can meet daily to review the participants' reactions to training activities.

### Daily Reactions

QA trainers should monitor the training continually. Daily monitoring encourages participants to think and talk about what was learned during the day and to make suggestions for course improvements to the entire group. Such monitoring can be conducted as a participant-led exercise at the end of each training day. A useful technique is to have each participant:

- Write on a piece of paper the two or three most important ideas or concepts s/he learned during the day as well as suggestions for course improvement

### End-of-Course Written Questionnaires

- Share with the group one or two items from her/his list

Another effective technique is to review the course expectations posted on the first day of the course, identifying those which have been met and those which remain to be addressed.

Reaction questionnaires allow trainers to identify the:

- Extent to which the course met participants' expectations
- Aspects of the course that were the most or least helpful
- Relevance of the course content to the participants' work
- Appropriateness of the training methodology
- Extent to which administrative aspects of the course were satisfactory (e.g., the training environment, accommodations, travel arrangements)

Reaction questionnaires will be provided as part of the trainer's package of handouts. However, a trainer may wish to modify the standard form. When adapting end-of-course written questionnaires (also known as course evaluations (see **Sample 7-4**) the QA trainer should be guided by the following considerations:

- Include close-ended questions so that trainers can easily tabulate data and identify response patterns
- Use a rating scale for questionnaire items. If the majority of participants rate an item very high or very low, it is usually worth the trainer's attention
- Ensure the anonymity of participants to encourage truthful responses

The trainer should schedule sufficient time during the course for participants to complete the questionnaire. Questionnaires should **not** be distributed late on the last day of training when participants are tired and may be preparing to depart.

### End-of-Course Informal Reactions

Informal discussions can accompany the formal written questionnaire so that the trainer can better understand the reaction questionnaire data. For example, participants can be asked, individually or in small groups, to respond verbally to the following questions:

- "What were your expectations for the course? To what degree were they met?"
- "Based on the stated course objectives, did you learn what you expected to learn?"

### Daily Trainer Meetings

Answers to these questions can be summarized by a group reporter during this session and shared with the trainer(s) either verbally or in writing.

Alternatively, the QA trainer can select several categories that relate to the course (e.g., course content, training methods, administrative matters), and ask participants to write their reactions **anonymously**. Participant comments can be posted under their respective category headings on flip chart sheets or on a writing board. The trainer (or a participant) can then lead a general discussion with the participants about the comments.

If there is more than one QA trainer conducting the course, it is important that the trainers meet briefly each day to discuss the participants' evaluation of the day's training activities, as well as each trainer's personal assessment of the training. This exercise may identify elements of the clinical training that need to be changed.

### COMPLETING DOCUMENTATION OF TRAINING

As in any other administrative activity, the work of training is not done until training documents are completed and submitted as appropriate. These documents are a formal record of both the events of training and the evaluation of training effectiveness. They may be forwarded to supervisors, or kept by the trainer, depending on their purpose. There are two types of documents:

- a training report which summarizes and analyzes the training
- the training materials which are the items used in conducting the training

Contents of a QA training report depend on its use. If a report is required by supervisors, the Ministry of Health, or outside authorities such as the QA Project, the contents may be specified. If there are no specifications, the QA trainer should determine the people likely to use a training report and create content requirements on that basis. Some trainers submit information to a computerized or written training data base and reports must fit that structure.

The QA Project does require submission of training reports and materials, that certain reporting formats be used and that certain documents be submitted to Project headquarters. These requirements are presented in **Appendix C**.

In addition, a QA trainer should be concerned about how to store and retrieve documents related to training, including training

## Conducting a QA Training Course

### Purpose of documenting training

manuals, instructional aids and evaluation records. These documents may be retained at a local level, forwarded to supervisors or outside authorities, or both.

The purpose of documenting training is to record information about what training was done, when, with what participants, to what level of performance.

If training is repeated:

- Reference, participant and instructor manuals can be duplicated for future courses, or may be a source from which to adapt materials for different audiences
- Overheads or other audiovisual aids may be reused, without duplication

Participant data and information on content and date of training can be:

- Matched with the training syllabus to track which audiences require updating with revised information
- Used to sequence training. For example, if Standards Setting must precede training on Indicator Development, a training manager needs to know when the Standards course was done in order to schedule the Indicator training for the same participants
- Related to personnel records, allowing managers to determine which facilities have what level of trained staff as people are reassigned or retired over the years

Attendance records often include not only participant names, but work location and contact information. This information allows a trainer or QA program manager to:

- Assess the coverage of QA training, answering questions about how many people from a particular facility, or how many people of a particular background (e.g. nurses, district managers), have completed a specific QA training course
- Reach former participants who might serve as trainers in the future
- Reach former participants who may be able to support practicum events in a facility

Records of training evaluations will assist a Ministry of Health or QA Unit to monitor the accomplishments of its QA training

### Training Report Contents

programs. Sometimes, individual records of performance such as the pre- and mid-course questionnaires or performance checklists are kept. In other cases, individual records are aggregated in a matrix, or summarized in an evaluation report. The purpose of these records is to analyze performance improvements (or lack thereof) related to training. When reviewing these documents, a trainer should be able to see which training activities are effective in improving performance. In addition, this information may serve the purpose of informing supervisors and QA program managers about changes necessary to improve the training.

Traditionally, trainers have reported the number of participants as a key indicator of the quality of the training. This data actually is of little use in a competency-based training system, as it does not indicate the number of participants who are competent in new skills at the completion of training. There is, therefore, little purpose in creating only this type of training documentation.

A training report is an analysis of a training event. The contents depend on the audience for the report. For example, in a totally decentralized health care system, training reports may be kept within a facility or by a first-line supervisor, with no requirement to send information to higher authorities. At a facility level, the trainer might be interested in knowing who attended the course, and the participants' immediate supervisors might want very specific information about their performance, such as copies of skills assessments. If the trainer is part of the staff, a training report may not be done, since evaluative information about the effectiveness of training may be exchanged verbally.

In a case of a centralized health care system, there is often a requirement for sending both a training report and copies of the training materials to central authorities. Information may go to the participants' supervisors, the trainer's supervisors, a country program manager and any supervisor between the participants and the central level ( e.g. districts, provinces, governorates). The trainer must know who requires what type of information prior to creating training documents. First-line supervisors routinely are interested in participant performance - who is qualified to do what as a result of the training? More senior supervisors are usually interested in trends and patterns, not information about individuals in the courses. They may want to know how many facilities are starting problem solving, or how many coaches are qualified to support problem solving teams, not how many people learned about problem solving. The most senior program managers may want to know more about recommendations for course changes, and not competency information, trusting that the trainer has been effective

## Conducting a QA Training Course

in helping each participant to achieve performance objectives. If centralized data bases are used to record training, or if training information is coordinated with personnel information, a trainer may need to submit attendance records to this authority for data entry.

Even if there is no external requirement for training documentation, a QA trainer should keep a record of training for personal use which includes what was taught, when, to whom. The trainer may elect to create a training report. This will document the trainer's personal training experience, and perhaps justify candidacy for preparation as a higher level trainer, or an appointment as a training manager or QA program manager.

Some widely accepted contents of a training report include:

- Name of training, location, dates
- Comments about why the training was conducted (perhaps a statement about needs assessments which prompted the training)
- Description of the major activities or content of training (e.g. classroom, practicum, real-life problem solving)
- Interpretation of course evaluations (Were participants competent after the training? How do you know?)
- Comments about problems with the training, modifications made, results of participant reaction to the course and recommendations for improvement



### TRAINING MATERIALS

When no one requires a training report, the QA trainer should anticipate who may have a need for information about the training in the future, and record data that will be of assistance. For example, a trainer may know that a large number of facilities have sent representatives to a QA Awareness course, and later these facilities will likely begin local QA training. This trainer would be smart to record attendance and content covered, to assist future trainers in knowing who has had what exposure to QA concepts.

Generally, the following materials are retained in at least a facility training file:

- Course identifying information - name of training, location, dates, sponsorship
- Participant list
- Reference manual
- Participant handbook
- Trainer manual
- Copies of training aids, handouts
- Copies of evaluation tools such as pre-course assessments and skills checklists (if not in other manuals)

Some locations require that copies of materials be sent to higher authority, with or without a training report.

### Retaining training materials

Training reports and training materials, should be stored at, and retrievable from, a specific location. Facilities, trainers, training managers and QA program managers often each keep training documents.

When training is done at a facility, most managers wish to keep a file copy of the reference manual and participant handbook. If a staff member is a QA trainer, the facility will also want to keep trainer manuals and any materials used in training, such as audiovisuals, exercises, or case studies, so they can repeat the training without outside assistance. Also, when training is done at a facility, documents about participant performance often are kept by the first-line manager.

It may be necessary to keep documentation at the local level in a decentralized health care system. Do not assume however, that a decentralized system will **NOT** want to have a central record of training. Even in decentralized systems, there is often a senior person responsible for keeping training records or copies of training materials. This can enhance the consistency of training

content across different locations, and is desirable in most QA programs. When training is done for a group of people from different locations, a central training manager or QA program manager often keeps all training records and materials.

Trainers often want to keep materials from every QA training they deliver, including complete reference manuals, participant handbooks, trainer guides, exercises, audiovisuals, flip charts, and so on. This enables a trainer to easily repeat a course if necessary. If a trainer is responsible for submitting a training report, the trainer usually keeps a copy to guard against loss by the receiving authority.

For trainers sponsored by the QA Project, there are specific recommendations for retaining copies of both training materials and training reports. **Appendix D** contains this information.

### SUMMARY

In order to improve the quality of QA training as well as to evaluate participant performance objectively, QA trainers increasingly are working with pre-tested training packages. In these circumstances, QA trainers may adapt the course to the local setting and then conduct it using appropriate training methods.

Planning for a QA training course ideally begins 3 months before the course. Although the trainer may not be directly responsible for all of the preparatory tasks, where possible, s/he should personally coordinate the training planning, arrange the classroom facility, and select sites for facility-based training (if needed) prior to the beginning of the course.

Using the course outline as a guide, the QA trainer should decide how to present individual training sessions, using the participatory training techniques described in this manual.

It is the QA trainer's responsibility to ensure that competency-based knowledge and skill assessments are used correctly to objectively evaluate participant performance. Such evaluation is part of the qualification process for each participant.

Evaluation of the course by participants should be an integral part of the training process. Several methods of evaluating participant reactions were described in this chapter.

Documenting the events and effectiveness of training is the final act in conducting training. General guidelines, as well as requirements specific to the QA Project, are described in this

chapter and **Appendix C**. Deciding which documents and training materials should be retained and by whom is an important task for the the QA trainer, program manager or both. General suggestions, and QA Project requirements for document retention, are described in this chapter and **Appendix D**.

**SAMPLE 7-1**

<b>MODEL QA COACHING COURSE OUTLINE (Standard Course: 10 days, 20 sessions)</b>			
<b>TIME</b>	<b>OBJECTIVES/ACTIVITIES</b>	<b>TRAINING/LEARNING METHODS</b>	<b>RESOURCES/MATERIALS</b>
<b>Session One: Day 1, AM</b>			
(45 minutes)	<b>Opening</b> <b>Objective:</b> Identify participant expectations	<b>Warmup Exercise</b> <b>Discussion:</b> ask what participants expect to get out of the training	Name tags, attendance sheets Flipchart—post expectations Markers
(30 minutes)	<b>Objective:</b> Describe course goals and objectives, approach to clinical competency-based QA training, materials and schedule <b>Objective:</b> establish ground rules for course	<b>Discussion:</b> review participant handbook contents on learning approach; direct attention to handbook for syllabus, schedule Suggest and elicit ground rules for classroom behavior	<b>Coaching Reference Manual</b> (1 per participant) <b>Coaching Participant Handbook</b> (1 per participant) Flipchart—post ground rules
(30 minutes)	<b>Objective:</b> Assess participants' precourse knowledge	Complete Pre-course Questionnaire	<b>Handbook:</b> Precourse Questionnaire
(15 minutes)	<b>Break</b>		
(30 minutes)	<b>Objective:</b> Identify individual and group learning needs	<b>Exercise:</b> Group grades questionnaires and completes Individual and Group Performance Matrix	<b>Handbook:</b> Individual and Group Assessment Matrix
(60 minutes)	<b>Objective:</b> Recall knowledge of QA tenets and concepts	<b>Exercise/Discussion:</b> <ul style="list-style-type: none"> <li>• Activity 1: Defining the key quality characteristics of chocolate</li> <li>• Activity 2: Defining the key quality characteristics in a generic health care example</li> </ul> <b>Discussion:</b> dimensions, perspectives, definitions of quality, definitions of quality assurance, expose of 4 tenets of QA	<b>Reference Manual:</b> Chapter 1
<b>TOTAL: 210 minutes</b>		Equipment for course <ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Marker pens</li> </ul>	

**SAMPLE 7-2**

<b>MODEL QA Coaching COURSE SCHEDULE (Standard Course: 10 days, 20 sessions)</b>				
<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<p align="center"><b>0830-1200</b></p> <p><b>Opening</b></p> <ul style="list-style-type: none"> <li>Welcome</li> <li>Participant expectations</li> </ul> <p><b>Overview of course</b></p> <ul style="list-style-type: none"> <li>Goals and objectives</li> <li>Ground rules</li> <li>Approach to training</li> <li>Review of course materials</li> </ul> <p><b>Precourse Questionnaire</b></p> <ul style="list-style-type: none"> <li>Identify individual and group learning needs</li> <li>Exercise: Defining quality</li> </ul>	<p align="center"><b>0830-1200</b></p> <p><b>Review/Preview</b></p> <p>Exercise: Team Role Analysis</p> <p><b>Discussion:</b> Application of the team role analysis</p> <p><b>Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>Working in Teams</li> <li>Communication in Teams</li> <li>Coach as Trainer</li> <li>Organizing team meetings</li> </ul>	<p align="center"><b>0830-1200</b></p> <p><b>Review/Preview</b></p> <p><b>Micro-teaching</b></p> <p><b>Exercise:</b> Red Bead Game</p>	<p align="center"><b>0830-1200</b></p> <p><b>Review/Preview</b></p> <p><b>Micro-teaching</b></p> <p><b>Case Study:</b> Parts 1 &amp; 2</p>	<p align="center"><b>0830-1200</b></p> <p><b>Review/Preview</b></p> <p><b>Micro-teaching</b></p> <p><b>Case Study:</b> Part 3A</p>
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<p align="center"><b>1330-1630</b></p> <p><b>Facilitated Discussion:</b></p> <ul style="list-style-type: none"> <li>Role of the coach</li> <li>Coach/Team leader contract</li> </ul> <p><b>Role play:</b> Example by trainer and one participant: Contracting</p> <p><b>Facilitated Discussion:</b> Role of teams and team building</p> <p><b>Exercise:</b> The New Zin Obelisk</p> <p><b>Review of day's activities</b></p>	<p align="center"><b>1330-1630</b></p> <p><b>Teaching assignments for coaches</b></p> <p><b>Lecture/Discussion:</b> Teaching Review of Problem Solving Cycle</p> <p><b>Review of day's activities</b></p>	<p align="center"><b>1330-1630</b></p> <p><b>Discussion:</b> Decision Making</p> <p><b>Exercise:</b> Decision Making Puzzle</p> <p><b>Exercise:</b> Feedback Exercise</p> <p><b>Lecture/Discussion:</b> Teaching Review of Problem Statement, High Level Flowcharts, Pareto Diagrams</p> <p><b>Review of day's activities</b></p>	<p align="center"><b>1330-1630</b></p> <p><b>Facilitated Discussion:</b> Conflict Management</p> <p><b>Role Play:</b> Conflict management</p> <p><b>Lecture/Discussion:</b> Teaching Review—Process flowcharts</p> <p><b>Review of day's activities</b></p>	<p align="center"><b>1330-1630</b></p> <p><b>Exercise:</b> Team Development Needs Questionnaire</p> <p><b>Discussion:</b> Questionnaire Debrief, Identify Team Development Needs</p> <p><b>Mid-course Questionnaire</b></p> <p><b>Review of day's activities</b></p>
<p><b>Reading Assignment:</b> Chapters 4, 5 and 6</p>	<p><b>Micro teaching assignment:</b> QA Awareness, Problem solving Overview, Working in Teams</p>	<p><b>Micro teaching assignment:</b> Problem Statement, High level Flowcharts, Pareto Diagrams</p>	<p><b>Micro teaching assignment:</b> Process Flowcharts</p>	<p><b>Micro teaching assignment:</b> Cause-effect Analysis</p>

### SAMPLE 7-3

#### Materials Needed for a 2-Week QA Coaching Course

##### Supplies and Equipment

- Flipchart easels (one for each team of 5-6 participants)
- Flipchart pads (12-15)
- Flipchart pens (one set for each team plus 4)
- Masking tape (3 rolls)
- Name tags (1 for each participant, clinical trainer, observer, etc.)
- Transparency film (1 box)
- Transparency pens (4 sets of nonpermanent pens)
- Overhead projector with an extra bulb
- Screen or sheet for projection
- Extension cord

##### Training Materials

- Reference Manual
- Participant's Handbook
- Trainer's Guide
- Trainer's package of handouts
- Pens, paper, pencils, pencil sharpeners, one tablet graph paper
- Course certificates

**SAMPLE 7-4**

**QA COACHING COURSE EVALUATION**

(To be completed by **Participants**)

**Instructions:** Please indicate on a 1-5 scale your opinion of the following course components:

**5-Strongly agree   4-Agree   3-No opinion   2-Disagree   1-Strongly disagree**

COURSE COMPONENT	RATING
1. The Precourse Questionnaire helped me to study more effectively	
2. The role play on team leader/coach contracting was effective at teaching me how to contract with a team leader	
3. There was sufficient time to practice monitoring group process during team work and the case study	
4. The exercises on personal role analysis and team development needs was effective at showing me how to diagnose team development needs	
5. The instruction and training techniques and the micro-teaching made me confident that I can create just-in-time training interventions	
6. There was enough time in the case study to practice the steps in problem solving	
7. I am able to guide a team in writing problem statements	
8. I am able to guide a team in selecting, constructing, and using flow charts	
9. I am able to guide a team in doing cause-effect analysis	
10. I am able to guide a team in selecting, constructing and using data displays	
11. The course offered sufficient time to learn about and practice coaching skills	

**ADDITIONAL COMMENTS**

1. What topics (if any) should be **added** (and why) to improve the course?

2. What topics (if any) should be **deleted** (and why) to improve the course?



# APPENDIX A

## CHECKLIST FOR PREPARING FOR A QA TRAINING COURSE

**Three Months Prior to Course**

Confirm training site(s):

- Venue for classroom sessions:
  - Is it large enough for the number of participants, trainers and others to hold a large group discussion or lecture? Is it large enough to work in teams throughout the training?
  - Is there adequate seating for all participants and trainers?
  - Is there a method for posting work (such as walls to tape flip charts, or easels/blackboards)?
  - Are small rooms (number and size) near the primary classroom available if needed for small group activities?
  - Does the classroom have enough working electrical outlets for audiovisual equipment?
  - Is food service available at the training site or within walking distance (or can it be catered)?
- Site for facility-based training:
  - For coaching practicum, has a team been prepared with basic QA knowledge?
  - When conducting QA training for the staff of a specific facility, have staff and trainers agreed upon time for training? If it is necessary, have arrangements been made for supplemental staff to cover patient care?
  - Is there a need to provide meals for the staff during training? If so, how will this be done?

**Two Months  
Prior to Course**

Select housing accommodations (if necessary):

Ensure compliance with competitive bid comparison policies.

- Are meals available? If not, how will participants be fed?
- Are accommodations close to training site and not far from town? If not, can transportation be arranged? Cost?
- Is a deposit required?
- What is the cancellation policy?

Select and confirm additional co-trainers, consultants or content experts (if necessary):

- Inform them of dates, site, subject of course, expected number of participants, roles and responsibilities, compensation (if appropriate) and name and telephone number of the person who will be responsible for making their travel and lodging arrangements
- Do they have any special requirements for the presentations or training sessions they will deliver?

Select and notify participants:

If you do not select participants, ensure participant qualifications are made known to the appropriate authorities. Seek nominations as appropriate.

- Inform them of dates, site, subject of course, course goals and objectives (i.e., why they were selected for the course, if appropriate), financial arrangements and the name and telephone number of a contact for additional information, if required
- Obtain biographical information on the participants if this was not available during the selection process. Important information for the trainer includes professional background and current job assignment

Initiate administrative arrangements:

- Arrange for travel for participants, trainers and consultants, as appropriate; Include drivers if needed
- Confirm arrangements for per diem payments for participants and consultants, as appropriate; Include drivers if needed

**One Month  
Prior to Course**

- Arrange for administrative support, such as computer, printer, copy machine, secretarial support

Confirm housing accommodations:

- Confirm number of rooms and arrival/departure dates
- Arrange for deposit if required
- Arrange for tax exemptions (VAT) if appropriate, including documentation from contractor

Reconfirm availability of co-trainers, consultants or content experts

Order training materials, supplies and equipment

Review course syllabus, schedule and outline and adapt if necessary (send copies to participants and co-trainers)

Review course content and prepare for each session to be delivered by trainer (e.g., prepare trainer's notes if used)

Prepare audiovisuals (transparencies, slides, flipcharts, etc.)

Visit training classroom site and confirm arrangements:

- Is the classroom appropriate for the type of training sessions and number of participants?
- Where is the administrative support person or office located?
- Where are the copy machine and printer located?
- Where are the telephones?
- Where are the bathrooms?
- What arrangements have been made for lunch and refreshments?
- Where will refreshments be served during the breaks?

Visit training site(s) for facility-based work and confirm arrangements:

- Are staff ready to receive participants?
- Has any needed preliminary work (such as forming a team, or doing QA Awareness) been completed?
- What items such as paper, pens, flip charts, markers, or tape should be brought by the trainer?

Confirm receipt of educational materials, supplies and equipment

### **One Week Prior to Course**

Finalize administrative arrangements (e.g., local transportation to and from training site)

Reconfirm housing arrangements

Review final list of participants for information on experience and clinical responsibilities

Assemble educational and administrative materials

Prepare certificates of attendance

### **One to Two Days Prior to Course**

(If the trainer does not have access to the classroom, this may need to be done immediately before the training begins)

Prepare administrative support equipment and work area (copy machine, printer, computer, secretarial support)

Prepare classroom facility:

- Arrange room for correct number of participants
- Place training materials at each participant's place
- Set out attendance lists, and name tags or name tents to be completed as participants arrive

Prepare and check audiovisual and other training aids:

- Clean writing board; arrange easel; ensure supply of newsprint, marker pens and masking tape
- Arrange screen, overhead projector, slide projector and videotape player and monitor; test all electrical equipment
- Ensure supply of extra bulbs and extension cords

Meet with co-trainer(s), outside consultants or content experts and review individual roles and responsibilities

## APPENDIX B

# ENERGY-HEIGHTENING ACTIVITIES

## BOOM!

<b>OBJECTIVE:</b>	Fun, Concentration
<b>MATERIALS:</b>	Chairs
<b>APPROXIMATE TIME REQUIRED:</b>	10 minutes
<b>STEPS:</b>	<ol style="list-style-type: none"><li>1. All participants sit in a circle. They are instructed to count out loud around the circle. Each person whose number is a <b>multiple of 3</b> (3-6-9-12, etc.) or a number that <b>ends with 3</b> (13-23-33, etc.) must say <b>BOOM!</b> instead of the number. The next person continues the normal sequence of numbers.  <b>Example:</b> the first person starts with 1, the next one says 2, the person who should say 3 says BOOM! instead, and the next person says 4.</li><li>2. Anyone who fails to say <b>BOOM!</b> or who makes a mistake with the number that follows <b>BOOM!</b> is disqualified.</li><li>3. The numbers must be said rapidly (5 seconds maximum); if a participant takes too long to say her/his number, s/he is disqualified.</li><li>4. The last two participants are the winners.</li></ol> <p><b>Note:</b> The game can be made more complex by using multiples of bigger numbers, or by combining multiples of three with multiples of five.</p>

Source: Unknown.

## USE OF SAYINGS UNIQUE TO EACH COUNTRY

<b>OBJECTIVE:</b>	Fun, Concentration
<b>MATERIALS:</b>	Flipchart, markers, envelopes, chairs
<b>APPROXIMATE TIME REQUIRED:</b>	10 minutes
<b>STEPS:</b>	<ol style="list-style-type: none"><li>1. At the beginning of the week, as a warmup exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After 5 to 7 minutes, ask the groups to report their list of sayings. As each group reports their list, the trainer should check that the entire group understands each saying.  Keep this list of sayings for another warmup later in the week. Write each saying on a piece of paper and place in an envelope.</li><li>2. Later in the week (the third or fourth day), divide the participants into two groups, one group at each end of the room.</li><li>3. One representative from each group comes to the center of the room to receive an envelope containing a saying. The representatives read the sayings (silently) and return to their groups.</li><li>4. Without speaking, the representatives draw a picture to represent the saying they have received. The drawings cannot contain any words or parts of words.</li><li>5. The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives one point.</li><li>6. After one group has guessed the saying, all groups send a new representative to the center to receive another envelope with a saying and the activity proceeds as described above.</li><li>7. The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.</li></ol>

Source: Unknown

## HOT PEPPER

<b>OBJECTIVE:</b>	To boost the energy level in the group (good to use after lunch)
<b>MATERIALS:</b>	Small ball
<b>APPROXIMATE TIME REQUIRED:</b>	10 to 15 minutes, depending on the size of the group
<b>STEPS:</b>	<ol style="list-style-type: none"><li>1. Participants sit in a circle away from the conference table and close their eyes.</li><li>2. Trainer gives a small ball to one participant who is instructed to pass the ball quickly to the next person saying “<b>Hot!</b>” Participants continue to pass the ball around the group.</li><li>3. As the ball is passed from participant to participant, the trainer turns her/his back, closes eyes and calls out “<b>Pepper!</b>”</li><li>4. The person who is holding the ball when “<b>Pepper!</b>” is called is removed from the circle.</li><li>5. The ball continues to be passed until only one person is left.</li></ol>

*Adapted from: Pfeiffer & Company 1983.*

## NEW CONCEPTS

**MATERIALS:**

Flipchart

**APPROXIMATE  
TIME REQUIRED:**

5 minutes

**STEPS:**

1. Form three or four small groups.
2. Write the word **INTERACTIVE** on the flipchart.
3. The groups have 5 minutes to create as many 3-letter words as possible from the word **INTERACTIVE**.
4. Call time after 5 minutes. The group with the most words wins.

**Note:** Depending on the topic, other words can be used in this way, such as “demonstration,” “counseling,” etc.

*Source:* Unknown.



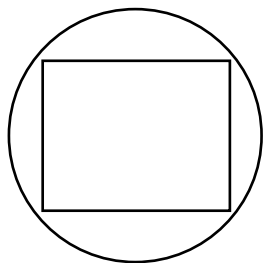
# WHERE YOU STAND DEPENDS ON WHERE YOU SIT

<b>OBJECTIVE:</b>	To encourage participants to broaden their horizons, and look upon their environments as opportunities, not as limitations
<b>MATERIALS:</b>	One transparency or handouts (one for each participant) of the top half of the figure
<b>APPROXIMATE TIME REQUIRED:</b>	5 to 10 minutes
<b>STEPS:</b>	<ol style="list-style-type: none"> <li>1. Present the top half of the figure on the next page to participants, preferably by projection onto a screen so that everyone can see it at the same time.</li> <li>2. Ask how many people think that Circle A is larger and how many think Circle B is larger.</li> <li>3. Demonstrate, by revealing the bottom half of the figure, that both circles are really the same size.</li> </ol>
<b>DISCUSSION QUESTIONS:</b>	<ol style="list-style-type: none"> <li>1. Why does one circle appear larger than the other?</li> <li>2. In what ways do we let our minds work in similar fashion as we view our worlds? What impact does this tendency (i.e., to focus on constraints, problems and barriers) have on our own productivity?</li> <li>3. How can we prevent or diminish our tendency to limit our own thinking pattern like this?</li> <li>4. Does the saying “Where you stand depends on where you sit” hold equally true regarding our thought processes and perceptions? (e.g., “what we perceive is what we will react to”)</li> </ol>

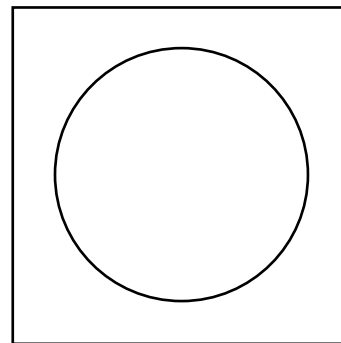
Source: Ryder Systems, Inc. 1987.

# WHICH CIRCLE APPEARS LARGER?

A



B



## THE SPIDER WEB

<b>OBJECTIVE:</b>	Introductions (for participants who do not know each other well)
<b>MATERIALS:</b>	A ball of yarn, cord or thin rope
<b>APPROXIMATE TIME REQUIRED:</b>	10 minutes (depending on size of group and length of introduction)
<b>STEPS:</b>	<ol style="list-style-type: none"><li>1. The participants stand up and form a circle.</li><li>2. A ball of yarn is given to one participant who tells the group something about her/himself, such as name, where s/he is from, her/his type of work, why s/he is attending the course, etc. (The information to include will depend on the size of the group and the time allotted for the activity.)</li><li>3. The participant with the ball of yarn holds onto the end of the yarn and throws the ball to a colleague in the circle, who in turn must introduce her/himself in the same way. Participants continue introducing themselves by tossing the ball around the circle until all participants form part of this <b>spider web</b>.</li><li>4. As soon as everyone has introduced her/himself, the person holding the ball (Z) returns it to the person who threw it to her/him (Y), as s/he (Z) repeats the information about that person (Y).  Person Y then returns the ball to the person who threw it to her/him (X) repeating her/his information. This continues around the circle, with the ball following its previous path in reverse order until it reaches the participant who first introduced her/himself.</li></ol> <p><b>Note:</b> Warn the participants beforehand of the importance of paying attention to each introduction, since they will not know who will be throwing the ball at them.</p>

Source: Unknown.

## HIDDEN SQUARES

<b>OBJECTIVE:</b>	To encourage participants to dig deeper into problems, and visualize them from a different perspective; to see not only the whole, but also various combinations of parts.
<b>MATERIALS:</b>	A flipchart, transparency or handout with the figure shown on the next page
<b>APPROXIMATE TIME REQUIRED:</b>	10 minutes
<b>STEPS:</b>	<ol style="list-style-type: none"><li>1. Provide participants with a drawing of a large square, divided as shown on the next page. Then direct them to quickly count the total number of squares seen, and report that number verbally.</li><li>2. The correct answer is 30, developed as follows: 1 whole square, 16 individual squares, 9 squares of 4 units each, and 4 squares of 9 units each.</li></ol>
<b>DISCUSSION QUESTIONS:</b>	<ol style="list-style-type: none"><li>1. What factors prevent us from easily obtaining the correct answer? (We stop at the first answer, we work too fast.)</li><li>2. How is this task like other problems we often face? (Many parts make up the whole.)</li><li>3. What can we learn from this illustration that can be applied to other problems?</li></ol>

*Source:* Newstrom and Scannell 1980.

## HIDDEN SQUARES


## WARMUP EXERCISE: THE POST OFFICE

- OBJECTIVE:** Fun, liveliness
- MATERIALS:** Chairs
- APPROXIMATE TIME REQUIRED:** 10 to 15 minutes (depending on size of group)
- STEPS:**
1. The participants sit in a circle, each having her/his own chair. The facilitator takes one chair away and the participant who is left standing stands in the center of the circle and begins the activity.
  2. The participant in the center of the circle says something like:  
“I bring a letter for all of my colleagues who have brown hair.”
  3. All of the participants who have the characteristic stated (e.g., brown hair) **and** the person in the center of the circle change places.
  4. Whoever ends up without a chair to sit on stands in the center of the circle and again states that s/he is bringing a letter, but for people with a different characteristic, such as:  
“I bring a letter for all of my colleagues who are wearing black shoes.”  
“I bring a letter for all of my colleagues who work in a hospital.. ”
  5. The activity can continue as long as the group is interested and enthusiastic (but no longer than 15 minutes).

*Source:* Unknown.