Chapter 6- Teams in Training

Team...□

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

Francis & Young

Why Teams in Training?

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

Three Types of Teams

- Innovative
- Work
- Problem-Solving

Chapter 6- Teams in Training

Team Building

PROCESS of deliberately creating an effective team.

Not An **Event**

Characteristics of Effective Teams

■ Clear role definition

■ Careful time control

■ Sensitivity to each other's needs and expressions

■ Good preparation

■ A high level of interest and commitment
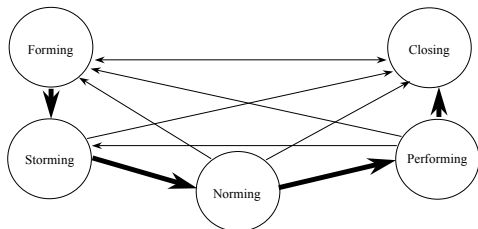
■ Few interruptions and distractions

Team Characteristics - cont.

■ Periodically stop and assess their performance

■ Members are recognized and appreciated

■ Climate of trust and comfort

Chapter 6- Teams in Training

Stages of Team Development

Stage 1: Forming

- Excitement
- Anticipation
- Optimism
- Anxiety
- Formal
- Attempts to define task
- Complaints

Stage 1: Forming

Useful Activities for Forming

1. Introduction/inclusion activities

2. Clarify the objectives or tasks

3. Establish groundrules

4. Provide any needed assistance

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Stage 2: Storming

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

Stage 2: Storming

Useful Activities for Storming

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

Stage 3: Norming

- Acceptance of membership
- Relief
- Commitment to working out differences
- Feedback
- "Playful" interactions

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Stage 3: Norming

Useful Activities for Norming

1. Continue fostering shared responsibility

2. Refocus of the agenda

3. Provide training in QA Tools

Stage 4: Performing

■ Satisfaction

■ Trust

■ Anticipate Problems

■ Prevention

■ Risk Taking

■ Commitment to Process

Stage 4: Performing

Useful Activities for Performing

1. Training in QA Tools or Concepts as needed

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Stage 5: Closing

■ If successful:

  joy, pride
  loss
  appreciation
  avoid final closing

■ If unsuccessful:

  frustration, anger
  denial, blame
  disassociation

Stage 5: Closing

Useful Activities for Closing

  1. Discuss next Steps

  2. Evaluate

  3. Present results

Individual Roles

Team Leader

Team Recorder

Timekeeper

Members

Chapter 7- Conducting a QA Training Course

QA Course Materials

- Reference manual
- Participant's handbook
- Trainer's guide
- Handouts
- Overheads
- Course syllabus
- Course outline
- Course schedule

Planning for a Course

- Timeline
- Materials, supplies, and equipment
- Facility-based training

Conducting a Training Session

- Review the session **objectives**
- Select **training activities**
- Write **instructions** for activities
- Organize **materials**
- Prepare **introduction**
- Develop **process questions**
- Develop a **summary**

Chapter 7- Conducting a QA Training Course

Competency-Based Assessments

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

Evaluating the Course

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

Measuring Participant Reaction

■ Daily reactions
■ Session/trainer evaluations
■ End-of-course written questionnaires
■ End-of-course informal reactions
■ Daily trainer meetings

Chapter 7- Conducting a QA Training Course

Training Report Contents

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