

Training for teamwork

What It Is: Training for teamwork is a process of developing people to have the relational competencies needed to coordinate with others in interdependent roles, and to support coordination among others.

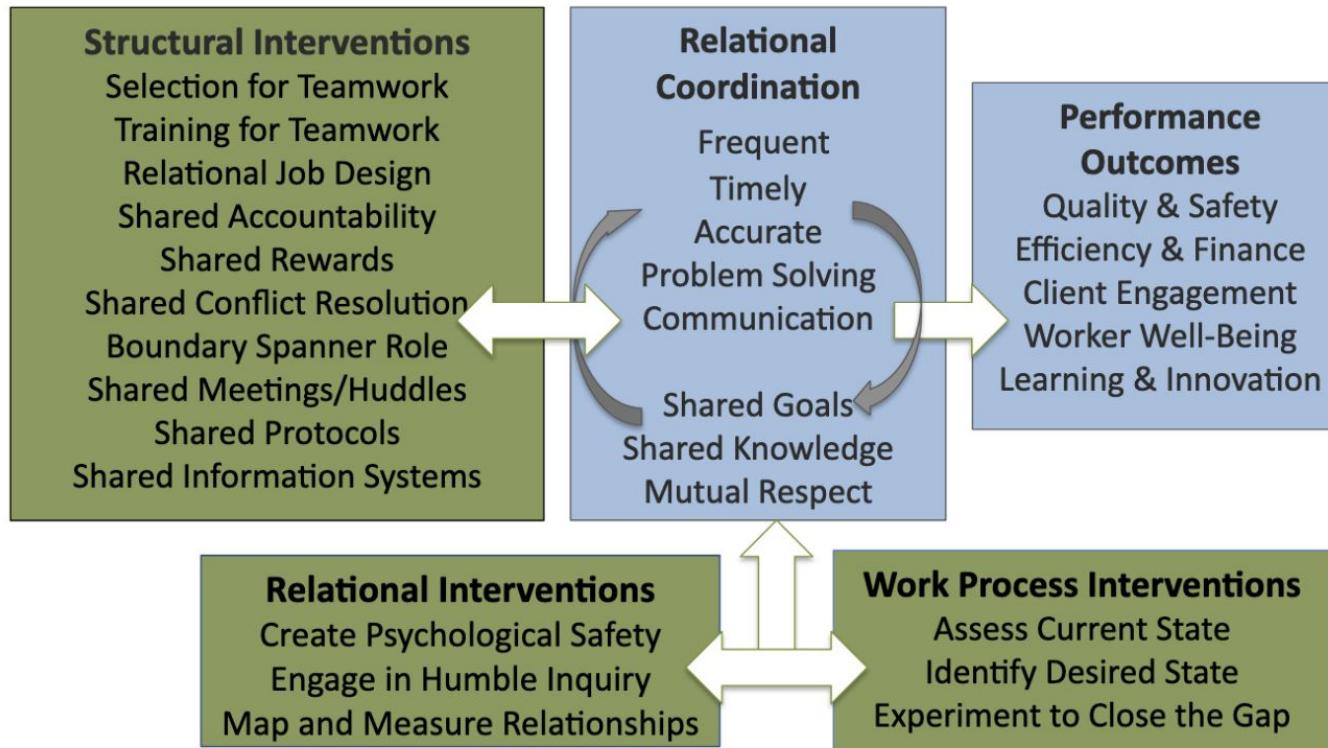
Why It Matters: People perform their jobs more effectively when they *understand how their job relates to other interdependent jobs*. People can provide more useful input into decisions when they are better informed about how their job fits into the whole. Training for teamwork is relevant for any role that requires interdependent work - from frontline employees to top managers and board members. It is relevant for new hires and for internal promotions. It is even relevant when selecting external partners and vendors.

How To Do It: Guided by results of the Org Structures Assessment, identify jobs that are need more training for teamwork. Look at those job designs to see - what are the relational competencies needed to do the job successfully? Then develop a training plan to help people to develop these competencies. The process is usually led by HR departments and hiring managers.

Why train for teamwork?

- People perform their jobs more effectively when they *understand how their job relates to other interdependent jobs*
- People can provide more useful input into decisions when they are better informed about how their job fits into the whole
- “Part of our job is to help the other person do their job - that way we can work more efficiently” (Gittell, *The SWA Way*)

Training for teamwork is part of the Relational Model of Change



Other structures in the Relational Model of Change

- Selecting & training for teamwork
- Relational job design
- Shared accountability & rewards
- Shared conflict resolution
- Boundary spanner roles
- Shared meetings & huddles
- Shared protocols
- Shared information systems
- Shared space

A summary of the evidence:
Bolton, R., Logan, C., & Gittell, J. H. (2021). [Revisiting relational coordination: A systematic review](#). *The Journal of Applied Behavioral Science*, 57(3), 290-322.

Gittell, J. H. (2016). [Structural interventions](#) in *Transforming relationships for high performance: The power of relational coordination*. Stanford University Press.

Identify needs using the Org Structures Assessment Tool

Structures	Nurses	Case managers	Physicians	Residents	Physical therapy	Respiratory therapy
Selecting for Teamwork	Strong	Strong	Weak	Weak	Moderate	Moderate
Training for Teamwork	Strong	Strong	Moderate	Moderate	Strong	Strong
Relational Job Design	Moderate	Moderate	Weak	Weak	Strong	Strong
Shared Accountability	Moderate	Weak	Moderate	Moderate	Moderate	Weak
Shared Rewards	Weak	Weak	Weak	Weak	Weak	Weak
Conflict Resolution	Strong	Strong	Moderate	Moderate	Strong	Strong
Boundary Spanner Role	Strong	Weak	Weak	Weak	Moderate	Weak
Shared Meetings & Huddles	Strong	Strong	Weak	Weak	Strong	Strong
Shared Protocols	Strong	Strong	Moderate	Moderate	Strong	Strong
Shared Info Systems	Strong	Strong	Strong	Strong	Strong	Strong
Shared Space	Weak	Weak	Moderate	Moderate	Moderate	Weak



WEAK SUPPORT



MODERATE SUPPORT



STRONG SUPPORT

Training and development

- Training and development are “planned learning experiences designed to provide workers with the competencies needed to perform their current or future jobs” (Kleiman, *Human Resource Management*)
- *Training* focuses on current jobs
- *Development* preps employees for future jobs
- Two of the most important HR functions
- Also two of the most expensive functions - and they do not pay off if poorly designed

The training and development process

- ◆ Step 1: Identify training and development needs
- ◆ Step 2: Design to meet those needs
- ◆ Step 3: Deliver using principles of learning
- ◆ Step 4: Ensure transfer of learning to the job
- ◆ Step 5: Evaluate to find out what worked

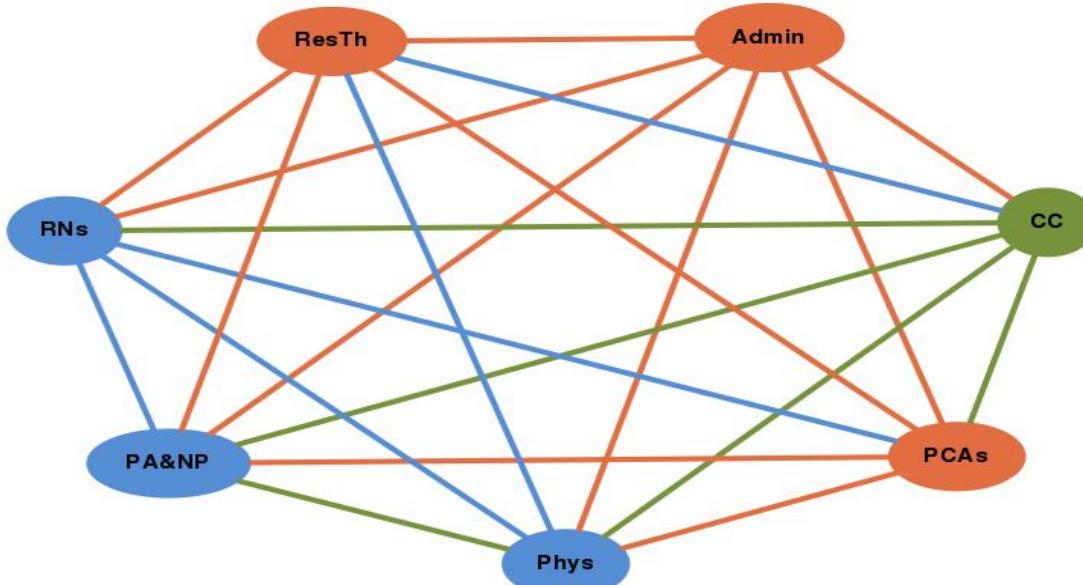
Step 1: Diagnose training needs

- ◆ Understand the desired performance outcomes for the organization, and for the specific job(s)
- ◆ Determine which capabilities are needed to achieve these performance outcomes
- ◆ Don't assess individual jobs in isolation
- ◆ *Relational capabilities may be needed to coordinate between jobs, in addition to technical capabilities*

Jobs typically require both technical *and* relational competencies

- ◆ What is the role of technical vs. relational competencies in the job(s) you are training for?
- ◆ Job descriptions should specify the types of technical and relational competencies that are needed.
- ◆ If not, there is an opportunity to update job descriptions, informally first and formally later (see Relational Job Design).
- ◆ Design a plan to train and develop people in both technical and relational competencies.

What kinds of relational competencies are needed for this care coordinator (CC) job?

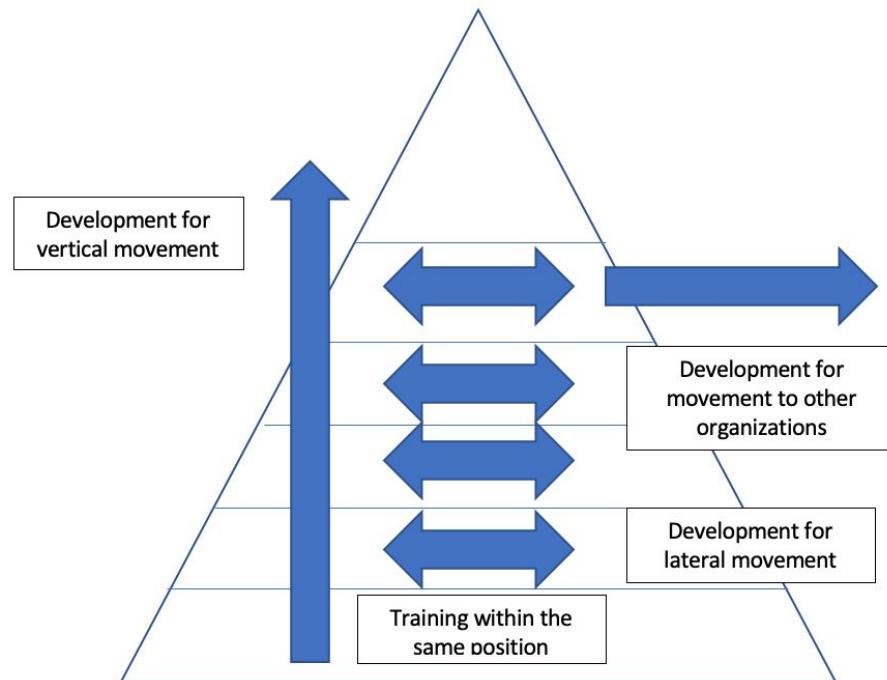


Note this map shows the current state of relational coordination. If the CC is a boundary spanner role, the desired state might be for CC to have strong ties with all other roles - and to build strong ties among all other roles!

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	Within Workgroups	Between Workgroups
Weak	<4.1	<3.5
Moderate	4.1-4.6	3.5-4.0
Strong	>4.6	>4.0

Training to strengthen coordination *between* jobs



Diagnose training needs for new challenges

- ◆ New customer expectations
- ◆ New employee expectations
- ◆ New diversity challenges
- ◆ New competition
- ◆ New funder/investor expectations
- ◆ New regulatory requirements
- ◆ New technological requirements

Diagnose training needs to meet new goals

- ◆ Could use top down process, ask managers, or copy what other organizations are doing
- ◆ Or hold strategy retreat with employees
- ◆ Break-out sessions
 - ◆ to identify capabilities needed to achieve each new goal
 - ◆ to identify training needed to develop those capabilities
 - ◆ consider orientation function of training as well as skills development
 - ◆ consider group as well as individual capabilities that may be needed

Step 2: Design training

- ◆ Over-learning
 - ◆ how much repetition is too much?
- ◆ Critical role of feedback
 - ◆ formal feedback at end of training
 - ◆ informal feedback throughout training, through interaction
- ◆ Overcoming interference
 - ◆ previous learning which prevents new learning
 - ◆ particularly important for “knowing how”

Design choices

- What's the impact of design, delivery, etc. on the payoff from training?
- Which aspects of training design matter?
- What's the right balance between training for technical and relational competence?

Orientation programs are another opportunity to train for teamwork - should be designed carefully

- ◆ Not just skills and information
- ◆ Also inculcating organizational values and objectives – the big picture!!
- ◆ Delivered by top leadership to illustrate priority and importance of values/objectives
- ◆ Organizational stories illustrate values/objectives in a powerful way

Step 3: Deliver training

- ◆ Select training method that matches training content
- ◆ Mixed methods to deliver varied content
- ◆ Mixed methods to reach people with different learning styles
- ◆ Mixed methods can be complementary
 - ◆ Lecture and discussion to develop new concepts
 - ◆ Case study to test concepts and deepen learning

Experiential vs. non-experiential

- ◆ Experiential
 - ◆ case studies
 - ◆ role plays
 - ◆ simulations
 - ◆ research projects
 - ◆ student presentations
 - ◆ group activities
 - ◆ action learning
- ◆ Non-experiential
 - ◆ lectures
 - ◆ workbooks/manuals
 - ◆ videotapes
 - ◆ group discussions
 - ◆ self-assessment

On the job vs. off the job training

Formal vs. informal

- ◆ On-the-job training
 - ◆ formal, by supervisor or peers
 - ◆ informal, by supervisor
 - ◆ informal, by peers
 - ◆ informal, through “communities of practice”
- ◆ Off-the-job training
 - ◆ external trainer
 - ◆ company-sponsored institute
 - ◆ on-site through video or teleconferencing

Personal vs. technology interface

- ◆ Personal interface
- ◆ Technology interface
 - ◆ video
 - ◆ computer

A huge area of innovation. How to choose?

Step 4: Ensure transfer of learning

- ◆ “Knowing what” and “knowing how” are transferred very differently
- ◆ “Knowing what” is explicit and cognitive
- ◆ “Knowing how” is tacit and behavioral - it includes coordination and teamwork and is harder to transfer

Tucker, A. L., Nembhard, I. M., & Edmondson, A. C. (2007). Implementing new practices: An empirical study of organizational learning in hospital intensive care units. *Management Science*, 53(6), 894-907.

Ensure transfer of learning

- ◆ When training for teamwork, leaders should be prepared to role model the relational competencies people have learned
- ◆ Also assess other HR structures to see if they support relational competencies
- ◆ May need shared accountability and shared rewards for example - otherwise it's challenging for employees to use their new skills without harming their careers

Transfer of learning through reinforcement

- ◆ Effective transfer to the job requires more than training
- ◆ It requires that other HRM practices *reinforce* the behaviors being trained
- ◆ Assess *all* HRM practices – if they are not supportive of the behaviors you are training, then the training will not transfer to the job!

Step 5: Evaluate effectiveness

- ◆ Were new capabilities achieved? Were performance outcomes achieved?
 - ◆ Ask employees
 - ◆ Ask their supervisors
 - ◆ Assess post-training knowledge and performance
- ◆ Methods for testing gains in knowledge and performance
 - ◆ Post-test only
 - ◆ Pre-test / post-test
 - ◆ Multiple baseline pre-test / post-test
 - ◆ Pre-test / post-test with control group

Evaluate effectiveness

- ◆ Were organizational goals achieved?
 - ◆ Review impact on organizational performance
- ◆ Were benefits of training greater than the costs?
 - ◆ Need to choose the right time horizon
 - ◆ Benefits will depend on how long trained employees stay
 - ◆ Also spillover benefits in terms of reputation as good employer
- ◆ Use results of evaluation to improve training process

Evidence from research

Find summary here:

Bolton, R., Logan, C., & Gittell, J. H. (2021). [Revisiting relational coordination: A systematic review](#). *The Journal of Applied Behavioral Science*, 57(3), 290-322

SAMPLE Training and Development Plan

[See sample plan here](#)