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EVALUATION ISSUES

Not enough of the diversity training done in organizations is evaluated to know if it is effective.⁴⁵ Management might be concerned about evaluating training because they might discover that training is having no effect. The logic goes something like this: "It is better to provide the training, and if we get sued, we can point to the efforts of our training department as an indication of our commitment to diversity. But if it is evaluated and shown to have no effect, we are worse off in a court of law."⁴⁶ As we have noted earlier, however, that is looking at evaluation as a pass/fail system. The goal in evaluating diversity training is to provide input into the training process to create a continuous improvement system.

So to continue with our hypothetical example, we would develop a "reaction" questionnaire to assess how the lectures were being received. Given the nature of lectures, it is important that employees find the lectures maintain their attention. We will also need to get trainee reactions to the video clips. For "learning," we need to develop a paper-and-pencil test (multiple choice) to assess employees' knowledge after the training. To assess behavioral change, we will monitor the complaints from minorities in the organization, expecting a drop. Finally, an improvement in "satisfaction with the diversity climate" will be the expected organizational results change.

SEXUAL HARASSMENT TRAINING

Sexual harassment is one specific type of behavior that diversity training attempts to eliminate. It deserves special attention because, although it has likely been going on for years, there were relatively few complaints in the past, even though it was against the law. In 1991, however, law clerk Anita Hill filed a sexual harassment complaint in the United States against Clarence Thomas, who at the time was a Supreme Court Justice nominee. Since then, it has become acceptable to file such complaints.

Sexual harassment is an unwelcome advance of a sexual nature and can take one of two forms: quid pro quo and hostile environment.

Quid pro quo harassment occurs if an employee higher in the organization makes an offer to a subordinate of some job perk (raise, promotion, or easier job) in return for sexual favors. If a supervisor sexually harasses a subordinate, the company can be considered liable, even if no one else was aware of the harassment.⁴⁷ If an employee is harassed by someone other than a supervisor (such as a co-worker or customer), the employer can still be liable if evidence shows that the employer was aware or should have been aware of the harassment.

When words, gestures, and/or behaviors make someone feel uncomfortable based on their gender, the result is a **hostile work environment**. The term comes from the U.S. Supreme Court ruling in *Meritor Savings Bank v. Vinson*.⁴⁸ In this case, Vinson was abused verbally and sexually over a number of years by her boss, but she was making good career progress. The court ruled that in this case, the verbal and sexual abuse was “unwelcome” and sufficiently severe and pervasive to be abusive. This notion of a “hostile work environment” is complex in terms of what is and is not considered sexual harassment. Sexual harassment training needs to define these concepts in ways that fit the specific workplace.

Why It Is Important

Although the number of complaints filed with the Equal Employment Opportunity Commission between 1997 and 2010 has declined about 26 percent (15,889 in 1997 and 11,717 in 2010), it is still quite high.⁴⁹ About 16 percent of these complaints were from men (up from 11.5% in 1997).⁵⁰ The cost to organizations for these complaints was \$48 million in the year 2010, and this does not include the dollars spent if litigation is necessary.⁵¹ As with diversity, not paying attention to sexual harassment can be expensive. Irrespective of the damages awarded, preparation and attendance at hearings, in addition to legal expenses, all take away from the bottom line for a company. Furthermore, it is estimated that the damage to a company’s reputation from a sexual harassment charge can decrease the firm’s market value on the stock exchange by 5 to 30 percent.⁵²

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To win a harassment suit in which the supervisor sexually harassed someone, the organization must prove that the supervisor's harassment was against the company's harassment policy. Therefore, maintaining such a policy is critical. The courts accept training supervisors in the use of these policies as compelling evidence of the company's concern regarding the issue.⁵³ In fact, the court previously held that if a company does not provide some kind of sexual harassment training to its employees, the company will be liable.⁵⁴

But there are more than just the obvious costs associated with sexual harassment. Sexually harassed employees experience psychological distress and, in some cases, posttraumatic stress disorder, both of which interfere with productivity.⁵⁵ A more direct impact on productivity is that these employees experience higher levels of absenteeism and turnover.⁵⁶ Moreover, these outcomes manifest themselves in employees who, although experiencing sexual harassment, do not define it as such and therefore do not report it.⁵⁷ This troubling tendency suggests that vigilance on the part of management is critical to stamp out such behaviors.

None of the preceding points address the ethical issues. Allowing an employee to be sexually harassed by others in the company is morally and ethically reprehensible. It is a part of a company's responsibility to the employees to protect their physical and psychological health while they are at the workplace.

What Organizations Are Doing

A survey of U.S. organizations indicated that more than 80 percent provided some type of sexual harassment training.⁵⁸ For many companies it is effective. A survey of 663 human resource practitioners indicated that in 500 of the responding organizations, sexual harassment complaints declined after initiating training. On the basis of the information from these organizations, an effective strategy for dealing with sexual harassment was developed, as depicted in **Table 10-4**.⁵⁹

TABLE 10-4 Effective Strategies for Dealing with Sexual Harassment

Develop a sexual harassment policy. In the policy, make it clear that sexual harassment will not be tolerated. Those guilty of it will suffer severe consequences. Post the policy throughout the company. Also make it a part of the employee handbook.

Obtain top management support. As with all change efforts, it is important that top management is seen as supporting the initiative.

Develop training. Most important here is that the training makes it clear what sexual harassment is and what it is not. Information sessions, videos, and group discussions are useful ways to provide this information.

Provide training to everyone. For large companies, online training would be useful. It is important that all levels of the organization receive the training, not just supervisors and/or their subordinates. Be sure to have the president or CEO kick off the training to show support. This can be via video if training is online or if the executive officer is unavailable at the time of the training sessions.

Evaluate the training. As with all training, evaluate it to be sure that employees do understand what acceptable and unacceptable behaviors are.

Develop a complaint process. Provide more than one contact person (HR person, peer, high-level manager). Recall the case at the start of the chapter. There was a complaint process in place, but it was ineffective. Providing a hotline for those who feel frustrated at trying to be heard is also a good idea.

Investigate all complaints quickly and confidentially. To prevent intimidation of witnesses or complainants, inform only those involved that there is an investigation.

Punish offenders severely. Those found guilty need to be punished, no matter who they are. This will reinforce the company's position on sexual harassment.

However, many organizations are not doing a good job in this area. For that reason, we continue to hear of flagrant violations. Consider two of these. The Sydney Frank Importing Company settled a complaint that awarded 100 women a total of \$2.6 million for their sexual harassment complaints. The culprit? The owner/president.⁶⁰ On January 9, 2006, the largest

sexual harassment lawsuit ever, at \$1 billion, was filed in Manhattan against Dresdner Klienwort Wasserstein Services, the American branch of Dresdner Bank of Germany.⁶¹

Going back to the SBI case, we note that a procedure was in place for dealing with harassment. This procedure was correct in that it did not expect the harassed employee to report the allegation to the supervisor (who was the offender), but instead to the supervisor's boss. The problem was that the boss apparently lacked training and failed to take the complaint seriously. In fact, many companies conduct minimal training and even less evaluation of the outcomes of the training.⁶² As a result, some states are now mandating training, even for businesses as small as 50 employees.⁶³

As noted earlier, sexual harassment of the quid pro quo type is most obvious, and its definition is relatively clear. Defining sexual harassment when it relates to a hostile environment is difficult, and care in determining what is enforceable is important. Those who develop and conduct the training must not bring their own values into the training. Rather, they must present the company's guidelines and their application. It is important that the training does not create situations that are irrelevant and could quite likely lead to a backlash. For example, swearing on the shop floor might not be considered harassment.⁶⁴ However, the same behavior at the management level might be. The preceding should not be interpreted as implying fixed and absolute guidelines. For example, the company may set a policy that is more stringent than the law requires. If policy bans the use of foul language or the use of derogatory names, appropriate consequences for violating the policy can be enforced. However, what is being enforced is company policy, not sexual harassment, as defined by the courts.

Some organizations believe that sexual harassment training for nonsupervisors is unnecessary. All it will do is sensitize employees to the issue and perhaps create more complaints.⁶⁵ This line of thinking is an error. The truth is that this type of training might bring to the surface complaints that can be addressed in the early stages. Studies show that training can reduce both the number of complaints and the costs of settling complaints. Everyone needs to know the policy, how it is implemented, what types of behaviors are prohibited, and how to respond when an incident occurs.

Upper management might not believe that training is necessary for them. This position is irresponsible if they understand the law. As we pointed out, if they don't go through training, it leaves the company vulnerable to lawsuits. In addition, upper management often is unaware of what constitutes inappropriate behavior. Interviews with those who interact with upper management will help determine whether a problem exists at that level. Even if no specific problem is uncovered, training is a good idea for everyone.

For the small business, the costs associated with development of an effective sexual harassment policy need not be high, as **Training in Action 10-2** indicates.

Using the Training Model to Develop Sexual Harassment Training

As we indicated at the beginning of this section, sexual harassment is a component of an overall diversity program. Thus, the process followed using the training model in diversity training is much the same for sexual harassment training. Some additional points relating to sexual harassment training bear reinforcing here.

TRAINING NEEDS ANALYSIS

As part of the TNA, you need to examine the sexual harassment policy. If one does not exist, this is a nontraining need that must be addressed before training can be effective. The sexual harassment policy provides the information related to "expected behavior (performance)." An acceptable policy contains the points suggested in **Table 10-5**. Also, make sure that a process is in place and a committee set up to deal with complaints. The policy and guidelines provide the basis for much of the training. Part of the TNA would be an examination of the policy to identify the goals of training, the guidelines for the expected behaviors, and the nature of the content that the training will embrace. Actual performance would be reflected in behaviors that actually are occurring in the workplace. Complaints would provide this information.

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10-2 Training in Action Sexual Harassment Training in the Small Business⁶⁶

Controlling sexual harassment does not have to be costly for the small business. There are also software applications retailing for about \$100 that can help create a manual, such as Employee Manual Maker 3.0 by JIAN Tools for Sale, Inc., in Mountain View, California. The program, designed for companies with 100 or fewer employees, also has a sexual harassment questionnaire and discussion guide. Cheaper still, try networking with other companies and cutting and pasting from their policies.

After developing a policy, you should begin training. Brumberg Publications, Inc., of Brookline, Massachusetts, sells a \$95 training video aimed at companies with 15 or fewer employees. Interactive Media of New York has a \$425 interactive CD-ROM about harassment for supervisors at companies with fewer than 100 employees.

Judith Nitsch, a civil engineer at a small company, saw how to react effectively to offensive conduct. The same day her firm's chief engineer heard of a harassing remark, he sent a memo to all 35 employees that such conduct wouldn't be tolerated. It stopped.

When Nitsch opened her own firm in 1989, which now has 54 employees and \$3.6 million in annual revenues, she also took a hard line. She not only created a sexual harassment policy but also named a male and a female employee to whom workers can report complaints directly. She says this has worked well.

Ultimately, however, the best defense isn't a board game, video, or strongly worded policy. To talk the talk, experts say, the boss must walk the walk. "If the senior people behave appropriately, that's the message that's communicated, irrespective of what's in the policy," says training consultant Lynn Revo-Cohen. Best of all, it doesn't cost a thing.

To customize training to the environment of the company, you need to identify the types of problems that exist in the company. Use the committee set up to handle complaints to obtain initial information about problems and the effectiveness of the procedure for

reporting problems. Remember, part of the TNA is used to identify not only training needs but also nontraining needs (roadblocks to transfer of training). Lack of an effective reporting procedure is one such roadblock (nontraining need). You can also meet with small, cross-sectional groups of employees. These groups should be homogeneous in terms of gender and level in the organization. Questions might include the following:

- What do you know about the issue of sexual harassment?
- Do you think anything you have ever done could be construed to be sexual harassment?

TABLE 10-5 What Needs to Be Included in an Effective Sexual Harassment Policy

An effective sexual harassment policy needs to:

- Indicate that the organization has a strong opposition to sexual harassment.
- Define what sexual harassment is, using examples that employees will understand and see as related to their jobs.
- Provide employees with an unambiguous procedure for reporting sexual harassment. Here it is important to have alternatives to the immediate supervisor, especially since it might be the supervisor who is doing the harassment. Even having an HR person as an alternate may not work as you want to encourage reporting, not inhibit it. A sexual harassment committee that has employees from all levels of the organization is a good idea. This way an employee can talk to a peer if they wish. A hotline to an outside person (lawyer or other professional) also would facilitate reporting.
- Indicate that all reported incidents will be investigated quickly and discretely. Have the investigative procedure outlined. Make sure that both HR and the Legal department are involved in the investigative process.
- Provide levels of discipline that could be meted out to violators. This needs to include dismissal for serious offences, no matter what level the violator is in the organization.
- State clearly that no retaliation for reporting sexual harassment incidents will be permitted.

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- Have you or anyone you know at this company ever been touched in a sexual manner?
- Have you heard about a supervisor indicating to a subordinate that sexual favors would help them get a raise, promotion, or any other perk?
- Do you know of anyone who might feel consistently uncomfortable in terms of the way co-workers or supervisors behave around her?

With these groups, it is good to conclude with a statement similar to the following: "If anyone wishes to tell me anything else about this important issue, you can contact me personally, and we could meet to talk about it confidentially." It is a good idea to set up a schedule for times that employees could meet privately to discuss the issue.

DESIGN

Constraints are much the same as for diversity training, primarily because you also want to train everyone. So, for our example, let's assume that the costs associated with being taken to court for sexual harassment, along with the personal costs to females, and the image the company wishes to portray cause upper management to insist that there be more than just lectures on the subject. They want some small group interactions. An example of an objective that might be developed beyond the type indicated in the diversity training is as follows:

The trainee will be able to identify the five violations of the company sexual harassment policy after viewing a video of employee interactions.

The choice for training methods here could be a large group for providing information, coupled with smaller groups to discuss issues and examine videos of employee interactions to learn more about inappropriate behaviors.

DEVELOPMENT/IMPLEMENTATION

Again, this is very similar to the diversity training except that there are plans for small-group interactions. Getting enough top-management support and involvement cannot be

overstated. So, getting the president's commitment to show up for the kickoff of the training is important. Also developing some sexual harassment videos that demonstrate the various types of harassment will need to be completed. Get agendas set up for small-group discussions and obtain enough group facilitators to run these groups. Also, training of facilitators may be necessary.

For the same reasons given for diversity training, a dry run, but not a pilot, will be conducted.

EVALUATION

Evaluations would be similar to the diversity training. However, for learning, videos similar to those used in the training program should be developed to test trainees on their ability to identify sexual harassment.

TEAM TRAINING

Teamwork is a pervasive part of organizational functioning in North America. A survey of *Fortune* 1000 organizations in the United States indicates that about 70 percent of them uses teams.⁶⁷ A survey of Canadian organizations indicates that a similar percentage (76%) uses teams.⁶⁸

Why It Is Important

A common characteristic of North America's 100 best organizations is the effective use of teams.⁶⁹ In today's highly competitive environment, organizations are looking for ways to obtain a competitive advantage. Implementing the right kind of team concept can make the organization more effective. Teams made up of shop floor workers often produce innovative ways of reducing waste, improving quality and productivity. Teams are able to streamline processes and reduce the need for paperwork, and the like, thereby improving productivity. As well, high level management teams which include Human Resources executives are an effective way to not only develop business strategy, but also to assure its implementation. Each of these types of teams can make organizations much more competitive.

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Having teams whose focus is on meeting customer needs is also important. To be successful in industry today you must show concern for the customer. Research suggests that 85 percent of customers who stop purchasing from a vendor indicate it is because they believe the vendor does not care about them or their business.⁷⁰ Teams developed with a focus on meeting the needs of customers go a long way to demonstrating the organization's concern for the customer's interests. Furthermore having more than one person "in the loop" as far as a customer's needs, results in fewer slip-ups such as no one knowing where the customer's order is, or the person handling that customers' complaints is off on holidays. With the team approach all team members are "in the loop" so when the customer calls with a question, someone is available who knows the answer. This keeps customers coming back, as well as brining in new customers when through word of mouth the organization becomes known for its concern for customer needs

A great deal of evidence indicates that effective teams can significantly improve the effectiveness of an organization. For example,

- Westinghouse Furniture Systems increased its productivity 74 percent in three years,⁷¹
- FedEx cut service errors by 13 percent,⁷²
- Volvo's Kalamar plant reduced defects by 90 percent,⁷³ and
- Corning Cellular Ceramics decreased defect rates from 1,800 to 9 parts per million.⁷⁴

Effective use of teams can, therefore, enable the organization to be more responsive to customer needs, reduce the workforce by requiring fewer levels of management, reduce waste, improve quality and productivity, and make the company more competitive in other ways.

Work teams are also a benefit to employees, who are given the opportunity to be involved in more meaningful work.⁷⁵ More meaningful work leads to other positive organizational outcomes such as

- improved employee satisfaction and commitment,
- reduced absenteeism and turnover, and

- improved performance.

Organizations see a reason to be moving toward this style of management in everincreasing numbers.

What Organizations Are Doing

The use of teams began in earnest a few decades ago under names such as quality of work life, quality circles, employee involvement, and so forth.⁷⁶ They all centered on getting workers more involved in their work and helping in a manner beyond what was traditionally expected. These efforts were met with skepticism, particularly by some unions that believed that it was simply a way for management to co-opt workers and reduce the workforce.⁷⁷ In some cases, this assessment was probably true. In those early years, many of these efforts failed.⁷⁸ The main reasons for failure were that, after initial team training, there was no⁷⁹

- refresher training;
- evaluation and feedback of team efforts;
- alignment of systems, procedures, and organizational design to the team approach; and
- training of new members brought into the team.

From a transfer-of-training perspective, maintaining support from the top, removing roadblocks, and creating systems and practices that support the team process (performance appraisals, compensation systems, and so forth) are critical to the success of the program.⁸⁰

Today, there are several successful team efforts; **Training in Action 10-3** shows but one of these.⁸¹ The transition from a hierarchical system to a flatter, more inclusive system is not easy, and training is one of the important ingredients for success. Coca-Cola's Baltimore syrup operation, for example, was a plant with high turnover, absenteeism, worn-out equipment, and an old-style management.⁸² Mr. Bentley, the new plant manager, decided to change that. He

promised to run the business competitively and provide the employees with the KSAs to do it now and in the future. Four years later, it emerged as a highly successful plant with cost savings of \$1 million. This transformation was accomplished primarily through the use of teams. For a team to be effective, however, it must receive training. Training was the second part of Mr. Bentley's promise, and he came through on it.

10-3 Training in Action Teamwork Saves \$1 Billion at Chrysler⁸³

An hourly assembly worker and a production engineer were trying to determine why a warning light on the newly assembled car was on when the system was working fine. In the past, most American auto manufacturers would not have been able to fix the problem. That's because the two workers would not be likely to meet. And, if they did, the assembly worker would be too busy or too uncaring (that's not my job) and the production engineer would say, "that's for the quality department to deal with, not me." In this case, the manufacturing process depended on a team of workers, designers, and engineers who worked together on all stages of the car's development.

This teamwork resulted in the car reaching production a full year earlier than the average and required 40 percent fewer engineers. The total cost for the car from its inception was just over \$1 billion, less than half of the cost of comparable cars at Chrysler's two American competitors.

The Coca-Cola training came in three categories: technical, interpersonal, and team. For the technical training, employees were encouraged to learn four different jobs to provide for flexibility in the organization. This increased knowledge also provided employees with a greater understanding of the operation of the plant, making them more valuable team members.

Interpersonal skills training was also provided because of the belief that, before anything can be done effectively, employees need to be able to interact effectively with others. All shop-floor employees, supervisors, and managers were trained together. This way,

everyone was seen as a regular human being, not supervisor or worker. This approach helped employees work together as a team without necessarily seeing the other person as a boss or supervisor. The training included listening, handling conflict, and negotiation skills.

Team training included leadership, meeting management, group dynamics, and problem solving. As members are provided with these skills, they are also provided with additional skills to explore future career or retirement options. Self-assessment, résumé writing, and interview skills are all part of preparing employees for the future at Coke or anywhere else they decide to go. When people work for a company because they want to, rather than because they see no other options, it ensures that they stay because they enjoy their work and want to be part of the Coke team.

Using the Training Model to Develop Team Training

Because there are many types of teams, and many types of programs involved in team training, rather than provide a specific example, we will speak in more general terms regarding each of the phases. The team concept usually surfaces when key organizational outcomes are not achieved (the Triggering Event), and one or more people in upper management suggest that implementing a team concept will “solve the problem”. Of course, an experienced and knowledgeable training manager will suggest that a TNA would be required to fully understand the cause of the problem.

TRAINING NEEDS ANALYSIS

The first question to address in the TNA is “What organizational outcomes are not being achieved (expected performance minus actual performance), and to what degree are the work unit structure and job design responsible?” A team concept is just one possible approach to achieving the desired outcomes. Once the cause of the performance gap is

understood, the next question becomes "Will some type of team concept sufficiently improve the outcomes, and if so, is it the best alternative?" Of the many types of team structure available, not all teams work equally well for achieving particular outcomes. Five of the major team types are listed here:⁸⁴

1. Informal team (sense of togetherness and cooperation)
2. Traditional work units with a supervisor (more formal sense of togetherness and cooperation)
3. Problem-solving task forces, committees, or circles (teams outside of formal work unit)
4. Leadership teams, steering committees, and advisory boards (teams that integrate leadership from various areas of the company, such as management and union leadership)
5. Self-directed work teams (teams that are their own work unit, operating without a formal supervisor)

Space is not available here to describe each of these types in detail and to identify the tasks and situations for which they are best suited. We recommend the book *Tools for Team Excellence*, by Gregory Huszco, as a good source for this information. Once you identify the type of team(s) required, you can then identify the KSAs needed by team members for the team to be effective.

Even though the different types of teams require some training that is unique, many of the KSAs are common to all types. Seven factors are generally found to be components of all effective teams:⁸⁵

1. Clear sense of direction
2. Members with the talents necessary to achieve the team's purpose
3. Clear and enticing responsibilities
4. Reasonable and efficient operating procedures
5. Constructive interpersonal relationships
6. Active reinforcement systems
7. Constructive external relationships

As you can see, some of these components carry direct implications for the KSAs required of team members. They also identify the types of nontraining needs that must be addressed if the teams are to be successful. The TNA should describe what each of these components consists of for the team(s). This description will then determine the KSAs and nontraining needs.

DESIGN/DEVELOPMENT/IMPLEMENTATION ISSUES

Most training for teams requires KSAs in addition to “team-building” modules. The KSA portion addresses deficiencies in item 2 in the preceding list (talents necessary to achieve the team’s purpose). Examples of the training need possibilities include the following:

- Listening skills
- Techniques for seeking input from others
- Communicating positively in conflict situations
- Problem-solving techniques
- Consensus decision making
- Conducting an effective meeting

Trainees are typically provided with lecturettes to convey the necessary knowledge, and then they participate in exercises that develop the skills. In addition to providing the lecturettes and facilitating the exercises, the trainer assesses the KSA development of the team as a whole. After the trainer is confident that the team shows sufficient development of KSAs, trainees are moved into a team-building module. During the team-building module, the trainer will be assessing the level of KSAs being applied, and at the conclusion, she will work with the team to assess its performance. If additional work on the KSAs is necessary, the trainer will provide that training; otherwise, the team will move on to the next set of KSAs or the next team-building module. This process allows the trainer to ensure that the appropriate level of learning occurs before moving

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to the next level. However, it also means that training must be done in small groups (teams), and this constraint will increase the cost of training.

If the company is changing from a traditional work flow to a team approach, the first types of training that are likely to be needed are informational (knowledge) and attitudinal. The first step is to reduce factors that may be creating resistance to the change. Here you would begin with a general orientation regarding the use of the teams. The orientation would provide everyone with the following:

- An understanding of why a team-based approach to work design is being implemented
- The advantages for the company and the employee of the type of teams being implemented
- The difficulties involved in moving to a team approach and the support the company will provide employees in meeting these challenges
- A basic understanding of how teams operate and any company guidelines for team operations (e.g., decision making, reporting relationships)

It would not be necessary to include intact teams at the same orientation session. However, it is important that everyone hears the same message. Thus, a thorough pilot of the orientation is important. Any team training conducted after the general orientation to team training should be done with intact teams.

EVALUATION

Even though the organization holds a vested interest in the effectiveness of the team concept, the team itself is at least equally vested in its outcomes. Thus, particularly for team training, the team should be involved in the design and assessment of the evaluation phase. First, the team approach is most often designed to be an ongoing aspect of how the company does its business, so continuous improvement of team training is critical to the success of the company. Typically, the implementation of teams is beset with difficulties in the beginning because of the departure from the traditional, more comfortable work systems employees are used to. Therefore, it is important to examine each phase of the

training process to identify what went well and what needs to be improved. Second, most team approaches are associated with a company's increased emphasis on quality and continuous improvement. Thus, from the TNA through implementation and evaluation, all phases must be carefully examined to provide a solid basis for understanding why desired outcomes were or were not achieved and to identify what corrective action is necessary.

Process and Content Evaluation

Our approach to evaluation of team training is to involve the team in the design of a reaction questionnaire that will be used at the end of each training module. This use of a reaction questionnaire to measure process differs from our previous discussions, in which the reaction questionnaire is used as an outcome measure. Even though it is also used here to assess outcomes (trainee reactions), the involvement of teams provides a unique opportunity to combine the two. Process evaluation is not only important for evaluating team training, but it is also a component of effective teams (it is part of the "reasonable and efficient operating procedures" component). Effective teams must periodically assess their process and their outcomes to make the necessary process improvements that will lead to performance improvement. So team training must include a component on evaluation of process and outcomes. By designing the reaction questionnaire to look at both processes and outcomes, you will be able to provide training while conducting a part of the evaluation.

As a trainer, you will need to spend some time discussing how to design a good reaction questionnaire. This process allows you to work with the team to design questions that measure the degree to which the team members feel that each learning objective was achieved. Each learning objective question is followed by questions about what seemed to be effective and what was less effective in that learning module. One advantage to this approach is that the team understands the meaning and intent of the questions (because they help design them); thus, the validity of the results is increased. The real advantage, however, is that the exercise is directly