Team building: how a successful training experience may support a changing organization

Pietro Scalisi - Italian National Institute of Statistics
Where is our training experience from?

- Increasing demand for more accessible and integrated statistics
- Containment of public spending
- Reduction of the statistical burden

New statistical production system
New organizational model

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The context of modernization

The transition from a ‘stovepipe’ to a ‘matrix’ production model demands to improve, among others, team building skills.

The development of human resources is part of and has to go along with the modernization of the statistical production and services.
What about our training experience?

Team building and communication

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The purposes

The course aims at developing in the trainees:

✓ the ability to team up and integrate the different experiences and skills present in the groups;

✓ a greater awareness of the importance of individual contribution and of mutual interdependence within the groups;

✓ effective communication, active listening and giving feedback abilities.

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The focus is on the dynamics that develop within working groups.

The methodology combines frontal introductions, classroom exercises and debriefing on the activities carried out.
The trainer

The trainer acts as a facilitator, who makes sure that participants are actively involved throughout the course and encourages them to analyze their usual way of working within a group.
The group activities

The exercises carried out by the trainees are opportunities to understand the functioning mechanisms of the groups and whether a group is capable to integrate and enhance the various individual skills.
The Belbin model: the informal roles

Social
- TEAM WORKER
- COORDINATOR

Thinking
- SPECIALIST
- PLANT
- MONITOR EVALUATOR
- RESOURCE INVESTIGATOR

Action
- COMPLETE FINISHER
- GUIDE

The roles in a balance team

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The numbers count...

- The exercises aim at realizing a video clip on the importance of statistics in everyday life;
- The groups have a couple of hours to project, to prepare and to record a short video clip on this topic;
- The trainer introduces an object (a little toy, an umbrella, a banana, etc) and invite them to insert it in the video.

First video clip: Video\First video clip.mp4

Second video clip: Video\Second video clip.mp4
The feedback

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Average*</th>
<th>St. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer – Contents</td>
<td>9,0</td>
<td>0,6</td>
</tr>
<tr>
<td>Trainer - Communicative efficacy</td>
<td>9,2</td>
<td>0,5</td>
</tr>
<tr>
<td>Trainer - Classroom management</td>
<td>9,2</td>
<td>0,4</td>
</tr>
<tr>
<td>Training planning - course/objective consistency</td>
<td>8,9</td>
<td>0,6</td>
</tr>
<tr>
<td>Training planning - theory/practice balance</td>
<td>9,1</td>
<td>0,6</td>
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<tr>
<td>Training planning – teaching tools</td>
<td>8,4</td>
<td>0,8</td>
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<tr>
<td>Organizational support</td>
<td>9,2</td>
<td>0,6</td>
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<tr>
<td>Usability in the work context</td>
<td>8,7</td>
<td>1,0</td>
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<tr>
<td>Overall satisfaction</td>
<td>9,1</td>
<td>0,4</td>
</tr>
</tbody>
</table>

* The scores on each item range from 1 to 10
“This course should be mandatory for everyone, such as the safety course …”

“The relevance of the course topics doesn’t impact exclusively on our way of working but on our life in general”

“Finally a useful and concrete training course! I would also add ‘funny’ for the kind of exercises that allowed us to reconstruct the theoretical framework through practical and engaging activities.”

“This course allowed me to discover new skills that I didn’t imagine to hold.”
What about the future?

- Several participants proposed to add a follow-up day, after a few months, to examine the applicability of the concepts learned and to introduce training reinforcements.

- We are considering this training experience as a good practice and we are planning both other new editions and follow up sessions for the past ones.
Thank you very much for your kind attention