

Effective Continuing Professional
Development of Quality Assurance Staff

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IS CONTINUING DEVELOPMENT
NECESSARY?

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What is "Development"??

- Development is Improvement from one state to a higher state
- It can be:
 - Doing better things
 - Doing things better

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Is Continuing Development Necessary?


- Development is only unnecessary when a state of perfection has been achieved.



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Development


- Establish the desired condition
 - "TO BE"
- Establish the current condition
 - "AS IS"
- If they are not the same – bridge the gap
 - "DEVELOPMENT"



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Development

- Development is successful when "AS IS" and "TO BE" are the same.
 - This is a STABILITY
- CONTINUING Development:
 - Requires INSTABILITY



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Continuing Development

- The old "TO BE" is now the new "AS IS"
- A new "TO BE" is defined.

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Continuing Development

- And so it continues ...

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Continuing Development

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THE QUALITY ASSURANCE SKILL SET

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The QA Professional Skill Set

Audit / Inspection	Quality Technologist
Coach / Mentor	Quality Champion

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The QA Personal Skill Set

- **ETHICAL**
 - Fair, truthful, sincere, honest and discrete
- **OPEN MINDED**
 - Willing to consider alternative ideas and points of view
- **DIPLOMATIC**
 - Tactful in dealing with people and culturally sensitive
- **OBSERVANT**
 - Actively observing physical surroundings and activities

The QA Personal Skill Set

- **PERCEPTIVE**
 - Aware of and able to understand situations
- **VERSATILE**
 - Able to adapt readily to different situations
- **TENACIOUS**
 - Persistent and focussed on achieving objectives
- **DECISIVE**
 - Able to reach timely conclusions based on logical reasoning and analysis of evidence

The QA Personal Skill Set

- **SELF-RELIANT**
 - Able to act and function independently whilst interacting effectively with others
- **UNSWERVING**
 - Able to act responsibly and ethically in the face of disagreement, confrontation or unpopularity
- **OPEN TO IMPROVEMENT**
 - Learning from situations and striving for better audit results
- **COLLABORATIVE**
 - Interacting effectively with auditees and auditors

Knowledge, Experience and Attitude

KEA – THE BASIS OF CONTINUING DEVELOPMENT

KEA

- **Knowledge**
 - Knows what to do
- **Experience**
 - Has done it before
- **Attitude**
 - Wants to do it well / better



Knowledge

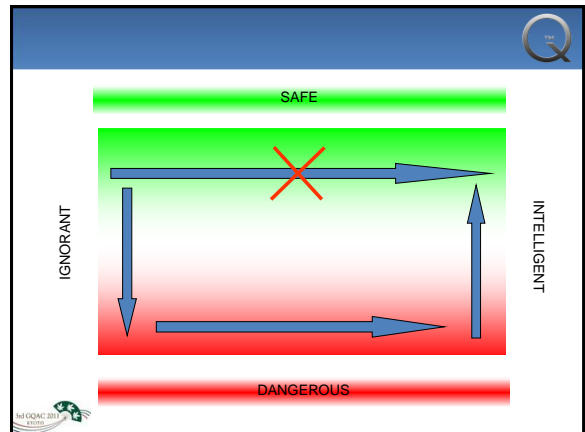
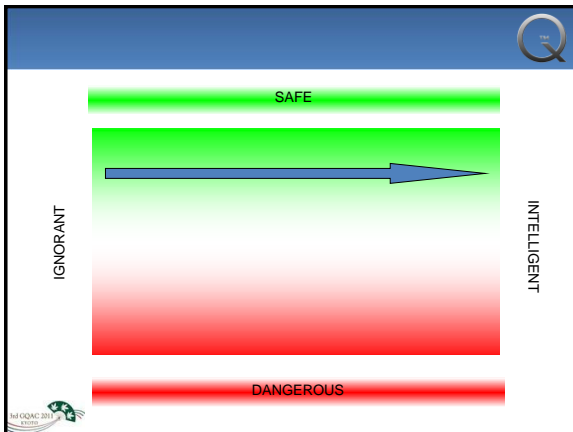
- What factual knowledge is required?
 - The auditing process
 - The material to be audited
 - Quality analysis and improvement techniques

Experience

- QUANTITY of Experience
 - How often has the knowledge been applied?
 - In what range of circumstances?
- QUALITY of Experience
 - Not just how often has it been done, how often has it been done **properly**.

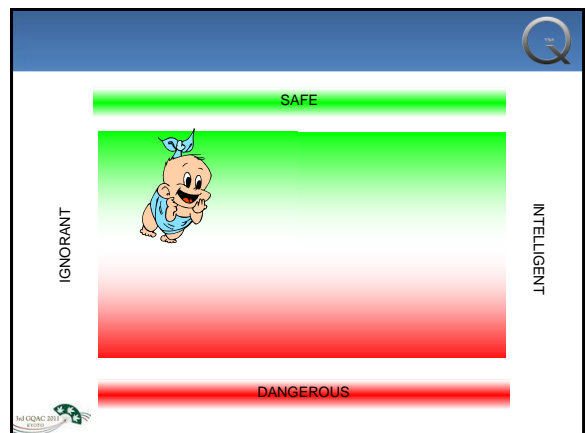
Attitude

- Attitude drives the desire to do things well
- Knowledge can be dangerous
 - Attitude makes it safe




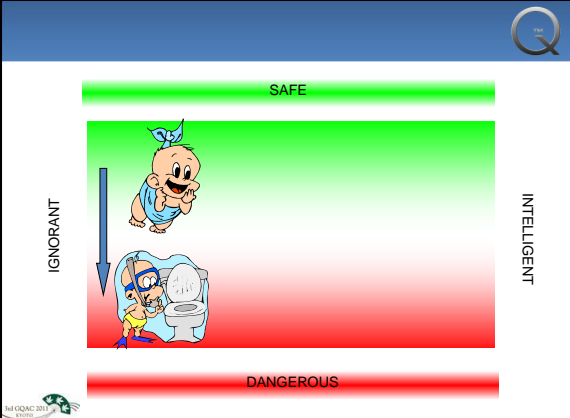
What do we train?

- Effects of training
 - Safely Ignorant




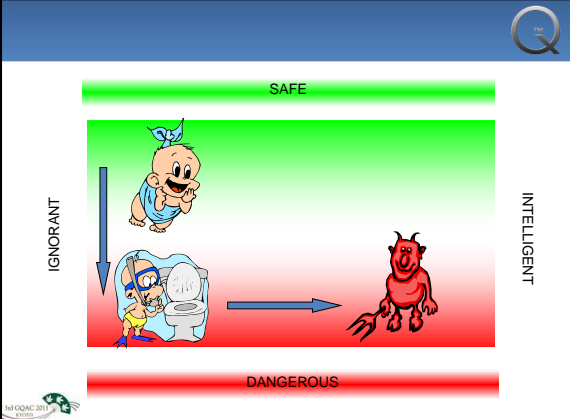
What do we train?

- Effects of training
 - Safely Ignorant
 - Dangerously Ignorant


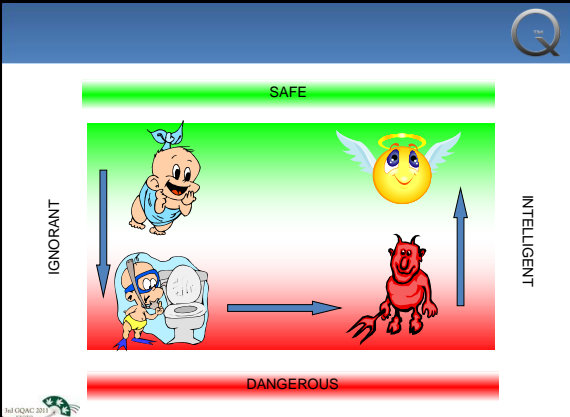
What do we train?

- Effects of training
 - Safely Ignorant
 - Dangerously Ignorant
 - Dangerously Intelligent

What do we train?

- Effects of training
 - Safely Ignorant
 - Dangerously Ignorant
 - Dangerously Intelligent
 - Safely Intelligent

ANALYSING THE QA SKILL SET

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The QA Professional Skill Set

Audit / Inspection	Quality Technologist
Coach / Mentor	Quality Champion

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Factual Knowledge

- The principles of auditing
- Regulations
- Sampling techniques
- Technical knowledge of systems
 - Appropriate level of understanding
 - Especially terminology

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Personal Skills

- Organisation and time management
- Gathering evidence
- Risk assessment
- Prioritisation
- Analysis
- Communication (factual)

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Emotional Intelligence

- Cultural and social issues
- Respecting the opinions of technical experts
- Dealing with unfriendly situations
- Communication (motivational)

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Measuring Knowledge, Experience and Attitude

ASSESSMENT

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Assessment - Factual

- Certificates of training and qualifications
- Curricula vitae
- Records of Experience
- References and testimonials
- Tests and quizzes

Assessment - Behavioural

- Role plays
- On-the-job monitoring
- Problem solving
- Testing against performance benchmarks
- Providing explanations
- Psychometric testing
- Interviews and discussions
- Auditee feedback

Basis of Assessment

- Assessment is against a defined standard (“**COMPETENCE**”)
- “Competence” may be defined:
 - Quantitatively
 - Qualitatively

Assessing Factual Knowledge

Formal training	Certificates and qualifications from : <ul style="list-style-type: none"> • Universities and colleges • Recognised training organisations • Mentors.
Current knowledge	Test, quizzes and ability to explain requirements.
Current skills	Ability to carry out test tasks within defined performance standards
Experience	Curricula vitae. Employment records. List of previous experience (e.g., list of audit types, role played)

Assessing Personal Skills

Organisation and Time Management	Review output (plans and timetables) Measure compliance with time plans
Gathering Evidence	Test exercise Role play for observing and interviewing Observe in action during real audit
Risk Assessment	Explanation of the principles Present reasoning for actual assessment
Prioritisation	Observation of actual performance
Analysis	Test exercise Observation during live audit
Communication (factual)	Ability to explain what makes good communication (benchmarks) Review of written communication Role play in verbal communication

Assessing Emotional Intelligence

Cultural and Social Issues	Presentation on acceptable and unacceptable behaviours in test circumstances. Observation to assess detection and sensitivity to cultural and social issues. Psychometric testing.
Respecting Opinions	Role play. Observation in live situations. Feedback from technical experts.
Dealing with Unfriendly Situations	Presentation to demonstrate awareness of potential tactics. Role play. Observation in live audits. Psychometric testing
Communication (Motivational)	Feedback from auditees. Observation of reaction to the auditor.



Increasing Effectiveness

DEVELOPING QUALITY ASSURANCE

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Developing Quality Assurance

- Efficiency of production of Audit Reports
- Ensuring Management commitment
- Promoting Quality Improvement

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Should the Auditor Grade Findings?

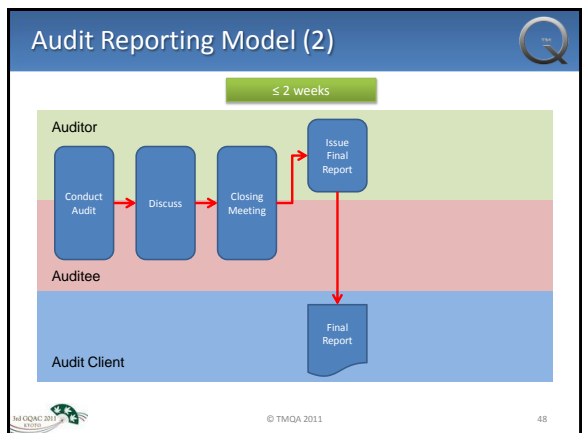
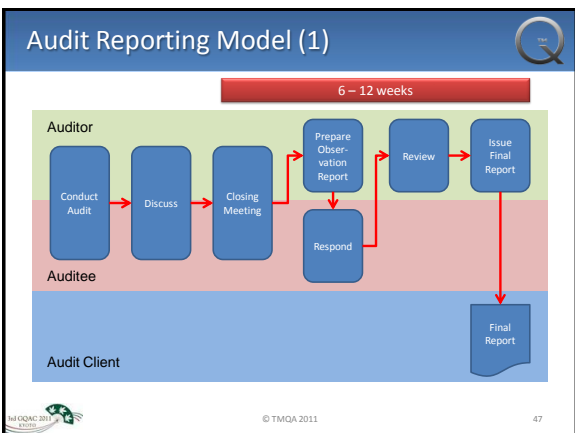
- Grading findings acknowledges that there are degrees of seriousness
- HOWEVER:
 - Does the auditor have the full knowledge and understanding necessary to grade findings?
 - Should that be Management's job?

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Should the Auditor manage responses?

- Managing responses delays the audit report
- Does managing responses compromise the Auditor's independence?
- Does managing responses reduce Management effectiveness?

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Development

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 - This is a STABILITY
- CONTINUING Development:
 - Requires INSTABILITY
- **Is INSTABILITY good?**



Instability is Good

- Without instability, there is no motivation for change.
- The “Acceptable Quality Level” (AQL) concept is flawed.
- The “Unacceptable Quality Level” (UQL) drives change.
- Without change, there is no development.