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COURSE BROCHURE

Cross-Functional Teaming and Team Learning Training Course

18 – 22 October 2027
Paris

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Registered in the United Kingdom and Saudi Arabia

Cross-Functional Teaming and Team Learning Training Course

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Cross-Functional Teaming and Team Learning is a 1-week training course for team leaders and project coordinators who assemble staff across functions, and it produces a Team Learning Charter for one live initiative. Organisations now form and dissolve project groups faster than reporting lines can follow, so the ability to coordinate strangers and learn quickly from setbacks has become a source of advantage. Jupiter Prime Training treats Cross-Functional Teaming and Team Learning as a practical discipline.

Why Cross-Functional Teaming and Team Learning Matters Now

Three forces shape how mixed groups perform today: hybrid and distributed working that thins informal contact, faster product and service cycles that demand short experiments, and specialists whose professional languages rarely match. An organisation that handles teaming well spots problems early, shares lessons across departments and recovers from failed trials without blame. The course rests on established research into psychological safety, the structured after-action review and the learning cycle of plan, act, reflect and adjust, each explained in plain terms.

Who Gains Most from Cross-Functional Teaming and Team Learning

- Leads who convene temporary groups from engineering, finance, operations and customer functions around a shared goal
- Coordinators responsible for hand-offs, interfaces and dependencies between specialist units
- Supervisors who must raise candour and speaking-up behaviour in mixed groups
- Improvement specialists who run trials, pilots and rapid tests with colleagues from other areas
- Line leaders who release staff into project pools and need lessons to return with them

Departments that often lend people to each other gain most when several coordinators attend together.

Cross-Functional Teaming and Team Learning Capabilities

Participants practise convening and debriefing mixed-discipline groups so knowledge crosses boundaries.

- Assess the climate of candour in a mixed group — sponsors deciding where support is needed
- Design a launch session that aligns roles, interfaces and shared goals — incoming members
- Apply the after-action review to a completed milestone — the next sprint's priorities
- Build an experiment log that separates intelligent failure from avoidable error — risk owners

- Communicate lessons across functional boundaries in plain language — neighbouring departments
- Specify reflection rhythms and boundary-spanning roles for a fluid group — the project sponsor

Key Cross-Functional Teaming and Team Learning Terms

- Teaming — coordinating and collaborating with people from different functions while the group itself is still forming or changing.
- Psychological safety — a shared belief that members can raise questions, concerns and mistakes without fear of embarrassment or punishment.
- After-action review — a short structured debrief comparing what was intended, what happened, why, and what to repeat or change.
- Intelligent failure — an unsuccessful result from a well-designed, modest experiment in new territory that yields useful knowledge.
- Boundary spanner — a member who translates goals, terms and constraints between functions so that hand-offs do not break down.
- Double-loop learning — reflection that questions the assumptions behind a goal or method, not only the actions taken to reach it.

Cross-Functional Teaming and Team Learning Day by Day

Day 1: The Shift to Fluid Collaboration

- Stable Groups Versus Fluid Teaming — Choosing the Right Structure for Work
- Mapping Functional Languages and Incentives — Anticipating Friction at Interfaces
- Complexity Spectrum of Tasks — Matching Execution or Learning Mode
- Interdependence Mapping Across Units — Locating Critical Hand-Off Risks
- Case Comparison From Healthcare and Construction — Lessons on Coordination Breakdowns

Day 2: Building Psychological Safety

- Candour Climate Diagnostic — Deciding Where Leaders Must Intervene First
- Framing Work as a Learning Problem — Inviting Contributions Early
- Responding Productively to Bad News — Protecting Future Speaking-Up
- Status and Hierarchy Signals — Reducing Silence From Junior Specialists
- Inquiry and Advocacy Balance — Surfacing Hidden Assumptions in Meetings

Day 3: Experimentation and Learning From Failure

- Failure Typology: Preventable, Complex and Intelligent — Setting Response Rules
- Hypothesis Cards and Small Trials — Limiting Exposure While Testing Ideas
- Experiment Log Design — Capturing Evidence for Later Reflection
- Blameless Incident Narratives — Separating System Causes From Individual Error
- Double-Loop Questioning — Revisiting Goals When Results Surprise

Day 4: Structured Reflection and Knowledge Transfer

- After-Action Review Facilitation — Turning Milestones Into Agreed Adjustments
- Before-Action Review and Pre-Mortem — Anticipating Failure Points Early
- Boundary-Spanner Roles and Liaison Routines — Keeping Functions Connected
- Lessons Repository and Retrieval Habits — Reusing Insight Across Projects
- Reflection Rhythm Planning — Fitting Debriefs Into Delivery Cadence

Day 5: Practising the Team Learning Charter

- Launch Session Rehearsal — Applying Interface Maps to a Live Initiative
- Candour Diagnostic Results — Setting Safety Priorities for the Group
- Experiment and Review Calendar — Combining Trials With Debrief Cycles
- Peer Critique of Charters — Testing Assumptions With Other Participants
- Team Learning Charter Completion — Agreeing Roles, Rhythms and Commitments

Applying Cross-Functional Teaming and Team Learning After the Course

- Run a facilitated after-action review on the next completed milestone.
- Repeat the candour diagnostic with the current project group.

Cross-Functional Teaming and Team Learning Questions FAQ

What is Cross-Functional Teaming and Team Learning and why does it matter now?

It is the practice of coordinating people from different functions while building habits of reflection. It matters now because project groups form and change quickly, and groups that learn across boundaries recover from setbacks faster.

Which roles gain most from Cross-Functional Teaming and Team Learning?

Team leaders and project coordinators who convene mixed groups gain most. Improvement specialists, interface coordinators and line leaders who lend staff to projects also benefit.

How does Cross-Functional Teaming and Team Learning differ from a general team-building course?

It focuses on temporary, mixed-discipline groups and on learning from experiments and failures, rather than on bonding exercises within a stable department. You practise debriefs and experiment logs on live initiatives.

What do you bring back from Cross-Functional Teaming and Team Learning?

You bring back a charter for one real initiative that sets roles, interfaces, safety priorities and a calendar of trials and reviews. You also return with debrief routines to run straight away.

Cross-Functional Teaming and Team Learning: The Way Forward

The Team Learning Charter gives each participant an agreed starting point for one live initiative. Its first use is deciding how the group will launch and when it will pause to reflect. Sponsors, members and neighbouring functions all refer to it. After the first review cycle, the perspective worth revisiting is whether reflection is changing assumptions or only adjusting actions.