

achieving effective and satisfying

## Tuckman's Team Development Model

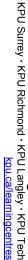
## Forming Task Behaviours developing trust agreeing on common goals establishing base level members are dependent making contact/bonding identifying similarities expectations Storming \* \* \* gaining skills in communication identifying resources identifying power and control expressing differences of ideas. counterdependent members independent/ reacting to leadership feelings and opinions Remember Norming \* \* members agree about roles and Each step prepares for the performing stage Each step builds on the previous one decisions are made through Attempting to skip any step affects performing negatively building With every new challenge, the process repeats negotiation and consensus processes for problem solving Interpersonal Behaviours Performing \* group establishes a unique identity members find solutions to problems members care about each other members work collaboratively using appropriate controls

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Adapted from: Tuckman, Bruce W. (1965) 'Developmental sequence in small groups', Psychological Bulletin, 63, 384-399 Reprinted in Group Facilitation: A Research and Applications Journal? Number 3, Spring 2001

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## Tuckman's Team Development Model

Action Steps "				the team	people are no	people check	established	norms of the team are not	with members	no group hist	high learning	no trust yet	going	wondering where we are	group	the mission is	what they're	individuals ar	Stage 1 "Forming"
sot a mission and goals	Action Steps "Forming" to "Storming"				people are not committed to	people check one another out		team are not	<u>ω</u>	no group history; unfamiliar				here we are		the mission isn't owned by the	what they're supposed to do	individuals are not clear on	
ú			❖ lots	❖ little	cliqu	❖ com	power	peol	❖ anxi	peol	❖ splir	tryin	mission	peol	prob	<ul><li>age</li></ul>	artic	❖ role;	Stage
* feam leader(s) should actively support and	Action Steps "Storming" to "Norming"		lots of personal attacks	little team spirit	cliques drive the team	competition is high	er	people push for position and	anxiety abounds	people set boundaries	splinter groups form	trying new ideas	sion	people want to modify the team's	problem solving doesn't work well	agendas are displayed	articulated	roles and responsibilities are	Stage 2 "Storming"
} 	" to "I	3	<b>❖</b>	<b>⊹</b> ⊞	<b>÷</b>	٠ hi	ĭ	<b>⊹</b> ∃	þ	<b>⊹</b> <del>□</del>	<b>∻</b> €	<u>a</u>	<b>∻</b> fe	٠ p	<b>⊹</b> a	ď	<b>❖</b>	sı Sı	Stag
	Normina"	members on goals	eam gains com	more individual motivation	team is creative	hidden agendas become open	norms	members self-reinforce team	behaviours	leader(s) reinforce	team confidence is	and objective	edback is high	purpose is well-defined	appreciation and trust build	doing the job	team has all the resources for	success occurs	Stage 3 "Norming"
* Koop up the team wine	"Action Steps "Norming" to Performing	als	team gains commitment from all	motivation		become open		inforce team		ce team	e is high		feedback is high, well-received,	defined	d trust build		resources for		g"
m wine	rming			<b>*</b>	<b>⊹</b> Su	٠ hic	٠ hi	٠ hic	<b>٠</b> , %	us	inc	or Or	<b>❖</b> te:	ဓ	* Iit	❖ nc	<b>∻</b> inc	te:	Stage
	a" to Performina"			OK to risk confrontation	superior team performance	high empathy and trust	high openness and support	high pride in the team	"we" versus "I" orientation	success of the team	individuals take pleasure in the	outlooks	team members have objective	operations	little waste-very efficient team	no surprises	individuals defer to team needs	team members feel very motivated	Stage 4 "Performing"

- establish roles within the group
- \* \* recognize need to move out of "forming"
- identify the team, its tools and resources
- \* leader(s) need to give direction
- figure ways to build trust (not demand it)
- \* \* define a reward structure
- \* take risks
- \* bring group together periodically to work on common tasks
- assert individual power
- decide once and for all to be on the teams

## group for wins, create positive environment relinorce team periaviour, lacilitate the

- \* \* leader(s) must ask for and expect results
- \* recognize and publicize team wins
- responsibilities agree on individuals' roles and
- buy into objectives and activities
- \* listen actively to each other
- \* \* set and take team time together
- everyone works actively to set a supportive environment
- have the vision "we can succeed!"
- request and accept feedback

build trust by honouring commitments

\*

- maintain traditions
- praise and support each other
- \* self-evaluate without fuss
- recognize and reinforce "synergy" team behaviour
- share leadership role in team based on who does what
- \* share rewards for successes

the best

- communicate all the time
- share responsibility
- delegate freely within team
- commit time to the team
- keep raising the bar/new, higher goals
- be selective of new team members; train to maintain the team spirit



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