
HOW TEAMS DEVELOP



Stages of Group Development



Disbanding

Psychological withdrawal

PHASE 4. Performing

Seek to achieve task, agree to disagree, may argue about how to do task, but come to agreement quickly. Risk: Groupthink (false agreement in order to protect “groupiness”)

PHASE 3. Norming

Refocus to task, agree on how to work together, structured

PHASE 2. Storming

Frustration, unproductive, different goals and agendas, sub-grouping.

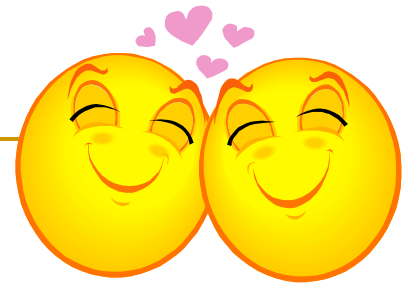
PHASE 1. Forming

Getting to know each other, polite, sensing what is acceptable and what is not, task not clear.

PHASE 1. Forming

■ Looks like...

- **Team members are polite to one another; there is minimal conflict.**
- **It is difficult for the team to prioritize activities.**
- **Team activities are seen as being “in addition to” their real work.**
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Transitioning.....

- Attendance at meetings drops off; people come in late; assignments are not completed.
- Individual goals and issues start to become evident and are more important than team goals
- Cliques or subgroups form.
- The coach and/or facilitator is frequently challenged.
- High levels of frustration are evident for the coach and for team members.
- “What’s in it for me?” is a frequently asked question.
- Louder, more frequent complaints about team meetings are heard.
- Members are more willing to take personal risk, disagree with the norm.

This is GOOD news...

PHASE 2. Storming

■ Looks like...

- ❑ High relationship tension; individual characteristics become sources of irritation.
- ❑ High task tension; energy is being drained by the conflict; job is not getting done.
- ❑ Hidden agendas emerge.
- ❑ Power struggles are evident; definite win-lose mentality. Subgroups are powerful. There is little cooperation and less collaboration.
- ❑ Frustration and disappointment for all involved.



Transition....

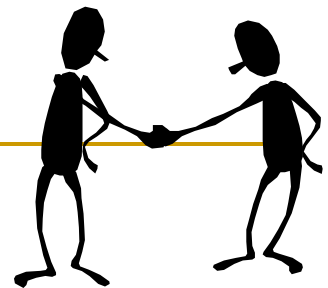
- Individual team members begin to suggest ways of getting the assignment back on track.
- There is agreement to disagree; expectations that there should be no conflict or that conflict cannot be overcome give way to thoughts of managing conflict and moving beyond it.
- Conflict is positioned differently; individuals make "I" statements instead of speaking as if for the group.
- Team members begin to look for things they agree on.
- Frustration turns into action; commitment to the team's task emerges as individual goals are put aside or integrated into the team's goals.
- Some members may leave the team. Those who stay are ready to try to make it work.

This is REALLY good news...

PHASE 3. Norming

■ Looks like...

- ❑ Established and understood goals, standards of performance and measurement are agreed upon.
- ❑ Responsibility is shared; no finger-pointing.
- ❑ Procedures for routine tasks are standardized.
- ❑ Division of work is managed within the team; individual talents are matched to tasks.
- ❑ There is confidence in the team's abilities and a willingness to call in expertise if it is not in the team.
- ❑ There is a desire to know more about and interact with other teams.
- ❑ The coach is seen as an "expert resource," not as a supervisor.



Transition....

- Team members uniformly understand goals and how performance will be measured.
 - There is equal participation in meetings; assignments are done on time; discussions are open.
 - There is fast and efficient handling of routine tasks.
 - Group norms are understood.
 - The coach is treated as an equal team member; his/her opinion is subject to challenge, just as that of any other team member.
 - Team members acknowledge and often refer to strengths of other team members.
 - Any team member may seek out required resources; no longer just the coach's role.
 - Team members help one another develop skills/talents.
 - Team may seek feedback from those outside the team.
 - Team members identify themselves as a team.
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PHASE 4. Performing

■ Looks like...

- ❑ Guidelines are observed in all team interactions.
- ❑ Task skills are routinely updated; there is continuous improvement of work processes.
- ❑ Shared leadership; communication is open and direct; mutual influence is evident.
- ❑ Innovation and risk taking are supported within the team.
- ❑ Roles and responsibilities are defined, clearly understood, and shared.
- ❑ Team decisions are quick, and they are sound.



Team has achieved **HIGH PERFORMANCE when...**

- Team members are aligned on purpose.
- Team's focus is on task and results; "process" has become a natural rhythm for the team.
- There is shared responsibility for a wide variety of decisions.
- Communication is at a high level, both within the team and with those outside of the team.
- Team members seek out and respond to feedback.
- Team members quickly respond to issues affecting the team and/or achievement of its goals.
- There is ongoing discovery of creative talents within the team.
- Team members are willing to accept calculated risks that help the team achieve its goals.
- Synergy is visible to all who observe the team in action.
- Team members are aligned on values and commitment.
- New team members are quickly assimilated into the team.

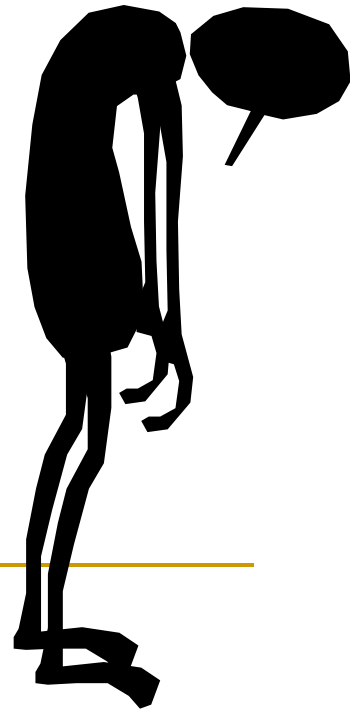
To help the team maintain high performance.....

- **Encourage time for team-building activities on a regular basis.**
 - **Ensure time for continued development of team member skills.**
 - **Expand team boundaries as appropriate.**
 - **Allow team input into membership changes.**
 - **Review team decisions and actions to ensure compliance with organizational goals and values.**
 - **Monitor for groupthink and call attention to any symptoms.**
 - **Provide regular feedback based on personal observations of the team at work.**
 - **Support and interact with team members individually as well as collectively.**
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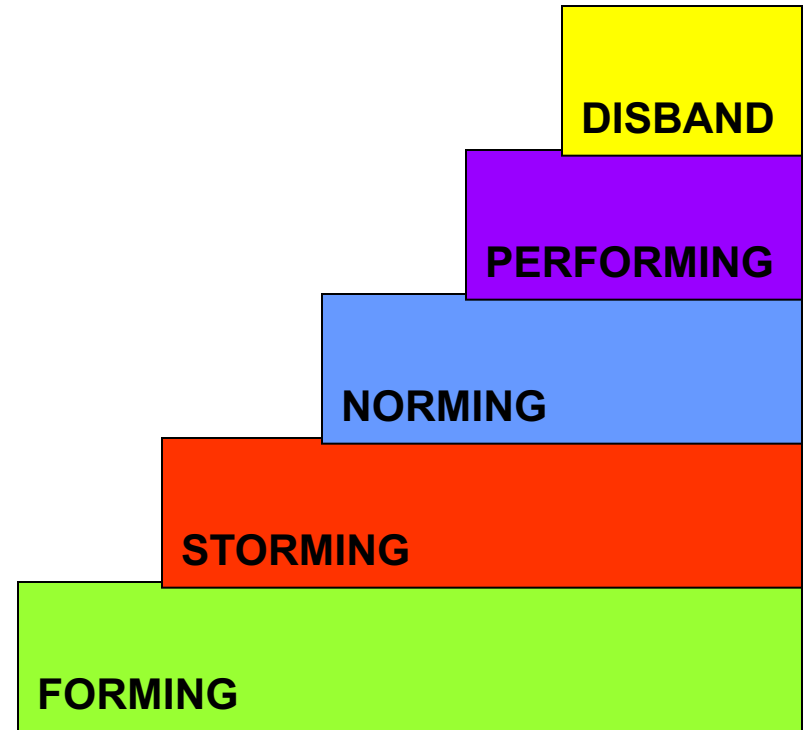
Disbanding

■ Looks like...

- ❑ Psychological withdrawal of team members
 - Stop communicating, stop coming to meetings, stop contributing, stop interacting.
- ❑ Decline in team performance
 - Missed deadlines
 - Low quality work
- ❑ Visible lack of commitment
 - Missed meetings
 - Failure to volunteer for assignments

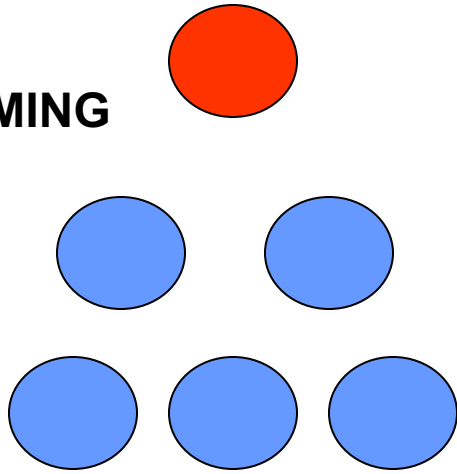


What's a leader to do????

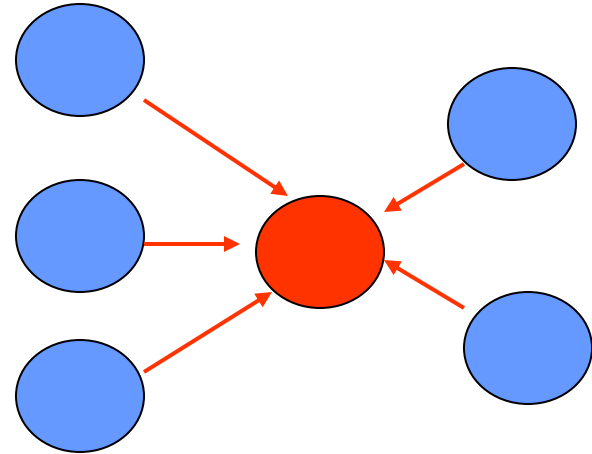


Leader's Role

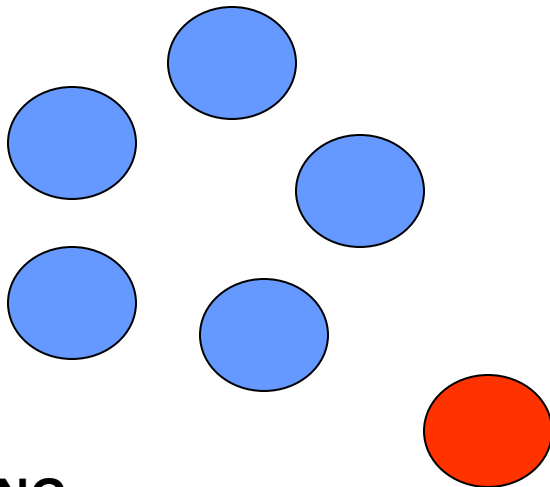
FORMING



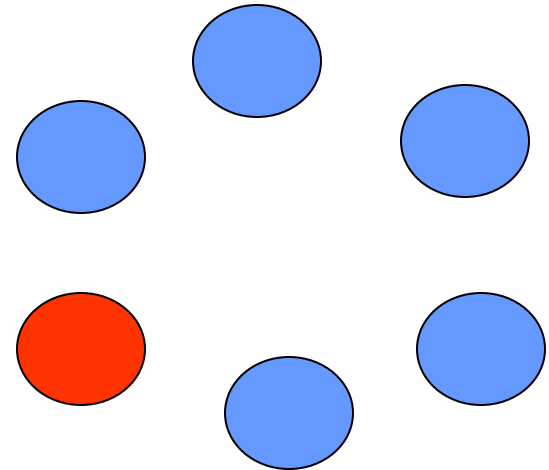
STORMING



NORMING



PERFORMING



The leader's role (red dot) changes with each phase.

Forming = leader is like a manager; Storming = everyone is made at the leader, blames the leader for their discomfort; Norming = the team 'throws the leader out', wants to operate on their own. Performing = Leader is invited back in by the team to function as an equal team member. Each member has a role, and high performance belongs to everyone equally.

To help the team be successful in Forming...

- ❑ Hold regular meetings with defined start and stop times; practice having good meetings.
 - ❑ Help the team develop a clear mission/charter (i.e., why do we exist?)
 - ❑ Provide structure and direction to the team.
 - ❑ Establish guidelines for how the team will work together.
 - ❑ Push responsibility down to the team while maintaining high standards of team operation.
 - ❑ Focus on goals; develop a clear understanding of how the team's goals affect the organization's performance.
 - ❑ Create flowcharts of work processes within the team; develop awareness of internal and external customers.
 - ❑ Make sure team activities are relevant to the "real" job.
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Help the team transition to Storming by...

- Reflecting decisions back to the team; ask, “How would you handle it?”
- Support the group as it attempts to work through problems; do not give easy answers, but do give lots of structure.
- Split subgroups whenever possible; put them on separate task forces, rearrange seats in meetings so they are not seated together, give assignments that require attention be paid to the team discussion.
- Address personal conflicts by meeting with the individuals involved.
- Redirect personal conflict to focus on the issue or impact on getting the work done.
- Challenge team members by playing devil’s advocate.
- Confront problem areas with the team; don’t let team members avoid critical issues or disagreements.
- Model the behaviors you would like to see team members use with one another, especially listening skills and respect for differences.

To help the team be successful in Storming...

- Hold the team accountable for performance; maintain standards.
 - Model good listening skills; hear all sides.
 - Hold the team accountable to its own guidelines. Change guidelines only if warranted and the whole team agrees.
 - Include meeting agenda items that cause the team to discuss what is happening (process) and what to do about it.
 - Confront the team with the consequences of its own decision-making difficulties; i.e., inability to progress in its development.
 - Train team members in consensus decision-making skills.
 - Train team members in group process.
 - Provide project management and/or problem-solving skills.
 - Be patient. Allow the team to learn how to resolve and responsible for its own issues.
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Help the team transition to Norming by...

- Soliciting ideas from the team about how to make things more effective in the future.
 - Encouraging the team to review its guidelines and to revise them if necessary.
 - Allowing the team to redesign itself in order to make things work, if redesign is a step the team feels is necessary.
 - Expanding boundaries as the team proves its ability to address more difficult issues and decisions.
 - Making suggestions to the team for ways to improve. Position your suggestions as your ideas only and equal to those offered by team members.
 - Revisit training done in earlier stages because it will have a completely different meaning at this point than it did before (i.e., consensus decision-making, problem-solving, etc.)
 - Identify and congratulate the team on genuine successes. Never take for granted that the team will recognize its own success during this phase.
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To help the team be successful in Norming...

- Keep team members equally informed on all issues affecting the team.
 - Provide advanced training in interpersonal skills and in task activities.
 - Serve as an “expert resource” to the team.
 - Serve as a “barrier buster” to the team. Liaison with other parts of the organization to ensure access to information.
 - Expand boundaries and opportunities to learn new tasks.
 - Provide regular training events designed to enhance team effectiveness.
 - Encourage role flexibility; have members take turns filling various roles and functions within the team.
 - With the team, design methods for tracking and monitoring performance.
 - Continue to model behaviors desired of team members.
 - Support and teach; facilitate, but don't dominate.
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Help the team transition to Performing by...

- Allowing the team to design and implement training as it sees fit.
 - Providing information about the organizational issues that may affect the team.
 - Providing strategic insights and perspectives.
 - Ensuring that team members are equipped to fill their roles properly.
 - Giving full consideration to team recommendations and actions.
 - Developing clear rationale for your decisions.
 - Providing explanations for team decisions that cannot be supported.
 - Teaching team members to give peer feedback and encouraging them to do so.
 - Seeking feedback on your leadership.
 - Providing opportunities for the team to create visions of the future.
 - Continue to serve as an “expert resource” to the team.
 - Allow the team to help define your role; i.e., your level of interaction, involvement in decision-making, etc.
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- Continue to model those behaviors you expect of team members.

Sustain high performance by...

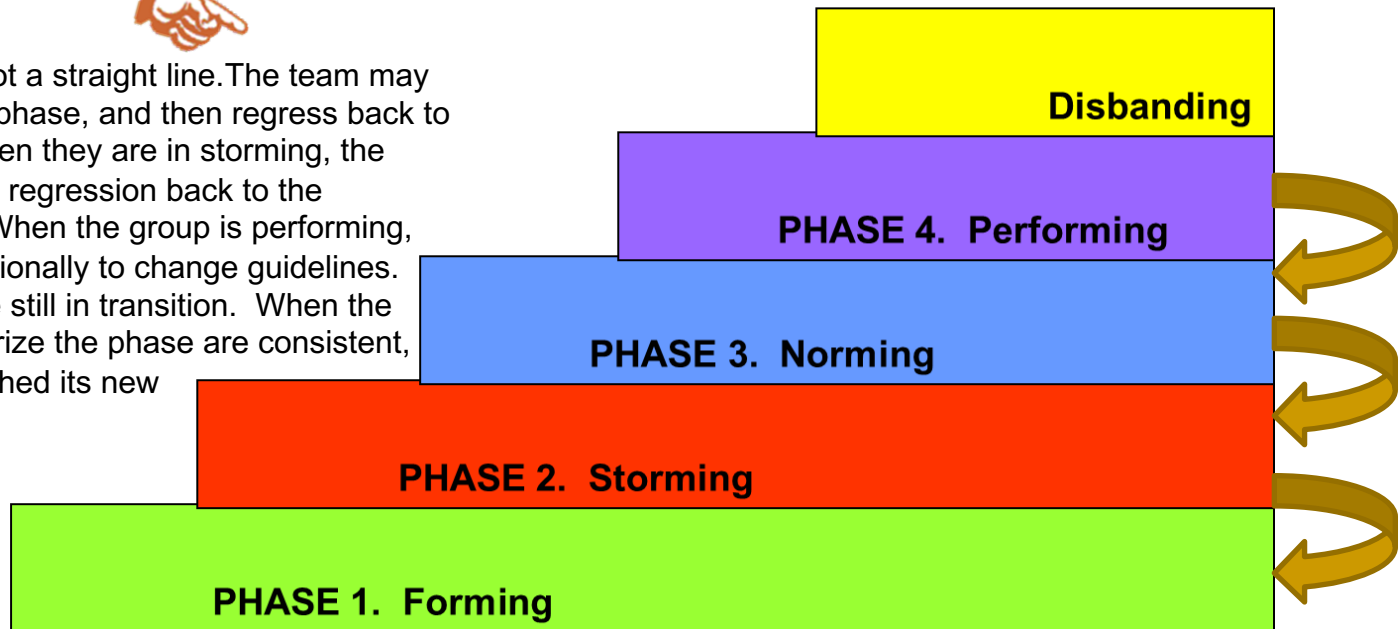
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 - Ensuring time for continued development of team member skills.
 - Expanding team decision-making boundaries as appropriate.
 - Allowing team input into membership changes.
 - Reviewing team decisions and actions to ensure compliance with organizational goals and values.
 - Monitoring for “Groupthink” and calling attention to any symptoms.
 - Providing regular feedback to the team based on your personal observations of the team at work.
 - Supporting and interacting with team members individually as well as collectively.
 - Regularly celebrating success!
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REGRESSION

Stages of Group Development



Team development is not a straight line. The team may move forward to a new phase, and then regress back to the previous stage. When they are in storming, the discomfort may cause a regression back to the politeness of forming. When the group is performing, they may regress occasionally to change guidelines. In these cases, they are still in transition. When the behaviors that characterize the phase are consistent, then the team has reached its new level of performance.



Symptoms of Groupthink

- **Illusion of invulnerability** –Creates excessive optimism that encourages taking extreme risks.
- **Collective rationalization** – Members discount warnings and do not reconsider their assumptions.
- **Belief in inherent morality** – Members believe in the rightness of their cause and therefore ignore the ethical or moral consequences of their decisions.
- **Stereotyped views of out-groups** – Negative views of “enemy” make effective responses to conflict seem unnecessary.
- **Direct pressure on dissenters** – Members are under pressure not to express arguments against any of the group’s views.
- **Self-censorship** – Doubts and deviations from the perceived group consensus are not expressed.
- **Illusion of unanimity** – The majority view and judgments are assumed to be unanimous.
- **Self-appointed ‘mindguards’** – Members protect the group and the leader from information that is problematic or contradictory to the group’s cohesiveness, view, and/or decisions.



Authentic Teams

- Individual autonomy is a key value.
 - Increasing awareness of existing behaviors is preferred; ownership.
 - Good working relationships are the result of doing good work together; focuses on results.
 - Appropriate behavior is determined by individual choice within each situation; treats team members as adults.
 - Responsibility and rewards are best viewed in terms of individual effort, celebrates individual success as well as team success.
 - Values conflict management, rather than avoids conflict.
 - Recognizes only self-empowerment; creates an environment where one can empower oneself.
 - Values being “up front,” open and honest.
 - The effective team leader looks to his/her own effectiveness first; leader as self.
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