KWANTLEN POLYTECHNIC UNIVERSITY

Tuckman's Team Development Model

Task Behaviours

Performing

- ❖ achieving effective and satisfying results
- ❖ members find solutions to problems using appropriate controls

- ❖ members work collaboratively
- ❖ members care about each other
- ❖ group establishes a unique identity

Norming

- ❖ members agree about roles and processes for problem solving

- ❖ decisions are made through negotiation and consensus building

Storming

- ❖ identifying power and control issues
- ❖ gaining skills in communication
- ❖ identifying resources

- ❖ expressing differences of ideas, feelings and opinions
- ❖ reacting to leadership
- ❖ members independent/ counterdependent

Interpersonal Behaviours

Forming

- ❖ establishing base level expectations
- ❖ identifying similarities
- ❖ agreeing on common goals

- ❖ making contact/bonding
- ❖ developing trust
- ❖ members are dependent

Remember

- Each step builds on the previous one

- Each step prepares for the performing stage

- Attempting to skip any step affects performing negatively

- With every new challenge, the process repeats

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

Learning Aid

Tuckman's Team Development Model

Stage 1 "Forming"
- ❖ individuals are not clear on what they're supposed to do
- ❖ the mission isn't owned by the group
- ❖ wondering where we are going
- ❖ no trust yet
- ❖ high learning
- ❖ no group history; unfamiliar with members
- ❖ norms of the team are not established
- ❖ people check one another out
- ❖ people are not committed to the team

Stage 2 "Storming"
- ❖ roles and responsibilities are articulated
- ❖ agendas are displayed
- ❖ problem solving doesn't work well
- ❖ people want to modify the team's mission
- ❖ trying new ideas
- ❖ splinter groups form
- ❖ people set boundaries
- ❖ anxiety abounds
- ❖ people push for position and power
- ❖ competition is high
- ❖ cliques drive the team
- ❖ little team spirit
- ❖ lots of personal attacks

Stage 3 "Norming"
- ❖ success occurs
- ❖ team has all the resources for doing the job
- ❖ appreciation and trust build
- ❖ purpose is well-defined
- ❖ feedback is high, well-received, and objective
- ❖ team confidence is high
- ❖ leader(s) reinforce team behaviours
- ❖ members self-reinforce team norms
- ❖ hidden agendas become open
- ❖ team is creative
- ❖ more individual motivation
- ❖ team gains commitment from all members on goals

Stage 4 "Performing"
- ❖ team members feel very motivated
- ❖ individuals defer to team needs
- ❖ no surprises
- ❖ little waste-very efficient team operations
- ❖ team members have objective outlooks
- ❖ individuals take pleasure in the success of the team
- ❖ "we" versus "I" orientation
- ❖ high pride in the team
- ❖ high openness and support
- ❖ high empathy and trust
- ❖ superior team performance
- ❖ OK to risk confrontation

Action Steps "Forming" to "Storming"
- ❖ set a mission and goals
- ❖ establish roles within the group
- ❖ recognize need to move out of "forming" stage
- ❖ 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

Action Steps "Storming" to "Norming"
- ❖ team leader(s) should actively support and reinforce team behaviour, facilitate the group for wins, create positive environment
- ❖ leader(s) must ask for and expect results
- ❖ recognize and publicize team wins
- ❖ agree on individuals' roles and responsibilities
- ❖ 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

Action Steps "Norming" to Performing"
- ❖ keep up the team wins
- ❖ 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 the best
- ❖ share rewards for successes
- ❖ 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

Learning Aid