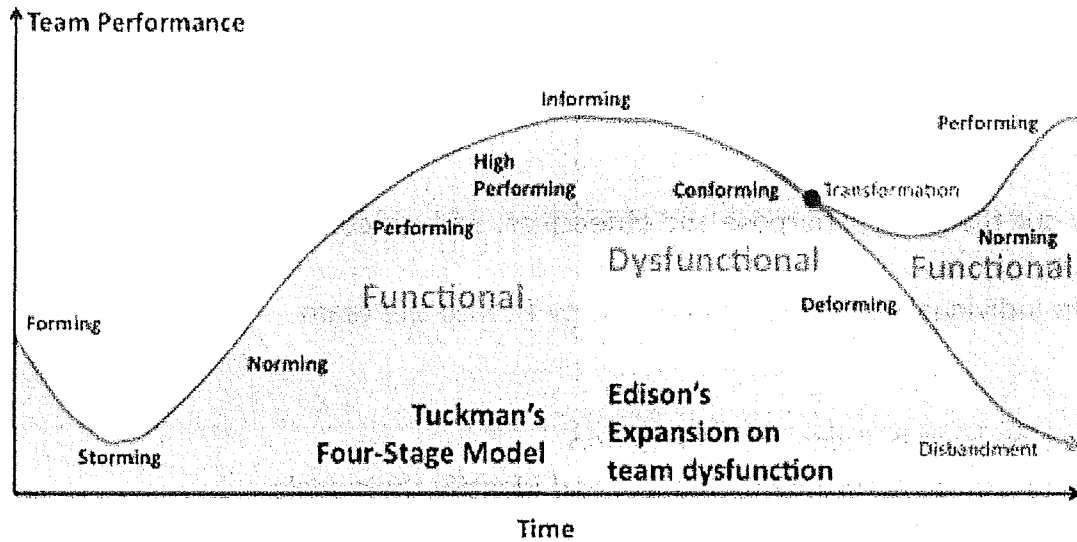


# Team Development



Edison T. The team development cycle: A new look. In: Defense AT&L.<sup>1</sup>

<b>Forming</b>	<b>Orientation, Testing and Dependence</b> Characterized by introduction of team members, roles, and designating the boundaries of acceptable behavior in the group.
<b>Storming</b>	<b>Phase of Conflict</b> Characterized by the loss of systematic resolve, the heightening of differences, and the polarization around interpersonal issues, facts, goals, methods, and values.
<b>Norming</b>	<b>Phase of Group Cohesion</b> Characterized when resistance is replaced by an in-group feeling, and a sense of cohesion.
<b>Performing</b>	<b>Functional Role-Relatedness</b> Characterized by roles becoming flexible and functional, and group energy is channeled into purposeful task completion.
<b>Informing</b>	<b>Internal Review of the Team</b> Recognizes the achievements of the team and inform others about its results, processes and conclusions.
<b>Conforming</b>	<b>Groupthink Manifestation</b> Desire to conform threatens the team by subverting creativity, originality and innovation.
<b>Deforming</b>	<b>Breakdown of Group Cohesion</b> Team members no longer feel part of the team or utilizing a functional role.

<sup>1</sup> Additional resource and explanation of the model:

[http://www.dau.mil/pubscats/pubscats/atl/2008\\_05\\_06/edis\\_mj08.pdf](http://www.dau.mil/pubscats/pubscats/atl/2008_05_06/edis_mj08.pdf)

## Practices for Increasing Group Cohesion and Performance<sup>2</sup>

By understanding the group dynamics of a team, others can recognize when to implement good team-building practices and intervention.

### Forming

- Lay out the group's purpose and objectives, and set clear and high levels of expectations
- Help individuals to understand how they fit into the team

### Storming

- Focus on trust building and interaction
- Recognize the natural team leaders and identify their goals
- Focus on ideas and interests rather than individuals

### Norming

- Focus on group process and task interaction
- Allow team interaction to grow by utilizing advisory roles

### Performing

- Focus on Team development and individual renewal
- Coaching role with members to increase performance and check-in of their needs and goals

### Informing

- Review the team composition and consider the strengths and weaknesses
- If needed, allow new members to enter or old members to leave

### Conforming

- Bring in outside experts with different perspectives and opinions
- Rotate the leadership of the group

### Deforming



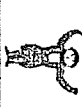



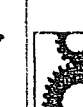


- Identify the core concerns
- Revitalize individual needs and team needs by understanding roles

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<sup>2</sup> Additional information found at:  
<http://www.pmhut.com/critical-team-development-and-intervention-tips-for-project-managers#ref-6>

## Belbin Role Strengths

## Allowable Weaknesses

	<b>Plant:</b> Creative, imaginative, unorthodox. Solves difficult problems	Ignores incidentals. Too pre-occupied to communicate effectively.
	<b>Resource Investigator:</b> Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed
	<b>Coordinator:</b> Mature, confident, a good chairperson. Clarifies goals promotes decision-making, delegates well.	Can be seen as manipulative. Offloads personal work
	<b>Shaper:</b> Dynamic, challenging, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings
	<b>Monitor Evaluator:</b> Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others
	<b>Teamworker:</b> Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction and conflict.	Indecisive in crunch situations
	<b>Implementer:</b> Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
	<b>Completer Finisher:</b> Painstaking conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate
	<b>Specialist:</b> Single-minded, self starting, dedicated. Provides knowledge and skills in rare supply	Contributes on only a narrow front. Dwells on technicalities

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## Core Concerns

These *core concerns* convey "human wants that are important to almost everyone in virtually every negotiation" (15). By addressing the five core concerns (appreciation, affiliation, autonomy, status, and role) negotiators can be successful and effective in dealing with conflict.

1. **Appreciation:** The desire to feel understood and honestly valued is universal. Cooperation increases when there is a mutual feeling of appreciation. Fisher and Shapiro describe three main obstacles to achieving mutual appreciation: failing to understand another point of view, criticizing the merit of another, and failing to properly communicate your own merit. To overcome these obstacles, an individual must: first, listen to words and recognize the emotional response of the other person; second, acknowledge the reasoning and beliefs behind their thoughts and feelings; third, disregard age, wealth, or authority; finally, shape your message so others correctly understand. By using these tools, increasing appreciation and developing positive emotions will be easier to achieve.
2. **Building Affiliation:** Affiliation describes the sense of connectedness with another group or person. Often we fail to recognize the commonality between groups. Building affiliation bridges the gap between groups and increases the ability to productively work together. Fisher and Shapiro distinguish between structural affiliation, which is the recognition of a common group membership, and personal connection. The purpose recognizing affiliation is to humanize the other, but not make new friends. Advice from the authors: avoid agreements based solely on emotions (these are prone to manipulation).
3. **Respect Autonomy:** During negotiations, maintaining autonomy, or the "freedom to affect or make decisions without the imposition of other" is essential (211). However, an individual needs to be careful not to impinge or

interfere with the autonomy of another. The author's suggests using the Inform, Consent, and Negotiation system (I-C-N). A joint brainstorming session is an example of the inform step; it provides recommendations and options for mutual benefit. Consulting other colleagues before deciding, and negotiating for the best alternatives are step to ensure equality in representation. These steps help ensure the autonomy of each participating party.

4. Acknowledge Status: "Status refers to our standing in comparison to the standing of others" (95). Positive emotions can be created when status increases self-esteem or the influence over others. Negative emotions arise out of the competition for status. Acknowledging another's status before acknowledging your own, can harbor positive emotions. This acknowledgement can be in a particular status, or the standing within a specific field, if their substantive expertise can be a benefit to the negotiation process. It is important to recognize the limits of status: the opinions of a person with a higher status are not automatically correct.
  
5. Choose a fulfilling role: The main goal is to choose a role that fulfills your needs and standards of appreciation, affiliation, autonomy, and status. The first step to choosing a role is to become aware of your conventional role and shape or expand that role to make it fulfilling. Three important qualities of a fulfilling role are: a clear purpose, which provides an overarching framework to behavior; personally meaningful, incorporates skills, interests, values, and beliefs into a task; not a pretense, the role you are in is not who you pretend to be, but should define who you really are. Remember that not all roles are permanent. Adopting temporary roles are helpful in fostering collaborations.