

Team Work

The team development clock



Systemways.

The team clock¹

Questions

- What are the hours in my team?
What stage of development are we in?
- What can we do to move to the next phase of our team's development?

In a nutshell

This tool can be developed in the following steps:

1. Presentation of the development phases of people, teams, organisations and networks (20 min)
2. Presentation and explanation of the "team development clock" (30 min)
3. Reflection of participants on current location (10 min)
4. Identification of concrete measures and useful behaviours (30 min)
5. Socialisation and/or feedback in plenary (30 min)

Expected changes

Participants...

- know and understand the clock model of team development,
- know the particularities of each phase of team development,
- reflect on their team's current phase,
- develop measures and behaviours useful for their own team.

Application fields

- Development phases
- Teamwork
- Focus on the solution

Outputs

Participants identify measures and behaviours that contribute to good team building

Participants

From 2 to 20 people.

Settings

- Individual
- Pairs
- Group
- Plenary

Tiempo requerido

- 2 hours

Space and other requirements

Noise-free room

Materials

- Large flipchart paper with clock drawing
- Cards with names of each phase
- Cards with descriptions of each phase
- Cards with measurements for each phase
- Flipchart paper with instructions for group work

¹ Heckner, Kathrin; Keller, Evelyne. *Teamtrainings erfolgreich leiten. Fahrplan für ein dreitägiges Seminar zur Teamentwicklung und Teamführung. ManagerSeminare Verlags GmbH. Bonn, 3. Auflage 2013.*

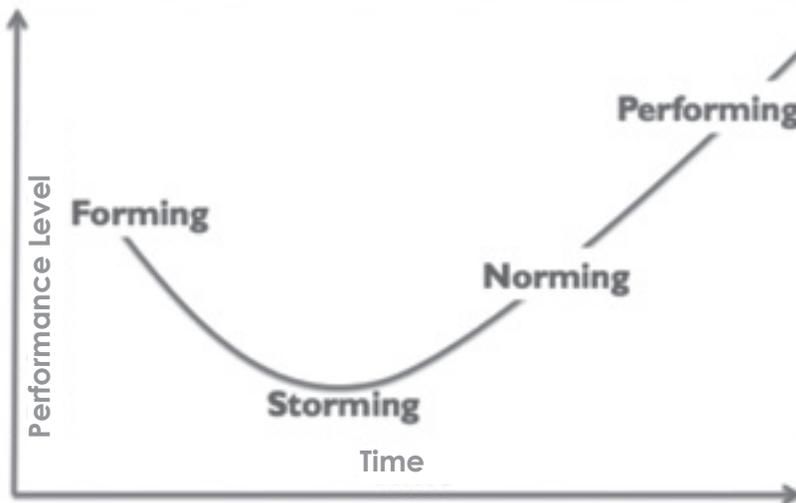
The methodological process... step by step

Introduction

With this exercise the participants receive new insights into the different phases of team development in order to be able to identify and better understand typical group dynamic processes and also to be able to receive support and insights to review and adjust their own behaviour - especially as team coordinator - in the different phases of team development.

The model of the phases of a team was published in 1965 by B.W. Tuckman.

In the following graph, we can observe the evolution of the level of performance and effectiveness of a team in each development phase.



Preparation

Development phases of individuals, teams, organisations and networks

Prepare or print out the development phase cards for each level (see matrix in step 1).

Characteristics of each team clock phase

We need to prepare the following cards:

Forming Phase:

- Gathering, connecting, joining
- Getting oriented
- Getting to know each other
- Adapt

Storming Phase:

- Expressing interest
- Setting limits
- To belong or not?

Norming Phase:

- Establishing rules
- Simplifying collaboration
- Clarifying procedure
- Clarifying mutual treatment
- Defining basis of work

Performing phase:

- Building trust
- Assuming risk
- Proactively exploiting differences
- Leveraging different ways of working
- Holistic success

Measurements for each phase of the team clock

Forming phase:

- Communicate a lot
- Get everyone on board
- Create space for questions
- Radiate competence

Storming Phase:

- Keeping calm
- (De)limiting group dynamics
- Adopting the meta level
- Reflection
- Introduce rules of the game

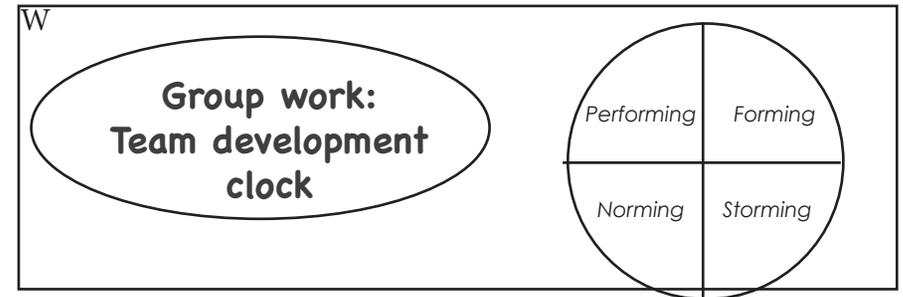
Norming phase:

- Agreements
- Rules
- Objectives
- Tasks
- Transparency of roles

Performing phase:

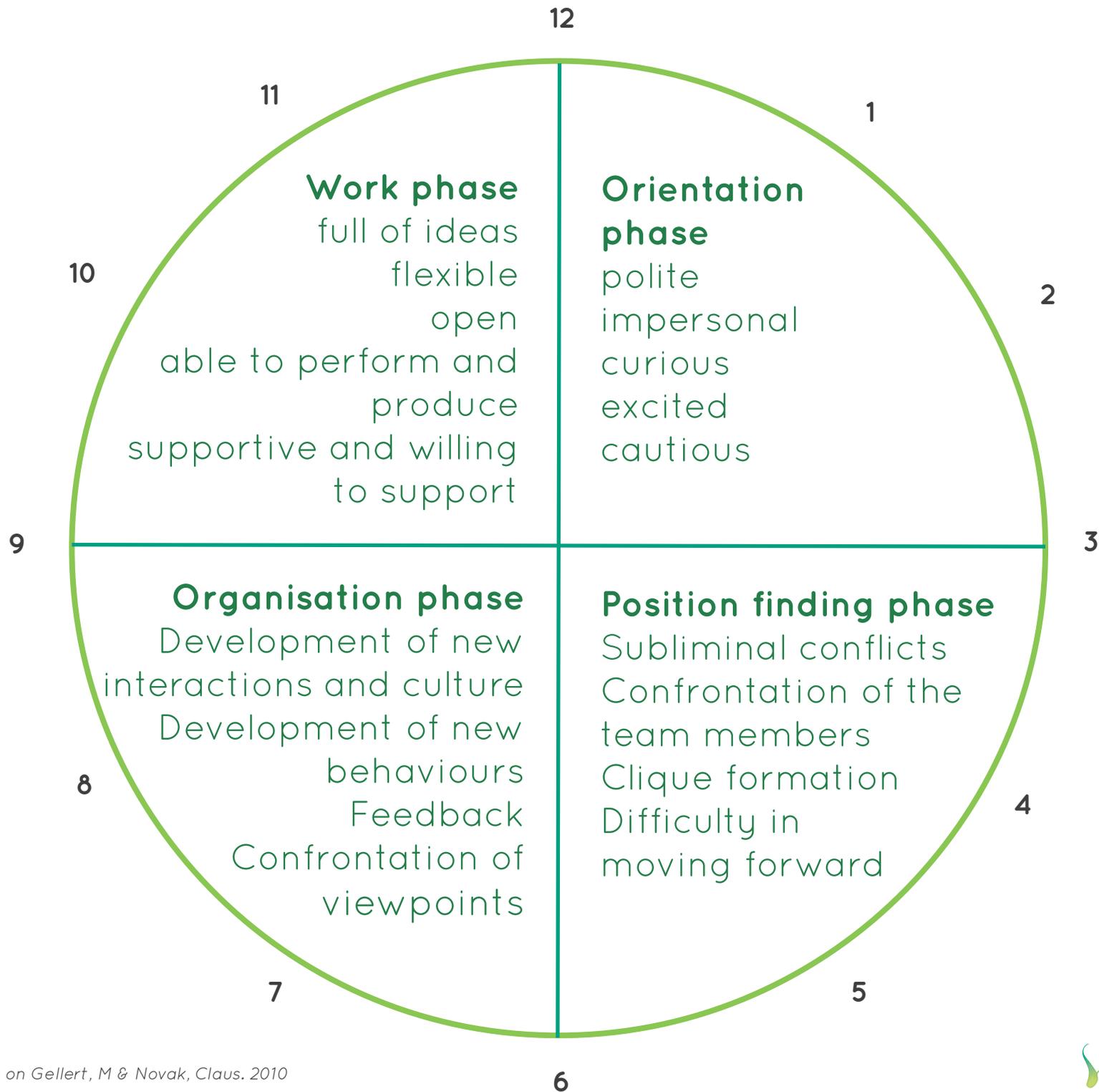
- Positive reinforcement
- Celebrating successes
- Rewarding progress
- ... being even better

Flipchart paper: Instructions for group work



- Please answer the question:
What time is it in our team?
- Write down the time, find a learning partner and justify your decision.
- Role reversal: The learning partner presents their time and justifies their decision. The learning partner presents her/his time on the team clock and explains her/his perspective.
- Reflection:
What specific measures or practices might your team need?
Write down the measures on cards
Place them on your team clock drawing: a flipchart paper with a blank team clock.

Time: 30 minutes





Step 1: Presentation of the development phases of people, teams, organisations and networks

The facilitator presents the different development phases of individuals, teams, organisations and networks and make some configurations with the team members according to the phases they belong to in order to reflect on the complexity of being in different phases of development in different areas of life.

First the facilitator presents the phases of a person's development and asks people to place themselves according to each development phase. She may provoke a brief reflection on the implications of the team configuration for the team, organisation or network.

She then moves on to the phases of team development and similarly asks participants to place themselves in the phase where they consider the current team to be.

Then, she explains the phases of organisational development.

Generally most of the organisations that are accompanied are either still in the pioneering phase or predominantly in the differentiation phase, but with the need to move towards the integration phase which corresponds more to the "Teal" or organisation for complexity models to get organised.

At the same time, organisations are part of networks which also go through their development phases.

The facilitator closes with a reflection on how complex it is to be able to manage the interaction of people at different stages of development in their lives, in different teams that are at different stages of development and in organisations that may be in transition from one stage of development to another. At the same time, the organisation belongs to several networks that are at different stages of development.

Understanding this alleviates some of the anxiety because many times, especially for people with management or leadership responsibilities, we think we are failing when in fact we are facing a highly complex challenge.

The following is a summary of the development phases of individuals, teams, organisations and networks.

Development phases

Person	Receptive phase 0 to 20 years Learning Receiving Unfolding Growing into the world Dependent	Active phase 21 to 41 years old Fighting Being active Experiencing Questioning and confronting the world Independent	Social phase 42 to 62 years old Becoming wise Create Foster Making an impact on the world Responsible	Spiritual phase 63 years to... Being wise Deepening Internalising Freeing oneself from worldly attachments Enabling responsibility
Team	1. Forming Searching for contacts, testing, trying out... What am I worth here? Orientation based on external symbols and standards	3. Norming The group gives itself rules in relation to success, decision, sanctions. Rational determination of guiding ideas and values. "Duality of leadership" for team climate care and experts' authority. Tension between rational and emotional tendencies.	4. Performing Breaking role and style determinations. De-constructing clichés. Developing ideas, potentials and the intentional level for performance and achievement of the proposed results. Becoming a Learning Partnership Being developers.	5a. Reforming The group masters self-renewal Objectives, values, roles, structures, procedures are situationally constructed. Groups can be formed and dissolve quickly and effectively. Being creative in building new team constellations.
	2. Storming Testing combinations of roles Forming sub-groups Fighting for leadership			5b. Closing Project is coming to an end Team members moving off in different directions. Well-being of the group
Organization	Pioneer phase Promoting an informal organisation around people ☛ <i>Transparency of the system</i>	Differentiation phase Construction of an apparatus possible to dominate and direct ☛ <i>Human relations</i>	Integration phase Development of a holistic whole organism ☛ <i>Environmental problems</i>	Association Connecting and networking the organisation with its environments ☛ <i>Power blocks</i>
Network	Initiation phase Initiation phase Network development plan Network rules Decision-making structures Communication Installation	Stabilization phase External cooperations Team building Clarification of competencies Product/service/output/results development Process coordination Knowledge management	Constancy phase Gaining partners Staff/team development Sectorial expansion Expansion of the network Expansion of the intranet Quality control	Dissolution



Step 2: Presentation and explanation of the “team development clock”.

The facilitator introduces the next step:

“Now we are going to delve into the different phases of team development. Teams are living systems that are born, grow and continue evolving. During this journey, teams go through certain development phases, similar to human beings. The “team development clock” makes this phase visible, which I am going to present to you now”.

Forming phase

Every team, and also every group of trainees in a workshop, starts with “Forming” or an “Orientation Phase”. In this initial phase, the team first starts to get together, the team members get to know each other and orientate themselves. This is also valid for existing teams with a routine when they are starting a new project or undertaking a completely new task or integrating a new team member.

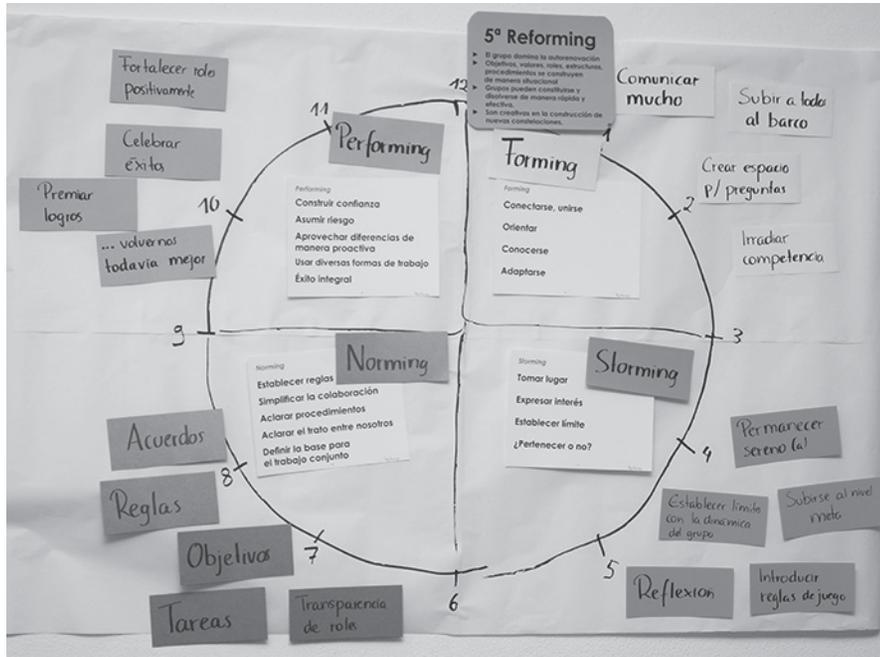
In our case it was the phase when we started this course or workshop with the connection phase starting with some exercises to know each participant. Generally at this point we are still careful and even if we don't like something, we still wait to see how things will evolve and we don't yet position ourselves in the first line of fire when there is a disagreement. This does not have to be generalised for most participants.

During the forming phase, the mood can still be perceived and described as polite, impersonal, tense and careful.

Storming phase

The forming phase is followed by the storming phase, which can also be referred to as the struggle phase or the positioning phase.

For the storming phase, turbulence and critical discussions are more than typical. The team has been established and tensions and differences of opinion arise. Power, status and competence struggles are not uncommon.



Storming phase

This is followed by the "storming" phase, which can also be referred to as the struggle phase or the positioning phase. For the storming phase, turbulence and critical discussions are more than typical. The team has been established and tensions and differences of opinion arise. Power, status and competence struggles are not uncommon.

During storming, all team members take their place in the team and for some this can be associated with conflicts. When during the "forming" phase, the members rather adapt, begin to set boundaries, they mark their territory during the "storming".

The facilitator connects again and again the clock of team development with the participants' own experience.

The team members clearly express their interests as well as their concerns and fears. Typical for this phase is also the formation of sides or sub-groups and the question whether I as a team member belong to the team or not.

The storming phase is characterised by covert conflicts, confrontations, the formation of sides and a very difficult progress as a team.

Norming phase

The next phase of team building is called the "norming phase" or the "organising phase".

Norming is the phase in which the team agrees on joint rules and norms. Objectives, tasks and roles within the team are made transparent and fairly distributed.

Forms of mutual support, a feeling of "we-ness" and team cohesion are created. Contradictions and competitive thinking are reduced and deconstructed and cooperations emerge.

Team members are willing to share their knowledge with everyone.

During "norming", the focus is on the manifestation of new ways of dealing with each other and developing an own team culture, the development of new behaviours, constructive give and take of feedback and a confrontation of points of view - and not of persons.

Performing phase

The fourth and final phase of the team building process is the "performing" or "integration phase".

In this phase the trust in the group is broadened and deepened. The team is willing to take certain risks and has learned to draw on the strengths of colleagues.

Role behaviour is flexible and situationally adapted to the respective framework conditions. For the team, holistic success is important - individual performance becomes less and less important.

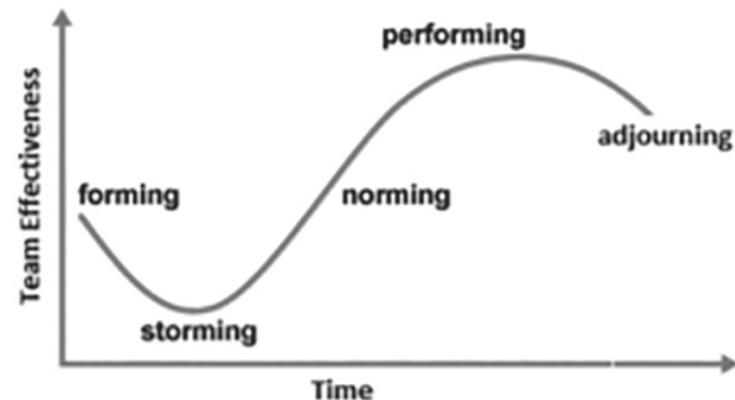
During "performing" the mood is described as full of ideas, flexible, open and productive, as well as supportive and supportive.

What' next?

Now, there might be three scenarios:

- The team continues working on a new project or new team members join the group, and a re-performing or adjourning phase is needed. One team cycle finalizes and a new one is going to start.
- New people are joining the team, so the team clock starts again with a new forming process.
- The team finalizes its task, or is being dissolved, thus, a closure is needed.

Now, Tuck's initial graph might look rather like this one:



Adjourning phase

Traits of Adjourning include a shift to process orientation, sadness, and recognition of team and individual efforts. Strategies for this phase include recognizing change, providing an opportunity for summative team evaluations, and providing an opportunity for acknowledgments.

This stage of a group can be confusing and is usually reached when the task is successfully completed. At this stage, the project is coming to an end and the team members are moving off in different directions.

This stage looks at the team from the perspective of the well-being of the team instead of the perspective of handling a team through the original four stages of team growth.

In any case, a good closure of a team cycle or of the team's dissolution is needed.

Behaviour and practices when self-organizing, accompanying and/or coordinating the team during the journey through each phase.

Once the facilitator has described each of the phases, she now complements this explanation with the previously prepared cards with measures or practices.

Now that you are familiar with each of the phases, you may wonder how you can behave appropriately in each phase in order to support your team on the way to the performing phase. Here are some recommendations:

- In the forming phase it is important to communicate a lot and to get everyone on board of the team ship, to create space for questions and of course to give honest and authentic answers and to radiate competence and capacity.
- In the storming phase it is important to remain calm, to distance oneself from the group dynamics and to adopt the "goal" position and to reflect together with the team on what processes are currently taking place. It is useful in this phase to introduce ground rules for interpersonal coexistence. And don't forget: even if this phase is turbulent and energy-sapping - it is an indispensable phase for the successful development of the team.

- In the "norming" phase, agreements, rules, objectives, tasks and role transparency should be the focus and the team should work on the joint elaboration of these points. The GRPI model can be useful for this.
- In the phase of "performing" it is important to reinforce team members in their performance, to celebrate successes and to consciously and explicitly highlight the team's progress.

Team management

When working in a team, it is decisive that the team coordinator or advisor is aware of the current phase of his or her team in order to be able to accompany and guide it well. Only if the implemented measures fit into the respective phase, they will bear fruit.

A team in the "storming" phase will only take risks or put its trust in other colleagues with resistance. If a team has reached the "performing" phase, this does not mean that everything will run by itself from now on. The team's development clock has a tendency to turn back if we do not consciously wind the clock again and again.

Therefore, it is also important to continue to evolve during the "performing" phase, to actively encourage the exchange between team members and to make an evaluative stop in between.



Step 3: Participants' reflection on the team's current location

Now, let's look at the team development phases.

First you will have the opportunity to think about what time it is in your team.

Please reflect briefly, look again at the different phases with their particularities and write down on a card the current "time" of your team.

Then present to a learning partner of your choice the time you have decided on and explain your decision regarding the time selected.

Now swap roles with your learning partner and now he or she presents you his or her time with the corresponding explanation.

Step 4: Identification of concrete measures and useful practices or behaviours

As a next step, both learning partners think about which concrete measures would be good for their respective teams in the current phase and which behaviours would be conducive.

The facilitator asks them to write down at least one concrete measure, practice or behaviour on separate cards and to place them on top of their team's picture (if they have drawn it before).

The learning pair has 30 minutes to work on this.

The facilitator actively accompanies the teams and should pay special attention that in the case of concrete measures they are really measures and not abstract goals.

- An abstract objective is, for example: "Improve the atmosphere in the team through events".
- A concrete measure would be: "Organise a monthly joint lunch".

Step 5: Socialisation and/or feedback in plenary

The facilitator asks the learning partners to briefly present the results of their work, i.e. the current status of their team and the concrete measures resulting from it.

We can do this directly with the team pictures, so that we have the respective information and backgrounds at hand.

Please listen carefully and think about whether you can imagine the usefulness of the proposed ideas based on the available information about the respective team. If something is not clear to you, please ask the respective team member immediately.

The facilitator guides the time available: 2 minutes per team image.

Through the exchange, the participants can further deepen the technical input and concretise the respective team situations. They can learn a lot through comparison with other teams.

The open exchange strengthens trust with other teams.

The plenary round also fosters the commitment to implement the measures presented.

Recommendation to go deeper

The facilitator may ask the workshop participants what phase the group is in now, i.e. what time it is in the workshop team. She or he distributes cards and asks the participants to write down the time that they think is correct. Then briefly present the time. Usually very different times are mentioned on the team clock.

The facilitator can now ask about the reasons for choosing one time or the other. A lively discussion about the “team development clock” model usually takes place here.

Throughout the workshop, the facilitator can always ask at appropriate moments about the time on the “team development clock”, about the phase the team is in now and whether the clock is moving forward through the exercises.

The time usually moves towards 12 noon and the participants experience the team clock directly with their own development as a workshop team.



Sources

Sources

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*Teamtrainings erfolgreich leiten.
Fahrplan für ein dreitägiges Seminar zur Teamentwicklung
und Teamführung.*
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Bonn, 3. Auflage 2013.

Bibliography for further reading

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Development Sequence in Small Groups.
Psychological Bulletin, Volume 63, Issue 6, 1965, 384-399.

Elaboracion

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What is the Systemic Toolbox?

Dear reader, dear reader:

This methodological tool forms part of a Systemic Toolbox with the objective of “tropicalising”, systematising and disseminating the systemic approach in the context of the Global South and/or the cooperation between organisations from both hemispheres in an interactive way.

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