Stages of Team Development
Each team will experience all four stages of development. Not all teams will choose a leader. In that situation, the team must establish a collaborative process for getting through the stages. It will require open communication and trust to get to a level of Norming or Performing.

FORMING - Meeting

Leader: team identifies leader who will help define processes

Behaviors: team learns more about its assigned task and each other; individual roles are not known; guidelines and ground rules are established

STORMING - Disagreeing

Leader: guides team toward clear goals, acceptance of behaviors, and mutual feedback

Behaviors: individual expression; open conflict; low trust; focus on details of conflict instead of resolutions

NORMING - Adjusting

Leader: continues to encourage participation and professionalism of group

Behaviors: work habits develop that support group goals; mutual trust and motivation; relationships among team members grow

PERFORMING - Functioning

Leader: becomes a facilitator of group goals and processes

Behaviors: high levels of loyalty, participation, and group decision-making; interdependence increases; personal growth is encouraged by team members
Where It All Goes Wrong: 
*The Five Dysfunctions of a Team* by Patrick Lencioni

**Teams with an absence of trust**
Conceal their weaknesses and mistakes from one another / Hesitate to ask for help or provide constructive feedback / Hesitate to offer help outside their own areas of responsibility / Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them / Fail to recognize and tap into one another’s skills and experiences / Waste time and energy managing their behaviors for effect / Hold grudges / Dread meetings and find reasons to avoid spending time together

**Teams that fear conflict**
Have boring meetings / Create environments where back-channel politics and personal attacks thrive / Ignore controversial topics that are critical to team success / Fail to tap into all the opinions and perspectives of team members / Waste time and energy with posturing and interpersonal risk management

**A team that fails to commit**
Creates ambiguity among the team about direction and priorities / Watches windows of opportunity close due to excessive analysis and unnecessary delay / Breeds lack of confidence and fear of failure / Revisits discussions and decisions again and again / Encourages second-guessing among team members

**A team that avoids accountability**
Creates resentment among team members who have different standards of performance / Encourages mediocrity / Misses deadlines and key deliverables / Places an undue burden on the team leader as the sole source of discipline

**A team that is not focused on results**
Stagnates & fails to grow / Rarely defeats competitors / Loses achievement-oriented employees / Encourages team members to focus on their own careers and individual goals / Is easily distracted
The 90% Factor

Choose the statement in each pair of the 18 statements you think most accurately expresses how other people see you. When people may perceive you in both statements, respond with the statement that would represent the majority even if it is small such as 51%.

Each inventory item has a word in it that suggest a comparison “more, less, louder, softer, slower, quicker,” and so forth. In each case, think of a comparison based on more than or less than half the population.

1. □..........................More likely to lean backward when stating opinions
   □..........................More likely to be erect or lean forward when stating opinions

2. □.....................Less use of hands when talking
   □.....................More use of hands when talking

3. □........................Demonstrates less energy
   □........................Demonstrates more energy

4. □..................More controlled body movement
   □..................More flowing body movement

5. □........................Less forceful gestures
   □........................More forceful gestures

6. □..................Less facial expressiveness
   □..................More facial expressiveness

7. □........................Softer-spoken
   □........................Louder voice

8. □..................Appears more serious
   □..................Appears more fun-loving

9. □........................More likely to ask questions
   □........................More likely to make statements
10. □…………..Less inflection in voice
   □.........More inflection in voice

11. □………………Less apt to exert pressure for action
    □………………More apt to exert pressure for action

12. □…………..Less apt to show feelings
    □.........More apt to show feelings

13. □………………More tentative when expressing opinions
    □………………Less tentative when expressing opinions

14. □…………..More task-oriented conversations
    □.........More people-oriented conversations

15. □………………Slower to resolve problem situations
    □………………Quicker to resolve problem situations

16. □…………..More oriented towards facts and logic
    □.........More oriented towards feelings and opinions

17. □………………Slower-paced
    □………………Faster-paced

18. □…………..Less likely to use small-talk or tell anecdotes
    □........More likely to use small-talk and tell anecdotes

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ASK | TELL | TASK | PEOPLE

Add up the number of boxes you checked based on color and list that score to the left. If you’re having trouble with the colors, count the boxes in each column. Start on the outside and then move inward for the four columns.
The 90% Factor

**Tell-Directed**
- Speaks quickly and firmly
- Often interrupts
- Often uses voice for emphasis
- Uses declarative statements
- Tends to lean forward

**People-Directed**
- Talks more about people and relationships
- Uses broad expansive body language
- Shows feelings

**Task-Directed**
- Talks more about tasks and facts
- Uses minimal body gestures
- Narrow range of feelings
- Limited facial expressions
- Tends to lean forward

**Ask-Directed**
- Speaks deliberately, often pausing
- Seldom interrupts
- Seldom uses voice for emphasis
- Makes many conditional statements
Combining Preferences

**Expressive**
- Fast-paced; outgoing; enthusiastic
- Willing to take risks
- Direct and open
- Collaborative
- Adapts to others' needs

**Relater**
- Careful, yet cooperative
- Establishes trusting relationships
- Sensitive to others' needs
- Values shared decisions
- Prefers interactive decision-making

**Driver**
- Knowledgeable and forceful
- Goal-oriented
- Tends to act quickly
- Confronts issues directly
- Expects others to listen

**Analytical**
- Technically-oriented
- Prefers systematic approach
- Analyzes facts and evidence
- Approaches others with caution
## Quick Reference

<table>
<thead>
<tr>
<th></th>
<th>EXPRESSIVE</th>
<th>DRIVER</th>
<th>RELATER</th>
<th>ANALYTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to Recognize:</strong></td>
<td>They get excited</td>
<td>They like their own way; they are decisive and hold strong viewpoints</td>
<td>They like positive attention, to be helpful, and to be regarded warmly</td>
<td>They seek data, ask many questions, and behave methodically and systematically.</td>
</tr>
<tr>
<td><strong>Tends to Ask:</strong></td>
<td>Who? (the personal dominant question)</td>
<td>What? (the results-oriented question)</td>
<td>Why? (the personal non-goal question)</td>
<td>How? (the technical analytical question)</td>
</tr>
<tr>
<td><strong>What They Dislike:</strong></td>
<td>Boring explanations or wasting time with too many facts</td>
<td>Someone wasting their time or someone trying to decide for them</td>
<td>Rejection, when they are treated impersonally with uncaring &amp; unfeeling attitudes</td>
<td>Making an error, being unprepared, spontaneity</td>
</tr>
<tr>
<td><strong>Reacts to Pressure and Tension By:</strong></td>
<td>&quot;Selling&quot; their ideas or becoming argumentative</td>
<td>Taking charge; taking more control</td>
<td>Becoming silent; they will withdraw and become introspective</td>
<td>Seeking more data &amp; information</td>
</tr>
<tr>
<td><strong>Best way to Deal With:</strong></td>
<td>Get excited with them; show emotion</td>
<td>Let them be in charge</td>
<td>Be supportive; show you care</td>
<td>Provide lots of data &amp; information</td>
</tr>
<tr>
<td><strong>Likes To Be Measured By:</strong></td>
<td>Applause, feedback, and recognition</td>
<td>Results and goal-oriented</td>
<td>Friends and close relationships</td>
<td>Activity that leads to results</td>
</tr>
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<td><strong>Must Be Allowed To:</strong></td>
<td>Get ahead quickly; they like challenges</td>
<td>Be competitive; they like to win</td>
<td>Relax, feel, care, and know you care</td>
<td>Make decisions at their own pace, and not feel cornered or pressured</td>
</tr>
<tr>
<td><strong>Will Improve With:</strong></td>
<td>Recognition and some structure with which to reach the goal</td>
<td>A position that requires cooperation with others</td>
<td>Structure of goals and methods for achieving each goal</td>
<td>Interpersonal and communication skills</td>
</tr>
<tr>
<td><strong>Likes to Save:</strong></td>
<td>Effort; they rely heavily on hunches, intuition, feelings</td>
<td>Time; they like to be efficient and to get things done now</td>
<td>Relationships; friendships mean a lot to them</td>
<td>Face; they hate to make an error, to be wrong, or to be caught without enough info</td>
</tr>
<tr>
<td><strong>For Best Results:</strong></td>
<td>Inspire them to achieve bigger and better accomplishments</td>
<td>Allow them freedom to do things their own way</td>
<td>Care; provide detail, specific plans, and activities to be completed.</td>
<td>Structure a framework or track&quot; to follow.</td>
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SDI & Communication

Note:
SDI identifies the motivation a person has for behaving in a certain way. The communication style in each area represents what would most likely be associated with the identified motivational value system. However, the use of various communication styles is common as it is necessary for new approaches to be used in certain situations to achieve favorable outcomes.
<table>
<thead>
<tr>
<th>MOTIVATIONAL VALUE SYSTEM</th>
<th>STRENGTHS / VALUED RELATING STYLE</th>
<th>ENGAGING ENVIRONMENT</th>
</tr>
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<tbody>
<tr>
<td><strong>Blue: Altruistic-Nurturing</strong></td>
<td>Being open and responsive to the needs of others... Seeking ways to bring help to others... Trying to make life easier for others... Trying to avoid being a burden to others... Ensuring others reach their potential... Ensuring others are valued... Defending the rights of others</td>
<td>Open, friendly, helpful, considerate, supportive, enhancing, trusting, socially sensitive, sincere, loyal, compassionate, respectful, humanitarian... Being needed... Being appreciated</td>
</tr>
<tr>
<td><strong>Red: Assertive-Directing</strong></td>
<td>Competing for authority, responsibility, and positions of leadership... Exercising persuasion... Being alert to opportunity... Claiming the right to earned rewards... Striving for immediate action... Accepting challenges... Accepting risk-taking as necessary and desirable... Demonstrating competitiveness</td>
<td>Progressive, innovative, evocative, challenging, fast-moving, stimulating, competitive, creative... New levels of opportunity... Potential for personal advancement and development... Personal material rewards available... Potential for winning... Verbally stimulating... Self-projection</td>
</tr>
<tr>
<td><strong>Green: Analytic-Autonomizing</strong></td>
<td>Being objective... Being correct... Being principled... Being in control of one’s emotions... Being practical... Being cautious and thorough... Being fair... Being resolute... Being serious... Being their own “judge and jury”... Being their “own person”... Thinking things through before acting</td>
<td>Clarity, logic, precision, utility, durability, efficiency, reliability, organized... Self-reliance, individualism, self-dependence... Effective use of resources... Individual decision making... Clear, supportable, authentic criteria for decision making... Time to explore options... Opportunity for economy... Researched recommendations</td>
</tr>
<tr>
<td><strong>Red-Blue: Assertive-Nurturing</strong></td>
<td>Actively seeking opportunities to help others... Persuading others to ensure maximum growth and development of others... Being open to proposals for creating welfare and security for others... Creating enthusiasm and support in tackling obstacles to success</td>
<td>Openness, mentoring, enthusiastic, friendliness, sincerity, trust, compassion... Respect for others... Supporting the underdog... Positive, progressive initiatives for the growth and development of others</td>
</tr>
<tr>
<td><strong>Red-Green: Judicious-Competing</strong></td>
<td>Providing rational leadership that can assess risks and opportunities... Being decisive and proactive when all the facts are in... Challenging opposition through thoughtful process and strategy</td>
<td>Strategic, determined, planning... Complex, challenging tasks requiring expertise... Environment that offers recognition for achievement... Availability of technical resources... Opportunities to lead and to develop winning strategies</td>
</tr>
<tr>
<td><strong>Blue-Green: Cautious-Supporting</strong></td>
<td>Building effective processes and resources to protect or enhance welfare of others... Offering assistance for greater self-sufficiency and independence... Supporting activities that lead to growth... Fighting for principles that are fair</td>
<td>Conscientious, patient, congenial... Environment that respects individuals, fairness, and resources... Opportunities to encourage growth, independence, and bring forth the best in others... Tasks that require thoughtful analysis to aid those in need</td>
</tr>
<tr>
<td><strong>Hub: Flexible-Cohering</strong></td>
<td>Being curious about what others think and feel... Being open minded and willing to adapt... Experiments with different ways of acting... Considers multiple perspectives and options... Likes to know a lot of people... Likes to be known by a lot of people... Likes to be known as flexible</td>
<td>Friendly, involving, sociable, democratic, playful, changing, flexible... Encouraging interaction... Being heard and listening... Sensitivity to feelings... Consensus-building</td>
</tr>
</tbody>
</table>
Team Behaviors
Consider ideas about productive and disruptive group behavior. Select ideas that best represent what YOU feel is important to team performance (see examples below, however, feel free to add ideas that are important to you!)

<table>
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<th>Communication</th>
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<tbody>
<tr>
<td>Listen to one another and ask appropriate questions</td>
</tr>
<tr>
<td>Do not interrupt</td>
</tr>
<tr>
<td>Disagree agreeably and with respect</td>
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<tr>
<td>Be open to new ideas instead of saying no immediately</td>
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<tr>
<td>Criticize ideas, not people – never make it personal</td>
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<tr>
<td>Respect team confidentiality – it is in poor taste to speak poorly about anyone</td>
</tr>
<tr>
<td>Bring points of contention/issues to the team table when they are recognized</td>
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</tbody>
</table>

<table>
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</thead>
<tbody>
<tr>
<td>Treat each other with respect in body language and words</td>
</tr>
<tr>
<td>Be genuine</td>
</tr>
<tr>
<td>Keep your sense of humor</td>
</tr>
<tr>
<td>Show each other common courtesies</td>
</tr>
</tbody>
</table>

Meeting Methods
Select ideas that you feel would improve teamwork sessions. Feel free to add new ideas!

- Start on time and end on time.
- Have an agenda. Keep it posted publicly during the session.
- Include expected outcome on agenda items.
- Take minutes.
- Stay on task. Keep it fun!
- Review action items at every meeting.
- Review new action items and decisions prior to ending a meeting.
- Decide agenda of next meeting before ending each session.
- Involve absent team members on team decisions.
About the Neeley Professional Development Center

The Professional Development Center (PDC) provides the strategy, support, and resources for student talent development. Succeeding in today’s dynamic workplace requires an ability to effectively manage interpersonal and team relationships on a global scale. With an emphasis on self-awareness, the PDC equips students with the skills necessary to establish themselves as business professionals capable of communicating their thoughts, ideas, and opinions to influence others and achieve goals. M.J. Neeley established the center, originally called the Center for Productive Communication, in 1987. He owned many businesses and had the foresight to understand the critical role communication has in business.

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- Business Writing
- Productive Group Meetings