Chapter 6

FACILITATING COLLABORATIVE TEAMS

TOOLS

Where are we?

Teachers in our school meet at least weekly in collaborative teams to discuss teaching and learning.

STRONGLY AGREE   AGREE   NOT SURE   DISAGREE   STRONGLY DISAGREE

Teachers are more comfortable working independently in our school.

STRONGLY AGREE   AGREE   NOT SURE   DISAGREE   STRONGLY DISAGREE

Our school faculty has established agreements about how staff members treat one another.

STRONGLY AGREE   AGREE   NOT SURE   DISAGREE   STRONGLY DISAGREE

Teachers use structures and processes for making their collaborative work efficient and productive.

STRONGLY AGREE   AGREE   NOT SURE   DISAGREE   STRONGLY DISAGREE

Collaborative professional learning teams are not a result of luck or magic. Rather, they result from discipline and commitment. A team is a collection of individuals who commit to working together to accomplish a common goal. Team members choose to share their individual knowledge, talents, and expertise so that the team benefits. Teams have systems to ensure that they are productive and effective, engage in intentional team building, and conduct regular assessments of their work and their functioning as a team. On a good team, members make the inner workings of the team seem invisible and effortless, while below the surface structures and processes are in place to ensure the smooth operation of the team.

Teams, working collaboratively to advance professional learning and student success, often have set clear agreements about the roles and responsibilities of their members, routinize structures and processes to make their work more effective and efficient, share leadership, and value working collaboratively. This chapter identifies tasks that generally help teams increase their efficiency and effectiveness. These methods are:

- Identifying roles and responsibilities;
- Establishing agreements;
- Sharing leadership;
- Creating and maintaining a sense of team; and
- Understanding stages of team development.

Identifying roles and responsibilities

Teams, to be successful, require some structure. One way teams reach success is to determine roles and responsibilities for team members. Typical roles include facilitator, recorder, timekeeper, and team member. While other roles can be added, these are the most basic and common.

Team member. A team member is an active part of the collaborative team. Members support the work of the team by staying focused on the agenda, purpose, and goal of the team. They actively engage in the team's work and monitor their own behavior(s) so that they adhere to the team's agreements. They assist the facilitator and other team members to accomplish the work of the team. They recognize that they have a responsibility for the team's success.

Facilitator. A facilitator is responsible for the process of the meeting. Together with the team, the facilitator sets the agenda and determines what design for learning will be used to accomplish the team's work. She or he calls the team's meeting to order, ensures the agreements are honored, moves the team through the agenda so that all items are addressed as planned, maintains the safety of the team for all members, and helps team members stay focused on the agenda and the team's success. The facilitator remains neutral so that she or he is open to all perspectives and ensures fairness and equity in the team's interactions. The facilitator may become a member of the team if necessary. Where this occurs, it is essential for the facilitator to state that she or he is stepping out of the role of the facilitator to assume the role of team member.

Recorder. The recorder maintains a record of the team's interactions and decisions. The recorder, with the help of the team members, completes the team meeting log. The team collectively decides how extensive its record will be. In some cases, the record is a summary of decisions and key points. In other cases, the record includes more extensive description of the discussion

and viewpoints presented. The recorder may opt to serve as both a team member and as recorder if the team is comfortable with this dual role and if she or he can simultaneously maintain the record of the meeting and participate. The recorder's challenge is to use the language of the team and to maintain neutrality in how the team's proceedings are logged.

Timekeeper. The timekeeper's role includes informing the team about the time. Agenda items may have specific time limits. In this case, the time keeper helps the team know how time is progressing and gives a signal when time is running out. The team may decide to table discussions that can't be finished in the allotted time or to extend the time for certain items while adjusting it on other agenda items. When teams work together over time, they become more efficient with time usage; however, the role of the timekeeper remains an important one to ensure the team's success.

Establishing agreements

A major contributor to any team's success is its willingness to take time early on to establish clear agreements about member behavior. Sometimes called norms, these agreements are central to the team's productivity.

All teams have agreements that emerge over time. When teams fail to establish explicit agreements, implicit ones emerge. These agreements can either help or hinder a team's success. According to Daniel Goleman, Richard Boyatzis, and Annie McKee (2002), agreements or norms:

- Provide psychological security within teams that allows team members to feel interpersonal safety;
- Prevent problems that often interfere with a team's ability to be creative and fully functioning;
- Separate a loose collection of individuals from a high-performing team;
- Maximize the team's emotional intelligence;
- Contribute to the team's ability to self-manage; and
- Address two elements of a team's emotional reality: inclusion dynamics and members' roles.

There are several areas in which teams might set agreements. These areas include time, location, communication processes, and structures. Sample agreements for each area are listed below:

Time:
- The meeting will start and end on time.
- All members are ready, present, and prepared to initiate their work on time.

Location:
- Team members will meet in each other's classrooms on a rotating basis.
- Meetings will be in the library conference room unless otherwise arranged.

Communication:
- Team members will listen with respect to all ideas.
- Team members will balance inquiry (search for understanding) and advocacy (intent to persuade).

Members' responsibilities:
- All members will participate.
- Teams members are responsible for monitoring their own and one another's adherence to the team's agreements.

Decision making:
- We will make all decisions by majority (75%) after all views have been aired.

Creating and maintaining a sense of team

When teams come together, they are merely a collection of individuals. However, over time, as teams work together with a clear purpose and with success, they will develop a deep sense of interdependence. Team members benefit from some basic understanding of how teams develop and the stages of team development. This latter topic is addressed in the next section.

Creating a sense of team.

Teams develop over time. Initially, when people form a team, they are a collection of individuals who have their own perspectives, frames of reference, and goals. Members' interactions are characterized as congenial. Typically, in the early stage of team development, members are polite to one another. Soon, however, these interactions shift as members begin jockeying for recognized leadership or status within the group. When this happens, conflicts emerge. Teams unfamiliar with the stages of team development and unskilled in working collaboratively will simply choose to leave the team because their experience is uncomfortable. If teams have some skills to resolve differences and have persistence to work through difficult issues, they will jell and become a genuine team.

As they work together, team members develop a shared perspective, experiences, and common goals. However, the road from individuals to teams is not easily traveled. The best way to develop a sense of team is to understand one another.

Maintenance of a sense of team

Once agreements are set and an initial sense of
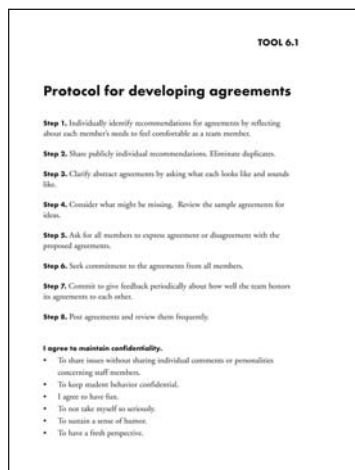
Tool 6.1

Tool 6.2

Tool 6.3

Tool 6.4

team is built, another important part of this work is to determine how to maintain the team. To develop, teams benefit from feedback about how well they are functioning. Early in the team's work, it is helpful to take a few minutes at the end of each meeting to assess team members' adherence to the agreements. Then, over time, teams may schedule opportunities for feedback. Tool 6.1 is a protocol to guide the development of agreements. Tool 6.2 is a survey that might be used to assess a team's productivity.

Understanding stages of team development

Teams essentially move through four stages of development. Tuckman (1965) identified the four stages as Forming, Storming, Norming, and Performing. With some understanding, teams can accelerate their team's development by understanding these stages. Each stage is described below.

Forming: The first stage of team development occurs when teams form. It can easily be represented as a group of individuals who come together and who are questioning their place within the team, the purpose of the team, their contribution to the team, and their commitment to the team's work.

Storming: As the purpose, required level of commitment, place, and needed contribution become clear,

reality sets in for team members. Team members experience some disagreement, even conflict, about their individual influence in the team and/or about beliefs related to and direction of the work and the processes they use to accomplish the work, etc. "Groups begin to change [be productive] only when they first have fully grasped the reality of how they function, particularly when individuals in the group recognize that they're working in situations that are dissonant or uncomfortable" (Goleman, Boyatzis, & McKee, 2002, p. 172).

In some cases, as teams face the storming stage, they lack the support, skills, or persistence to work through these disagreements. When they do commit to work through these challenges, they move to the next stage of development.

Norming: Even though team members establish agreements when they first come together, after they move through the storming stage, it is helpful for them to revisit those agreements, refine them, and extend them to reflect what they have learned in the storming stage. The norming stage brings the team together not as a collection of individuals, but rather as a team with shared vision, goals, and commitment. Team members recognize the value of working in a team.

Performing: When teams reach this stage, they become highly productive. This is because the effort to

form a team can now be directed to the work of the team. Because there is synergy among team members, their work is easier when done collaboratively, and they prefer to be in the team because it is both personally rewarding and highly productive.

Tool 6.3 is a brief article about the stages of team development. Tool 6.4 is a survey to help teams assess their current stage of development. When team members know their team's present stage of development, they can focus on developing their team.

Tool 6.5 is a template that team members might use to record the agreements they make about teamwork and membership. For example, team members might agree that a member who misses a team meeting is responsible for talking with another team member to learn about the meeting. When the agreements are finalized, team members also decide when they will set aside time to revisit their agreements and make desired revisions.

Once a team determines its stage of development, Tool 6.6 offers suggested strategies for working with a team at each stage of development. The notes section of Tool 6.6 stresses what is most important to teams at each developmental stage.

Successful teams are those that make a commitment to their own development. When team members invest energy and time into developing and maintaining a sense of team, they will be more satisfied with their

Tool 6.5

Tool 6.6

work and produce better work. In *The Wisdom of Crowds,* author James Surowiecki asserts that teams are more successful than individuals in making decisions. "Groups work well under certain conditions, and less well under others. Groups generally need rules to maintain order and coherence, and when they're missing or malfunctioning, the result is trouble" (p. xix).

References

Goleman, D., Boyatzis, B., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence.* Boston: Harvard Business School Press.

Surowiecki, J. (2004.) *The wisdom of crowds.* New York: Doubleday.

Tuckman, B. (1965). Developmental sequence in small groups, *Psychological Bulletin, 63,* 384-399.

TOOL 6.1

Protocol for developing agreements

Step 1. Individually identify recommendations for agreements by reflecting about each member's needs to feel comfortable as a team member.

Step 2. Share publicly individual recommendations. Eliminate duplicates.

Step 3. Clarify abstract agreements by asking what each looks like and sounds like.

Step 4. Consider what might be missing. Review the sample agreements for ideas.

Step 5. Ask for all members to express agreement or disagreement with the proposed agreements.

Step 6. Seek commitment to the agreements from all members.

Step 7. Commit to give feedback periodically about how well the team honors its agreements to each other.

Step 8. Post agreements and review them frequently.

Sample team agreements

Example 1

- Be open and honest — say what you think and feel during the meeting, not in the parking lot.
- Individual comments are confidential.
- Be aware of your level of participation. Allow equal air time for each member so the discussion is fair share.
- Treat each person as an equal.
- Have fun.
- Set vested interests aside.
- Focus on being a change agent.
- Assist each other to be productive team members.
- Listen to understand others' perspectives.
- Respect others' ideas and perspectives.
- Speak directly to the appropriate person(s) when a need to confront, challenge, disagree, etc., occurs.

Example 2

I agree to place the interest of students at the forefront of all discussions and decisions.
I agree to share responsibility of making and supporting decisions.

- To take responsibility for contributing time and effort necessary to reach the best decision.
- To utilize a system ensuring that everyone gets a turn to talk.
- To participate without dominating.
- To be open and honest in a positive, constructive way.
- To share rationale for my perspective and/or decisions.

I agree to listen, honor, and respect all perspectives.

- To listen with respect, empathy, and an open mind.
- To try to understand all sides of an issue.
- To treat each other with dignity.
- To avoid judgmental comments.
- To honor the individuality of all community members.
- To try to understand and appreciate all the different roles in the school.
- To treat all staff members as equals.

I agree to handle conflicts as they arise in a responsible way.

- To find out what each member involved needs.
- To be willing to brainstorm different options or solutions.
- To set aside vested interests that interfere with solving the problem constructively and mutually.

I agree to be accountable for the decisions and assignments.

- To be accountable for and support the team's decisions even if I do not agree with them.
- To follow through on agreed-upon assignments.

TOOL 6.2

Building effective teams

Members of effective teams are committed to group goals above and beyond their personal goals and understand how the team fits into the overall business of the organization. Team members trust each other to honor commitments, maintain confidences, and support team goals, and they feel a sense of partnership with each other despite differences and disagreements.

On effective teams, everyone has a role and participates in achieving consensus on action plans, and every effective team has a clear purpose, established communication methods, agreed-upon ways of dealing with problems, planning procedures, regular meetings, and meeting agendas and minutes.

The following survey can help team members analyze strengths and challenges, plan staff development to address critical issues and celebrate the team's progress in becoming more effective.

Reprinted from *School Team Innovator*. (Adapted from material prepared by the South Carolina State Department of Education and presented at the 1995 NSDC School Team Conference by Ann Ishler and Deborah Childs-Bowen.)

		We need help with this.	We're making progress.	We have reasons to celebrate.
1.	The team includes members with varied teaching styles, learning styles, skills, and interests.			
2.	Members respect and trust each other.			
3.	Members agree on the team's mission.			
4.	Members consider the team's mission as workable.			
5.	The team has an action plan.			
6.	The team has drawn up timelines describing project steps.			
7.	Team members understand what resources are available to help meet team needs and goals.			
8.	The team meets regularly.			
9.	The team meets at times convenient for all members.			
10.	Team meeting places are convenient and comfortable.			
11.	Agendas are prepared and distributed before meetings.			
12.	Written minutes are distributed shortly after meetings.			
13.	The team has formally assigned roles.			
14.	Members understand which roles belong to one person and which roles are shared.			
15.	Each team member takes an active role in discussions.			
16.	Team members listen attentively.			
17.	The team has procedures for resolving conflict and reaching consensus.			
18.	The team has established ways to communicate with the entire school community.			

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Tools
FOR SCHOOLS

FOR A DYNAMIC COMMUNITY OF LEARNERS AND LEADERS

Transform your group into a **TEAM**

BY JOAN RICHARDSON

A professional learning community craze is sweeping the country.

School after school is setting aside time for teachers to meet in grade-level groups or subject area teams. PLC time is noted on calendars that parents hang on refrigerator doors. Students start school later or leave school earlier so teachers have time to meet with colleagues.

But, as many schools are learning, professional learning communities don't just happen because a principal sets aside time for teachers to meet and slaps a new label on that meeting. That's especially the case when teachers have been accustomed to working in isolation.

Principals and teacher leaders must be very intentional about helping groups of teachers become communities of learners. And, somewhere between the naming and becoming highly productive teams, many schools get lost. How do you move from being a group of people with a common characteristic — such as teaching the same subject or grade level — to being a team or a community with a common vision and focus?

Ann Delehant, who consults with many school districts on team development issues, said many teachers don't immediately recognize that professional learning communities is "the new name for a team."

"A professional learning community is not a new thing. It's not a new fad. A PLC is what we call a team with an intentional focus on learn-

Transform your group into a team

DEFINITION OF TEAM

"A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable."

Jon Katzenbach and Douglas Smith, "The discipline of teams," *Harvard Business Review,* March/April 1993.

Continued from p. 1

ing," she said.

Although many educators understand the need to devote time to group or team development, they often neglect to spend time on the basics when working on PLCs because they don't perceive PLCs to be teams that require the same kind of support, she said.

Understanding the four stages of group development is a good place to begin learning how a PLC might evolve from being a group to being a team. In 1965, psychologist Bruce Tuckman reviewed the literature on group functioning and described the four stages of group development as forming, norming, storming, and performing. *(See illustration on Page 3.)*

In the initial stage — "forming" — group members have high expectations and anxiety about how they fit in. They are testing themselves and each other. At this early stage, they depend on some authority or facilitator to create a structure for them. During this period, group members are likely to be polite but impersonal, watchful, and guarded in their behaviors.

Conflict characterizes the second stage of development — "storming." Group members rebel against each other and against authority. Storming behaviors, he said, are each

individual's response to being influenced by the group and by the work that is required to achieve the assigned tasks. Group members may describe themselves as feeling stuck. They may opt out of the process or they may compete with other group members for power and attention.

If groups successfully resolve their storming issues, they arrive at the third stage — "norming." At this point, group members have overcome their feelings of resistance and begin to feel that they are a cohesive group. Harmony, trust, and support develop. Participants develop a sense of cohesiveness and "intimate, personal opinions are expressed," Tuckman wrote. At this stage, the group is developing skills and agreeing on procedures for doing the work. They are confronting issues represented by their work, not other individuals.

If group members persist, they reach the fourth stage — "performing" — in which they become a team rather than a group of disparate individuals. They work collaboratively and interdependently, share leadership, and perform at high levels. They are flexible and resourceful, close and supportive.

Groups may spend different amounts of time at each stage and they may move through them in a different sequence but each group will experi-

NOT ALL GROUPS ARE TEAMS: *HOW TO TELL THE DIFFERENCE*

WORKING GROUPS	TEAMS
Strong, clearly focused leader	Shared leadership roles
Individual accountability	Individual and mutual accountability
The group's purpose is the same as the broader organizational mission	Specific team purpose that the team itself delivers
Individual work products	Collective work products
Runs efficient meetings	Encourages open-ended discussion and active problem-solving meetings
Measures its effectiveness indirectly by its influence on others (e.g. student learning goals)	Measures performance directly by assessing collective work products
Discusses, decides, delegates	Discusses, decides, does real work together

Source: "The discipline of teams," by Jon Katzenbach and Douglas Smith, *Harvard Business Review,* March/April 1993.

Transform your group into a team

Continued from p. 2

ence each stage. You can use the survey on Pages 5-7 to help your groups determine which stage of development they are currently in.

Instead of relying on Tuckman, Delehant introduces school teams to M. Scott Peck's model of community development — pseudo-community, chaos, trust building and listening, and community. For some schools, this language may be more successful than the traditional language of Tuckman, she said.
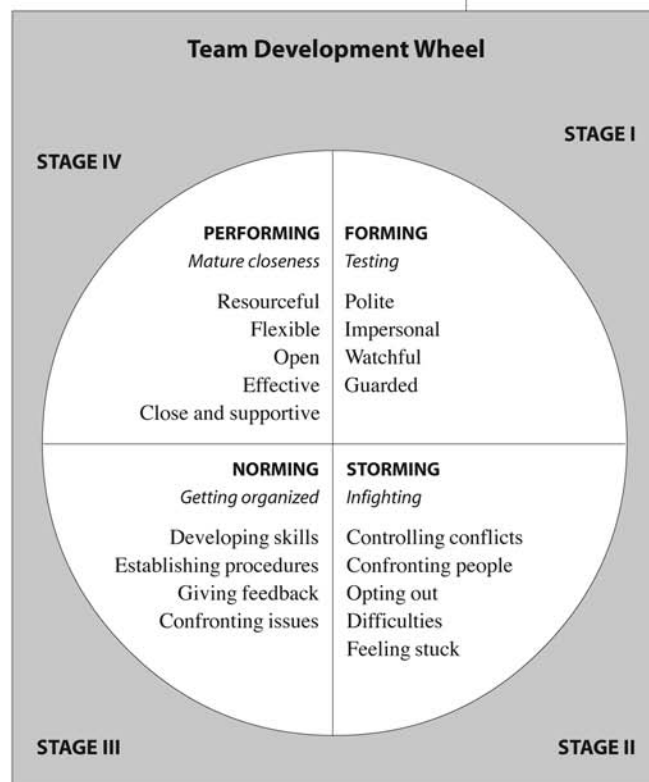
In Peck's "pseudo-community," members are afraid of differences and afraid of conflict. They are trying to get along, often pretending that they don't have major differences.

"Pseudo-community is like early dating. This is the stage where all women love football," Delehant said. Any time there is a new member of the group, the group goes back to pseudo-community and works its way back through the stages, typically in a smoother fashion than their initial foray, but not necessarily.

Peck's second stage is the "chaos" stage. In this stage, there is struggle and often considerable conflict. Some members may feel that the situation is out of control because everyone is expressing different opinions. Some will try to "heal" the situation and convert others. Many want to return to the stage where everyone was nice to each other, Delehant said.

In Peck's third stage, which he calls "emptiness," group members are consciously removing their personal barriers to creating a community. Members will confront their expectations, prejudices, and ideologies and agree to suspend these points of view in favor of considering ideas presented by others. In a school situation, this might mean teachers agree that they will listen to ideas regarding the examination of data or they may agree to try to design a common lesson or assessment with other teachers.

The process of shedding these barriers is essential before members can move into Peck's fourth stage which he labels "community." At this stage, the group has become a team in which members trust and feel comfortable working with each other. They feel safe about exposing their vulnerabilities and resolve to work together on

Team Development Wheel

	STAGE I
STAGE IV	
PERFORMING	**FORMING**
Mature closeness	*Testing*
Resourceful	Polite
Flexible	Impersonal
Open	Watchful
Effective	Guarded
Close and supportive	
NORMING	**STORMING**
Getting organized	*Infighting*
Developing skills	Controlling conflicts
Establishing procedures	Confronting people
Giving feedback	Opting out
Confronting issues	Difficulties
	Feeling stuck
STAGE III	STAGE II

common problems and issues.

Whichever approach to thinking about team development is most appealing, Delehant urges facilitators and principals to spend time on the basics, including understanding the team development process.

"Teams need to have conversations about 'how to do the work' instead of just plunging in to do the work. They need to spend time building trust and relationships with each other. If they don't do this in the beginning, teams will have to stop and do this eventually," she warns.

"Every group has the delusion of uniqueness. They think they're special. They tend to feel better when they know that there are predictable stages that they will go through. It makes them feel better to know that conflict is natural," she said.

"Teams need to have conversations about 'how to do the work' instead of just plunging in to do the work. They need to spend time building trust and relationships with each other."

Which stage is your team in?

OBJECTIVES

To identify the present stage of the teamwork model that your team is presently operating in.

DIRECTIONS

This questionnaire contains statements about teamwork. Next to each question, indicate how often your team displays each behavior by using the following scoring system:

1 = Almost never   2 = Seldom   3 = Occasionally   4 = Frequently   5 = Almost always

POWERFUL WORDS

"No one of us can be effective as all of us."
— *Unknown*

"Build with your team a feeling of oneness, of dependence on one another, and of strength derived from unity in the pursuit of your objective."
— *Vince Lombardi*

"Coming together is a beginning; keeping together is progress; and working together is success."
— *Henry Ford*

Questionnaire

1. _____ We try to have set procedures or protocols to ensure that things are orderly and run smoothly (e.g. minimize interruptions, everyone gets the opportunity to have their say).

2. _____ We are quick to get on with the task at hand and do not spend too much time in the planning stage.

3. _____ Our team feels that we are all in it together and shares responsibilities for the team's success or failure.

4. _____ We have thorough procedures for agreeing on our objectives and planning the way we will perform our tasks.

5. _____ Team members are afraid or do not like to ask others for help.

6. _____ We take our team's goals and objectives literally, and assume a shared understanding.

7. _____ The team leader tries to keep order and contributes to the task at hand.

NSDC**TOOL**

Which stage is your team in?

SCORING SYSTEM:

1 = Almost never
2 = Seldom
3 = Occasionally
4 = Frequently
5 = Almost always

8. _____ We do not have fixed procedures, we make them up as the task or project progresses.

9. _____ We generate lots of ideas, but we do not use many because we fail to listen to them and reject them without fully understanding them.

10. _____ Team members do not fully trust the others members and closely monitor others who are working on a specific task.

11. _____ The team leader ensures that we follow the procedures, do not argue, do not interrupt, and keep to the point.

12. _____ We enjoy working together; we have a fun and productive time.

13. _____ We have accepted each other as members of the team.

14. _____ The team leader is democratic and collaborative.

15. _____ We are trying to define the goal and what tasks need to be accomplished.

16. _____ Many of the team members have their own ideas about the process and personal agendas are rampant.

17. _____ We fully accept each other's strengths and weakness.

18. _____ We assign specific roles to team members (team leader, facilitator, time keeper, note taker, etc.).

19. _____ We try to achieve harmony by avoiding conflict.

20. _____ The tasks are very different from what we imagined and seem very difficult to accomplish.

21. _____ There are many abstract discussions of the concepts and issues, which make some members impatient with these discussions.

22. _____ We are able to work through group problems.

23. _____ We argue a lot even though we agree on the real issues.

24. _____ The team is often tempted to go above the original scope of the project.

25. _____ We express criticism of others constructively

26. _____ There is a close attachment to the team.

27. _____ It seems as if little is being accomplished with the project's goals.

28. _____ The goals we have established seem unrealistic.

29. _____ Although we are not fully sure of the project's goals and issues, we are excited and proud to be on the team.

30. _____ We often share personal problems with each other.

31. _____ There is a lot of resisting of the tasks on hand and quality improvement approaches.

32. _____ We get a lot of work done.

Which stage is your team in?

PART 2: SCORING

Next to each survey item number below, transfer the score that you give that item on the questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to item one below. When you have entered all the scores for each question, total each of the four columns.

Item Score	Item Score	Item Score	Item Score
1. _____	2. _____	4. _____	3. _____
5. _____	7. _____	6. _____	8. _____
10. _____	9. _____	11. _____	12. _____
15. _____	16. _____	13. _____	14. _____
18. _____	20. _____	19. _____	17. _____
21. _____	23. _____	24. _____	22. _____
27. _____	28. _____	25. _____	26. _____
29. _____	31. _____	30. _____	32. _____
TOTAL _____	TOTAL _____	TOTAL _____	TOTAL _____
FORMING STAGE	**STORMING STAGE**	**NORMING STAGE**	**PERFORMING STAGE**

This questionnaire is to help you assess what stage your team normally operates in. It is based on Tuckman's model of Forming, Storming, Norming, and Performing. The lowest score possible for a stage is 8 (Almost never) while the highest score possible for a stage is 40 (Almost always).

The highest of the four scores indicates which stage your team normally operates in. If your highest score is 32 or more, it is a strong indicator of the stage your team is in.

The lowest of the three scores is an indicator of the stage your team is least like. If your lowest score is 16 or less, it is a strong indicator that your team does not operate this way.

If two of the scores are close to the same, you are probably going through a transition phase, except:
- If you score high in Forming and Storming, you are in the Storming stage.
- If you score high in Norming and Performing, you are in the Performing stage.

If there is only a small difference between three or four scores, then this indicates that you have no clear perception of the way your team operates, the team's performance is highly variable, or that you are in the Storming stage (this stage can be extremely volatile with high and low points).

Team agreement template

TEAM
_____

DATE
_____

MEMBERS
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TEAM AGREEMENTS
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DATE TO REVISIT AGREEMENTS
_____

Becoming a productive team

If your team is ...	Consider these strategies	Notes
Forming	• Use team building activities that encourage members to share something about their personal and professional interests beliefs; • Take time at each meeting for checking in with one another e.g. How are you? What's on your mind? What do you want to share? • Suggest a social activity; • Highlight one member at each meeting and invite that member to share with the team what he or she is interested in, values, etc.	It is important that all members feel safe and valued. Use structures and processes to eliminate dominance by any one person or faction.
Storming	• Revisit norms; • Establish new norms; • Use structures to hold difficult conversations; • Use conflict resolution strategies; • Engage in formal conflict resolution; • Teach members about conflict resolution; • Invite a neutral facilitator to help discuss issues; • Use dialogue; • Suspend actions temporarily until all members can be heard; • Ensure all voices are given equal value; • Conduct team assessments.	Teams that are progressing into high-performing teams will have conflict. When conflict occurs, acknowledge it and handle it productively and constructively rather than ignore it. Provide a safe forum for disagreements to occur. Celebrate that conflict means progress and movement toward becoming a more effective team.
Norming	• Revisit the norms; • Create some new ones that are more focused on how people interact with one another; • Keep the work in focus; • Celebrate successes; • Take time out from the work to talk about how the team works; • Conduct team assessment; • Take on increasingly more challenging work; • Encourage individual members to reflect on their own behaviors and contributions to the team; • Encourage team members to give feedback to one another privately; • Use dialogue to address assumptions, values, and beliefs.	Teams at the norming stage are ready to open up more, share their feelings and beliefs, and are more comfortable with disagreeing. They want to work well together and are willing to talk about what will make them more productive as a team.
Performing	• Celebrate success; • Periodically assess the team's work and its procedures; • Review norms; • Continue to focus on maintaining the productivity and effectiveness of the team because it can wane.	High-performing teams gain a tremendous personal as well as professional benefit from working together and they prefer to work together than alone. They are also very efficient and effective together. They also enjoy one another.