



Leading Interprofessional  
Collaboration  
HEALTH SCIENCES



Working on Teams: *Survey: What Stage is our Team in?*

## ***Survey: What Stage is Your Team In?***

### How to use this tool:

This survey allows a team to create a “snapshot” of its behaviors based on Tuckman’s four stages of team development (Forming, Storming, Norming, Performing). There are no right or wrong answers! The greatest value of the survey is in generating conversation on the team about how each member views the team.

### Methods for completing and tallying the survey:

1. The survey can be distributed and tallied by an outside facilitator. Responses are presented in the aggregate, without any individual’s responses being revealed to the team. The facilitator can facilitate a team discussion on any or all of the measures.
2. Team members can complete the survey and ask some members (or the team leader) to tally the responses and facilitate the discussion. (This provides less anonymity than #1.)
3. Team members can complete the survey and post their individual results on one flip chart. This will allow the team to see the various responses across the team. The team can then discuss these responses.

### What should we discuss?

If most team members have identified the team as being in the same stage, you might discuss if this is the appropriate developmental stage for the team at this time. If not, what activities or actions can the team do to move from the current stage? If there is some divergence from the majority assessment, it might be helpful to discuss the minority viewpoint. Working to understanding the reasons for these differences of perspective can lead to a rich discussion.

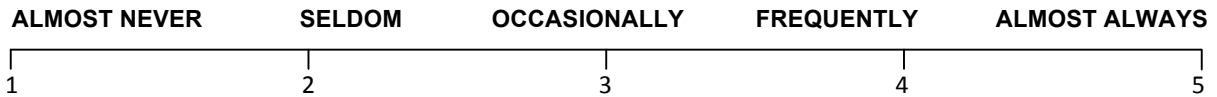
If the responses show a range of viewpoints about which developmental stage the team is in, the discussion might focus on the perceptions that lead to that range of viewpoints. The survey’s answer key connects specific questions with each developmental stage. Discussion could focus on specific questions, or it might focus on the answers associated with each stage.

**Remember – there are no right or wrong answers**, just the variation in perceptions that can make teams a rich working environment. The point of any discussion is not to force an agreement about the team’s developmental stage, or to convince someone to change his or her answers, but to reflect as a team about the team’s development.

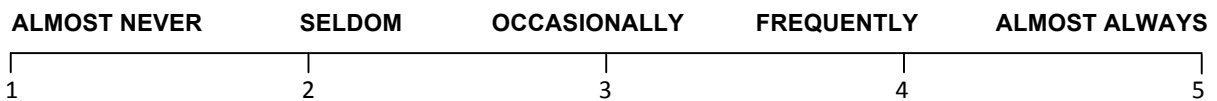
## Team Development Survey

After each question, indicate how rarely or often your team displays each behavior.

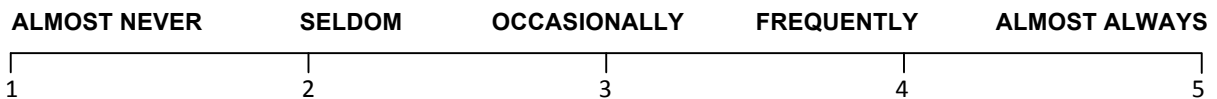
1. We try to have set procedures or protocols to ensure that things are orderly and run smoothly (i.e. minimize interruptions, everyone gets the opportunity to have his or her say).



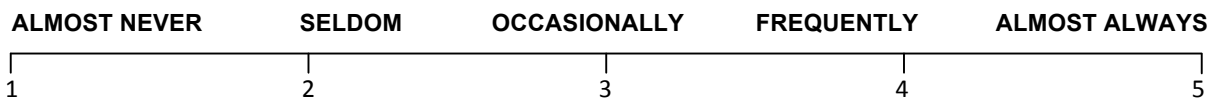
2. We are quick to get to the task at hand and do not spend much time in the planning stage.



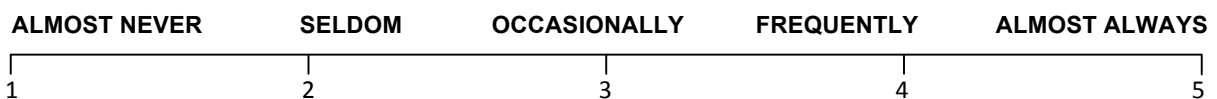
3. Our team members feel that we are all in it together and we share responsibility for the team's success or failure.



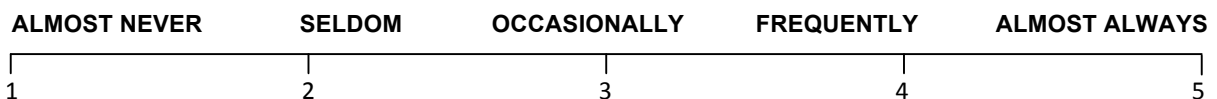
4. We have thorough procedures for agreeing on our goals and planning the way we will perform our tasks.



5. Team members are afraid to ask others for help.

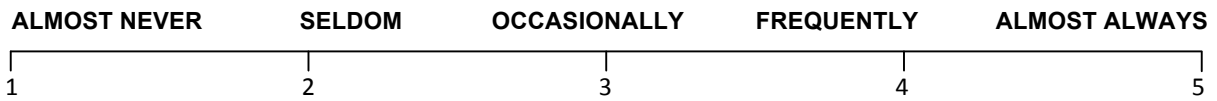


6. We take our team's goals literally and assume a shared understanding.

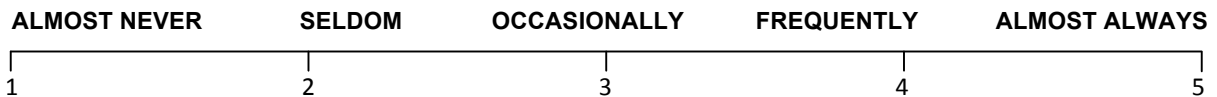




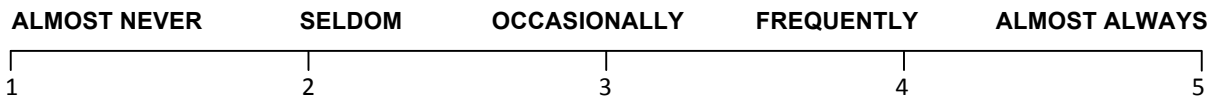
7. The team leader tries to keep order and contributes to the task at hand.



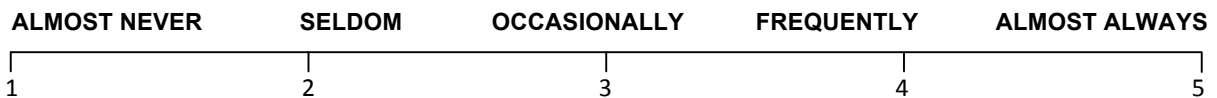
8. We do not have fixed procedures; we make them up as the task or project progresses.



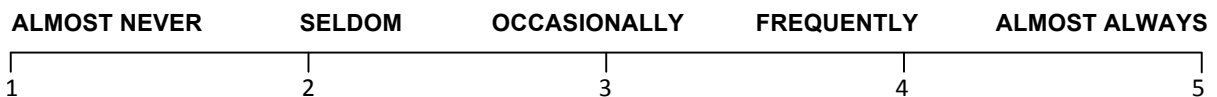
9. We generate lots of ideas, but we don't use many of them because we fail to listen carefully and tend to reject them without fully understanding them.



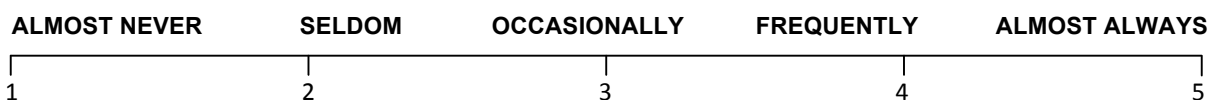
10. Team members do not fully trust the other members and tend to closely monitor others who are working on a specific task.




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

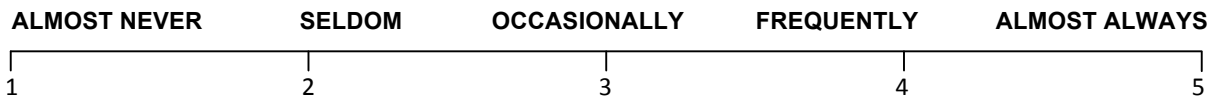


12. We enjoy working together; we have a fun and productive time.

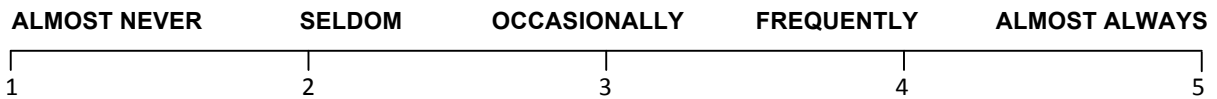




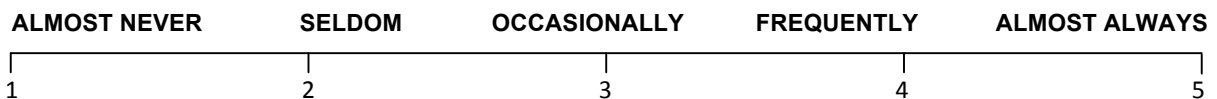
13. We have accepted each other as members of the team.



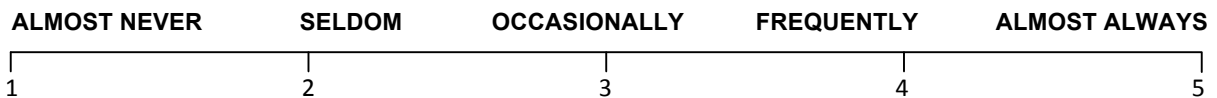
14. The team leader is democratic and collaborative.



15. We are trying to define the team's goals and what tasks need to be accomplished.



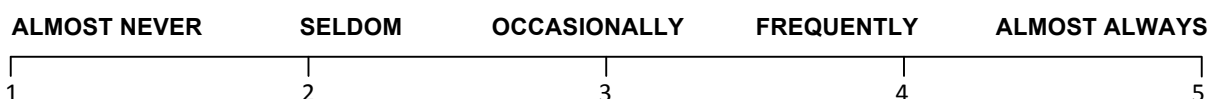
16. Many of the team members have their own ideas about the team's process; personal agendas are rampant.



17. We fully accept each other's strengths and weaknesses.

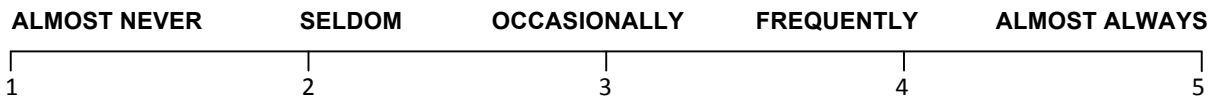


18. We assign specific roles to team members (team leader, facilitator, time keeper, note taker, etc.).

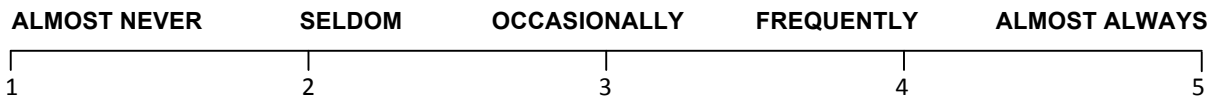




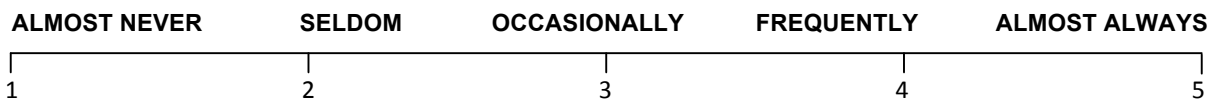
19. We try to achieve harmony by avoiding conflict.



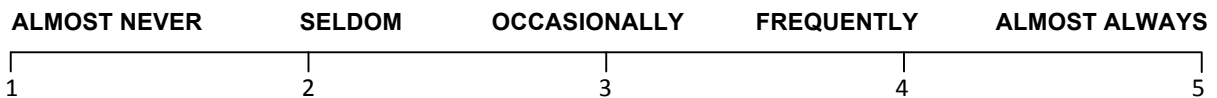
20. The team's tasks are very different from what we imagined and seem very difficult to accomplish.



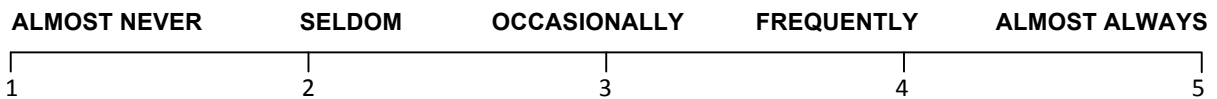
21. There are many abstract discussions of the concepts and issues; some members are impatient with these discussions.



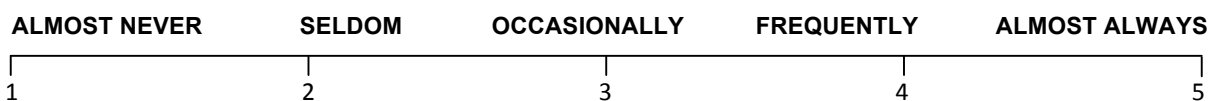
22. We are able to work through group problems.




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

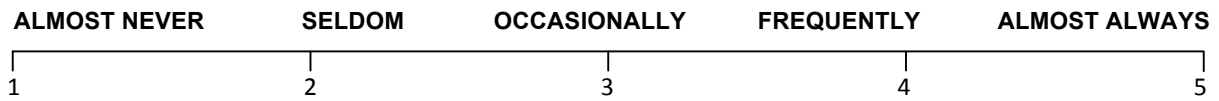


24. The team is often tempted to go beyond the original scope of the project.

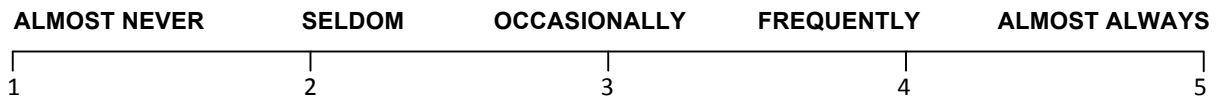




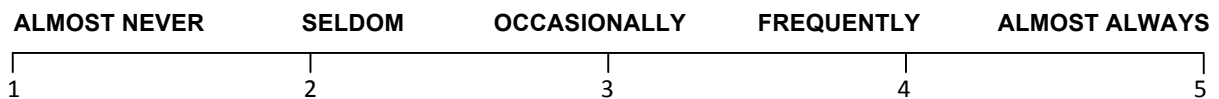
25. We express criticism of others constructively



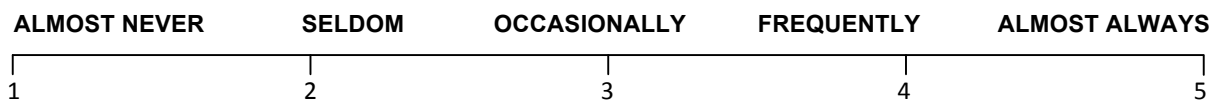
26. There is a close attachment to the team.



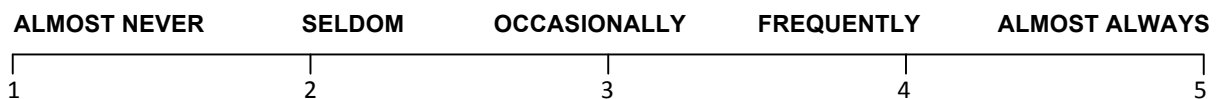
27. It seems as if little is being accomplished towards the team's goals.



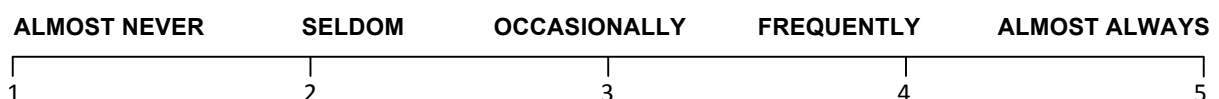
28. The goals we have established seem unrealistic.



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 feel like we can share personal problems with each other whenever we need to do so.



31. There is a lot of resistance to the tasks at hand or to quality improvement approaches.

<b>ALMOST NEVER</b>	<b>SELDOM</b>	<b>OCCASIONALLY</b>	<b>FREQUENTLY</b>	<b>ALMOST ALWAYS</b>
1	2	3	4	5

32. We get a lot of work done.

<b>ALMOST NEVER</b>	<b>SELDOM</b>	<b>OCCASIONALLY</b>	<b>FREQUENTLY</b>	<b>ALMOST ALWAYS</b>
1	2	3	4	5

## Scoring

Mark the score of each item at the appropriate place on the questionnaire. (The answer lines are not in strict numerical order.) When you have entered all the scores for each question, total each of the four columns.

<i>Item Score</i>	<i>Item Score</i>	<i>Item Score</i>	<i>Item Score</i>
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. _____
<b>TOTAL ____</b>	<b>TOTAL ____</b>	<b>TOTAL ____</b>	<b>TOTAL ____</b>
<b>Forming Stage</b>	<b>Storming Stage</b>	<b>Norming Stage</b>	<b>Performing Stage</b>

## Understanding the Scores

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 *you perceive your team normally operates in*. If your highest score is 32 or more, it indicates a clear sense on your part that your team is in this stage.

The lowest of the four scores is an indicator of the stage *you believe your team is least likely to be in*. If your lowest score is 16 or less, it is a strong indicator of your belief that your team is not in this developmental stage.

If two of the scores are close, your team may be going through a transition phase. However, if you score high in both the Forming and Storming phases, then your team is likely to be in the Storming phase. If you score high in both the Norming and Performing phases, then your team is likely to be in the Performing stage.

If there is only a small difference among the four scores, this may indicate one of the following:

- that you have no clear perception of the way your team operates
- the team's behaviors are highly variable or
- that you are in the Storming phase (this phase can be extremely volatile with high and low points).

*This survey is copyrighted by Donald Clark ([donclark@nwlinc.com](mailto:donclark@nwlinc.com)) as part of a Web site with sections on training, leadership and performance (<http://www.nwlinc.com/~donclark/leader/leader.html>). Created January 1, 1998. Last update - April 21, 2002.*

**Don Clark's Note on Reliability and Validity:** *Since this survey is a training tool, it has not been formally checked for reliability or validity. However, since I have had a lot of feedback from various training classes, other trainers, and various sources, I feel that it is fairly accurate.*

Find this tool and other organization development resources online:  
<http://web.mit.edu/hr/oed/learn/>

