

STAGES OF TEAM DEVELOPMENT		
Stage	Indicators	Key Leadership Moves
	<i>Some of these might be present. If so, try the leadership moves in the next column.</i>	<i>Focus on these activities in meetings.</i>
<b>Forming</b>	<p>If:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Varied levels of participation in discussion—some might talk a lot whereas others sit back and listen.</li> <li><input type="checkbox"/> Discussions feel awkward.</li> <li><input type="checkbox"/> It feels like people are holding back.</li> <li><input type="checkbox"/> There are lots of questions for the leader.</li> <li><input type="checkbox"/> There’s excessive politeness between members.</li> <li><input type="checkbox"/> Members (and leaders) leave meetings feeling tired—not good tired.</li> </ul>	<p>Then try:</p> <ul style="list-style-type: none"> <li>➤ Building trust.</li> <li>➤ Establishing community agreements and decision-making processes.</li> <li>➤ Articulating the team’s purpose and ensure understanding and buy-in.</li> <li>➤ Structuring learning experiences, meaning making and discussions.</li> <li>➤ Modeling vulnerability, risk taking, engagement, and transparency.</li> </ul>
<b>Storming</b>	<p>If:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Members question how the leader runs the team and may advocate for changes to the goals or process.</li> <li><input type="checkbox"/> Not a lot gets done at meetings. Agendas are hijacked or diverted to discuss process and purpose.</li> <li><input type="checkbox"/> Productive and unhealthy conflict erupts during meetings and outside of them between members.</li> <li><input type="checkbox"/> Outside of meetings, members communicate with each other about their frustration or disagreement with the leader with other members.</li> <li><input type="checkbox"/> Some members are more actively engaged in discussions while others step farther back.</li> <li><input type="checkbox"/> No one feels excited about attending meetings and the leader also questions whether he or she wants to lead the team.</li> </ul>	<p>Then try:</p> <ul style="list-style-type: none"> <li>➤ Normalizing this stage and ensuring the team that members can move through it.</li> <li>➤ Continuing to build trust.</li> <li>➤ Paying close attention to your own emotions.</li> <li>➤ Incorporating strategies to build the team’s emotional intelligence.</li> <li>➤ Addressing conflict between members as soon as possible—sometimes publically in the moment, sometimes privately.</li> <li>➤ Engaging the team in reflecting on how they work together. Use the Effectiveness Survey and Team Temperature Check.</li> <li>➤ Pushing forward on the team’s work, but consider modifying projects or goals.</li> <li>➤ Asking for feedback on your leadership—anonmously and publically.</li> <li>➤ Offering members feedback on their behavior privately.</li> </ul>



		<ul style="list-style-type: none"> <li>➤ Structuring opportunities for members to give each other feedback. Use the team feedback process.</li> <li>➤ Highlighting moments of success, especially those indicating that the team is moving out of storming.</li> <li>➤ Acknowledging organizational conditions that might contribute to storming.</li> </ul>
<p><b>Norming</b></p>	<p>If:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is more laughter in meetings.</li> <li><input type="checkbox"/> Members seem to like each other, they appreciate each other, and communication feels easier.</li> <li><input type="checkbox"/> Members push back on each other’s ideas, and this leads to deeper understanding.</li> <li><input type="checkbox"/> Feedback is offered in the moment and is received with appreciation.</li> <li><input type="checkbox"/> Norms and structures to support norms (e.g., a process observer) are less often used.</li> <li><input type="checkbox"/> Members know what they’re doing together as a team and why they’re doing it.</li> <li><input type="checkbox"/> The leader participates in some of the activities as a colleague and during others plays a directive leadership role.</li> </ul>	<p>Then try:</p> <ul style="list-style-type: none"> <li>➤ Starting to build the capacity of leaders within the team: Identify team members who have the skills to take on leadership roles. Give them leadership tasks.</li> <li>➤ Structuring opportunities for productive conflict—encourage the exchange of ideas.</li> <li>➤ Participating in some of the team’s discussions and activities as a colleague.</li> <li>➤ Giving the team more challenging tasks.</li> <li>➤ Modeling your vulnerability and transparency and inviting others to do so.</li> </ul>
<p><b>Performing</b></p>	<p>If:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A lot gets done and members feel proud of their work and learning together.</li> <li><input type="checkbox"/> The work done independently and collaboratively is high quality.</li> <li><input type="checkbox"/> There’s obvious warmth between members, laughter, and appreciations.</li> <li><input type="checkbox"/> Members take risks and make mistakes and clearly see their areas for growth (both individually and as team).</li> <li><input type="checkbox"/> Discussions can be lively and heated, but members don’t take it personally.</li> </ul>	<p>Then try:</p> <ul style="list-style-type: none"> <li>➤ Continuing to distribute leadership and hand over elements of team facilitation to members.</li> <li>➤ Acknowledging all the indicators that the team is at a performing level.</li> <li>➤ Paying attention to changes in organizational conditions that might affect your team.</li> <li>➤ Continuing to encouraging healthy conflict and promoting even deeper levels of engagement and learning.</li> </ul>

Exhibit 10.5

© Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitation of meetings is shared.</li> <li><input type="checkbox"/> Members don't feel like the leader has authority over them.</li> <li><input type="checkbox"/> Members leave meetings feeling good tired.</li> <li><input type="checkbox"/> As the leader, it feels easy, enjoyable, and rewarding to work with this team.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Outside of meetings: Sharing the story of your team with other leaders and other teams so that they can learn.</li> <li>➤ Relaxing and enjoying your team.</li> </ul>
<p><b>Adjourning or transforming</b></p>	<p>If:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A significant number of members are leaving.</li> <li><input type="checkbox"/> The team is disbanding.</li> </ul>	<p>Then try:</p> <ul style="list-style-type: none"> <li>➤ Creating opportunities for team members to tell their stories about their experience in the team.</li> <li>➤ Engaging members in reflecting on their individual growth and learning.</li> <li>➤ Celebrating successes.</li> <li>➤ Offering structures for closure, including holding space for sadness.</li> <li>➤ Sharing your own feelings about the team ending.</li> </ul>

