

Chapter 2: Group Development

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Tuckman's Theory – The Developmental Stages of Teams

**Tuckman is a famous
psychologist and scholar.**

**Best known for his article
“Development Sequence in
Small Groups” (1965)**



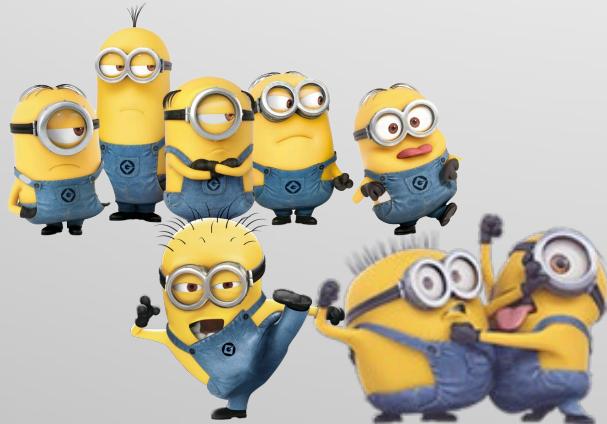
Dr. Bruce W. Tuckman (1938-2016)

GOOD BYE CARO!

TUCKMAN'S GROUP DEVELOPMENT STAGES



forming



storming



norming



performing



adjourning



Group Development Stages

- Forming: create based on common goal
- Storming: difficult in WIG/culture shock
- Norming: solve problem
- Performing: act to reach goal
- Adjourning: mission completed, group dismissal

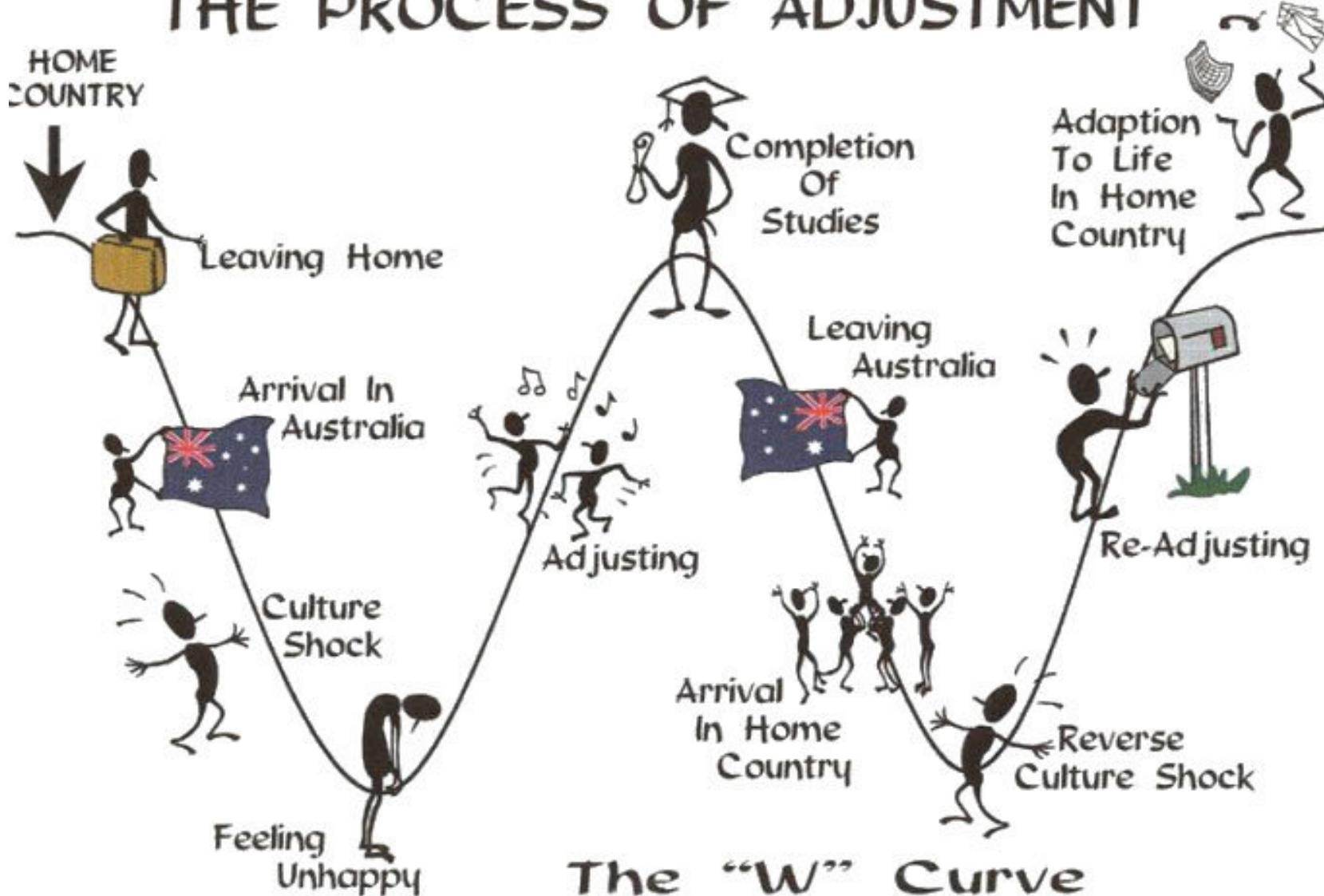


Match the Group Development Stages QUIZ

Stage 1: Forming
Stage 2: Storming
Stage 3: Norming
Stage 4: Performing
Stage 5: Adjourning

- 4** Members focus energy on achieving group goals
- 2** Members compete for status
- 1** Members become acquainted/familiar and consider their task
- 3** Members resolve conflicts and develop “rules of engagement”
- 5** Members achieve the group’s goal and may begin to disband

THE PROCESS OF ADJUSTMENT



Forming Stage

- Challenge: Balancing Individual and Group Goals - **HIDDEN GOAL**
- Members are socially cautious and polite.
- Members learn about their tasks and test personal relationships.



Primary Tension

The social unease that accompanies the getting-acquainted process in groups

Socializing Newcomers (P-22)

Describe each phase of the group socialization process:

1. Preliminary Phase: _____

2. Acquainting Phase: _____

3. Adaptive Phase: _____

4. Assimilation Phase: _____

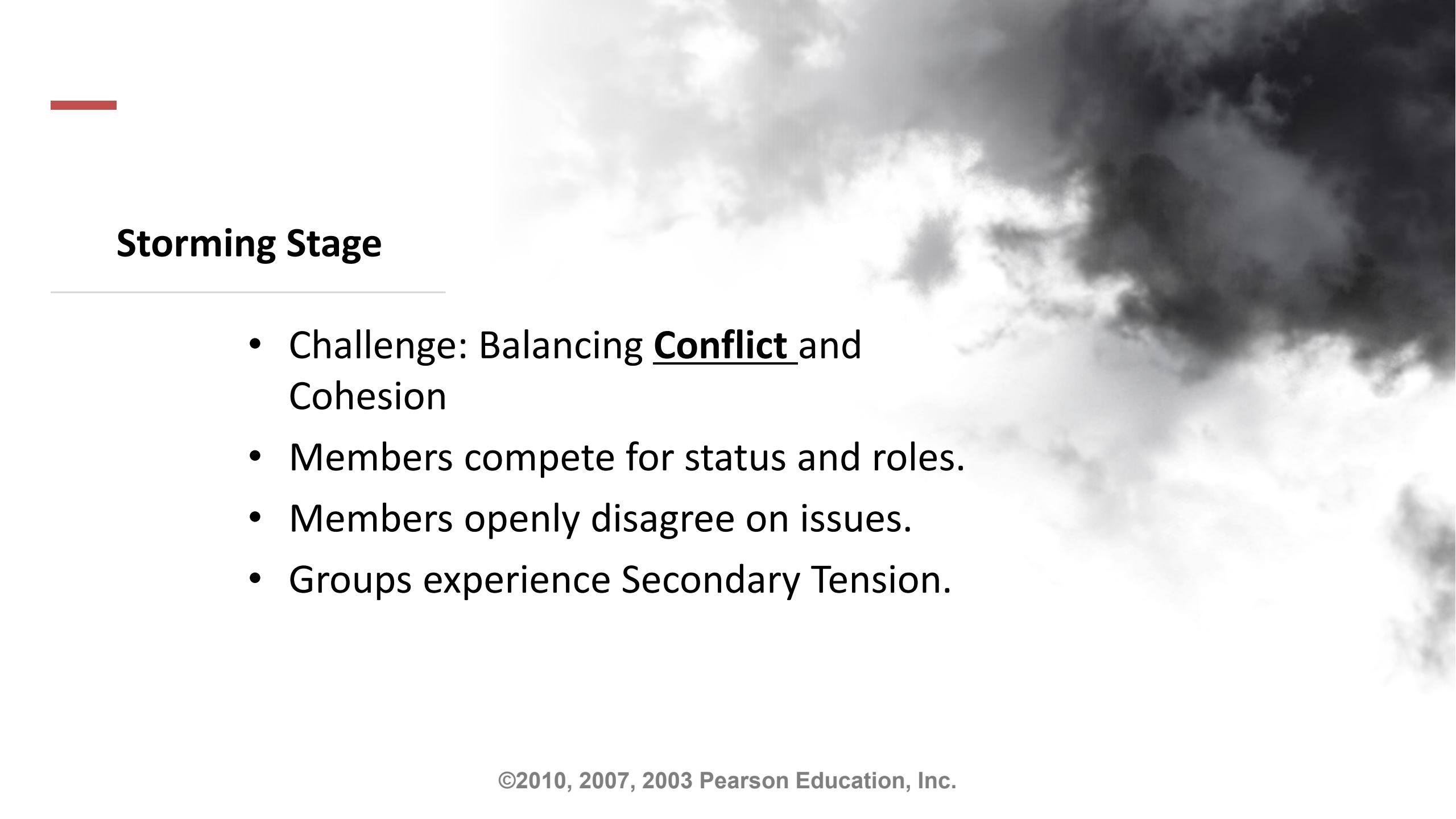
5. Exit Phase: _____

(Individual Homework)

Resolving Primary Tension

- Be positive and energetic.
- Be patient and open-minded.
- Be prepared and **informed**.





Storming Stage

- Challenge: Balancing Conflict and Cohesion
- Members compete for status and roles.
- Members openly disagree on issues.
- Groups experience Secondary Tension.



Secondary Tension

The frustration and personality conflicts experienced by group members as they compete for **acceptance** and achievement

Resolving Secondary Tension

- Explain the concepts of Group Developments so members understand why problems are occurring and why they should diminish.
- Recognize that conflict during the storming stage is inevitable and necessary to becoming an effective group. Encourage constructive disagreement among group members.
- Make sure that group members fully understand and agree to the group's common goal and task requirements by the end of the storming stage.
- Discuss how the group will approach decision making and problem solving.
- Discuss members' potential contributions toward achieving the group's goal.
- Consider your role and how you can contribute to the group's work.
- Participate in the group's discussion. Contribute information, opinions, and suggestions. Express disagreement constructively and respectfully.
- Avoid conflict over personality and work-style differences.
- Analyze how you react if your ideas and comments are criticized or rejected.





Norming Stage Give in & Give up

- Challenge: Balancing Conformity and Nonconformity
- Groups resolve primary and secondary tensions.
- Groups develop norms or ground rules.

Performing Stage give job to suitable person

- Challenge: Balancing Task and Maintenance Dimensions
- Group focuses on productivity and **member satisfaction.**
- Groups adapt and change if necessary.

Adjourning Stage

- Challenge: Balancing Engagement and Disengagement
- Upon completing the group task:
 - The group may disband.
 - Members may leave the group for personal or professional reasons.
 - Some members may take on a new group task.

Group Goal Setting

(P. 26)



(Criteria)

Effective group goals are: 10 mil

Specific: Yes

- Challenging but realistic
- Accepted by group members
- Used to evaluate performance
- Linked to feedback
- Allow for member growth → motivation
(physical, mental, personal, social, ect.)





Set your goals

- **Clarity.** Is the goal clear, specific, and observable if achieved?
- **Challenge.** Is the goal challenging, inspiring, and thought-provoking?
- **Commitment.** Do members see the goal as meaningful, realistic, and attainable?
- **Compatibility.** Can *both group and* individual goals be achieved?
- **Cooperation.** Does the goal require member cooperation?
- **Cost.** Does the group have adequate resources (time, money, materials) to achieve the goal?





Hidden Agendas

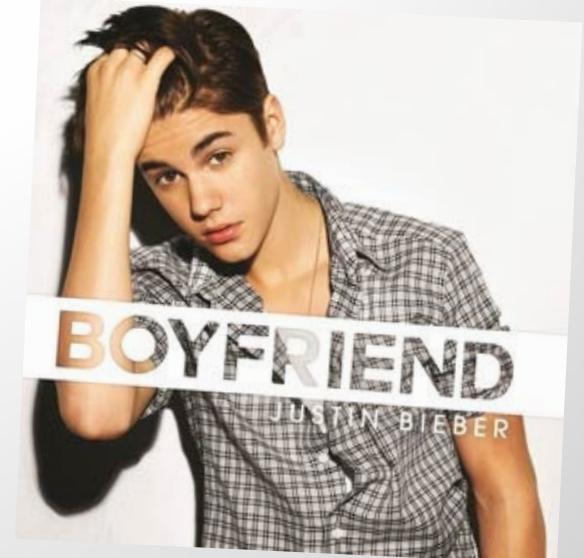
Members' private goals conflict
with the group's goals!

Hidden Agendas



I want a boyfriend...

- Talk
- Share
- Eat out together
- Good looking
- Smell good
- Study well
- Do homework for you



I want a girlfriend...

- Beautiful
- Charming
- Share
- Healthy
- Smell good, cute
- Proud of

Questions for Resolving Hidden Agendas

- What is the group's common goal?
- Does the leader have any personal concerns or goals that differ from member or group goals?
- Do any members have any personal concerns or goals that differ?



Types of Norms

- **Explicit Norms:** Put in writing or stated verbally; easy to recognize
 - *Example: Rules & Regulations*
- **Implicit Norms:** Rarely discussed or openly communicated; not as easy to recognize
 - *Example: what to wear to school*

Achievement Norms

Assignment	Implicit	Explicit
Practical Group Project (30% of total score)	Group meetings, discussions, data collection, video making, ideas, creativity, agreements, arguments,	The product (10%), A 500-word report on the working process (10%), The presentations (10%)

Types of Norms

(P.30)

1. Interaction Norms
2. **Procedural Norms:** how the group work
3. Status Norms
4. Achievement Norms

- Example: _____

- Example: _____

- Example: _____

- Example: _____

Nonconformity



Conformity



Nonconformity



Conformity



Conformity

Conformity



Which one support class goal?

NONCONFORMITY

**THAT'S WHAT YOU GET
FOR BEING DIFFERENT.**





Destructive Nonconformity

NOT Support group GOAL



Should we keep the rule?



Being languid...

/'læŋgwɪd/

lùn đùn, uể oải

or energetic?

/,enər'dʒetɪk/

đầy năng lượng, tích cực

Constructive Nonconformity



Being languid...



or energetic?

Support group GOAL

Destructive Nonconformity



DOES NOT SUPPORT THE GROUP GOAL

Constructive Nonconformity



SUPPORT THE GROUP GOAL

A typical nonconformity- student?

Someone does not follow
normal ways of thinking and
behaving?

Harry Potter



Conformity ↔ Nonconformity

- **Conformity**

Choosing a course of action that group members favor and that is socially acceptable

- **Nonconformity**

Choosing a course of action that does *not meet the expectations* of the group



Types of Nonconformity

Destructive nonconformity (to KILL)

- Responses to destructive nonconformity:
 - Accept
 - Confront
 - Exclude

Constructive nonconformity (to BUILD)

- Violating a norm while still supporting the group and its goal

Group Discussion (30mins)

GROUP TASKS

- Group 1: Find 3 conformity of FPT students
- Group 2: Find 3 constructive nonconformity of FPT students
- Group 3: Find 3 destructive nonconformity norms of FPT students
- Group 4: Find 3 destructive nonconformity norms of your class
- Group 5: Find 3 constructive nonconformity norms of your class

MEMBER TASKS

- A: make sure everyone give opinion about the given topic
- B: make sure everyone speak English
- C: take note
- D: report on board
- E: enjoy ☺



Strategies for Changing Norms

Fill in the Blanks: Identify ways to change group norms

1. Contagious behavior, such as changing a work procedure, a dress code, or speech patterns
2. Suggestions or actions of high-status members or a leader
3. Suggestions of outside consultants
4. Continued interaction (for implicit norms)
5. Group discussion and decision making (for explicit norms)
6. Suggestions or actions of highly confident members

Match Group Stages and Dialectics

Which dialectic(s) operate during:

- A. Forming
- B. Storming
- C. Norming
- D. Performing
- E. Adjourning

A: Individual Goals ↔ Group Goals

B: Conflict ↔ Cohesion

C: Conforming ↔ Nonconforming

D: Task ↔ Social Dimensions

B: Homogeneous ↔ Heterogeneous

B, D: Leadership ↔ Followership

C: Structure ↔ Spontaneity

E: Engaged ↔ Disengaged

C: Open System ↔ Closed System

GROUP MOTIVATION

Group motivation provides the inspiration and incentives that move group members to work together to achieve a common goal.

Members are motivated by:

- A SENSE OF MEANINGFULNESS
- A SENSE OF CHOICE
- A SENSE OF COMPETENCE
- A SENSE OF PROGRESS.

Characteristics of Effective Groups

- A clear, elevated goal
- Results-driven structure
- Competent team members
- Unified commitment
- Collaborative climate
- Standards of excellence
- External support and recognition
- Principled leadership

Larson & LaFasto, *TeamWork*

