

1.0 Introduction

<<< see assessment sheet for guidance >>

2.0 Literature Review

To aid my reflection I have used Tuckman's (1965) model of 'Developmental Sequences in Small Group analysis'. The rationale for this choice was twofold, firstly it allowed me to critically frame and analyse my reflective team experiences. Secondly, it enabled me to align my reflections with a wide body of academic literature.

Tuckman's (1965) group development originally consisted of four stages forming, storming, norming, and performing. The model was derived after a comprehensive literature review of 50 studies around group formation. The model suggests that all groups who are attempting to complete a common task go through the same linear process of forming, storming, norming, and performing. In 1977 on reviewing the use of the model within the academic community a final stage, adjourning, was added by Tuckman and Jensen (1977).

It must be noted that Tuckman's model has several limitations. Tuckman (1977) highlighted that the literature used to derive his model could not be considered 'truly representative of small-group developmental processes'. Tuckman cited the cause of the non-representational sample was due to an overrepresentation in the literature of therapy and training groups. However, even if Tuckman's sample was representative one could argue that humans and the subsequent groups that they form are highly individual and will manifest unique team dynamics that will never abide to a rigid set of rules. Gersick (1988) in creating a new team development model also noted this point and are critical about being able to generalise small group development into a linear sequence. A further limitation is that the theory seems to be used more human resource practitioner tool has undergone little in the way academic scrutiny (Bonebright 2011). For instance, Tuckman and Jensen's (1977) revisitation of the model could only find a single study (Runkel et al. 1971) that formally tested Tuckman's (1968) hypothesis. What is more, Tuckman (1968) suggests that Runkel 's et al. (1977) study is methodologically flawed in that it was prone to observer bias.

<<<Have you used any further theories (e.g. personality traits type tests)?If so, review them using the above critical style. You should note, I am not looking for a exhaustive literature review, just a brief overview. >>>

3.0 Methods

<<<if you're not used to academic writing the methods section can often seem overly precise. However, it's important you explain your methods in a way that would allow your study to be easily replicated>>>

As previously stated the goal of this study was to conduct a critical analysis on the formation of a small group within a university setting. The group was tasked with preparing a presentation to deliver to their immediate peer group. My specific group, consisted of four team members, 2 male software engineers, 1 female web developer and a male networking student. A number of methods were employed to assist with and aid the criticality of the reflective process. Within this section I shall briefly summaries each method used.

A mixed methods approach was utilised as it can be argued that collecting both qualitative and quantitative data in a single study goes some way towards addressing the limitations of each data type (Creswell et al. 2003) .

Early on in the team formation process each team member undertook the Myers Briggs type indicator test (Myers 1962). The test provide a quantitative profile for each group member. To complement this data, a reflective journal was maintained after each team meeting. Further qualitative data was also gleaned from group slack conversations.

To allow third party feedback on the quality of the presentation given by my group an online mixed methods survey was distributed via OneDrive Forms (see appendix A). To aid the reflective process, the qualitative data was themed into positive and negative comments.

<<<did you collect data using any other techniques? For example, was a debrief survey distributed? Did you log a debrief discussion? If so describe it here >>>

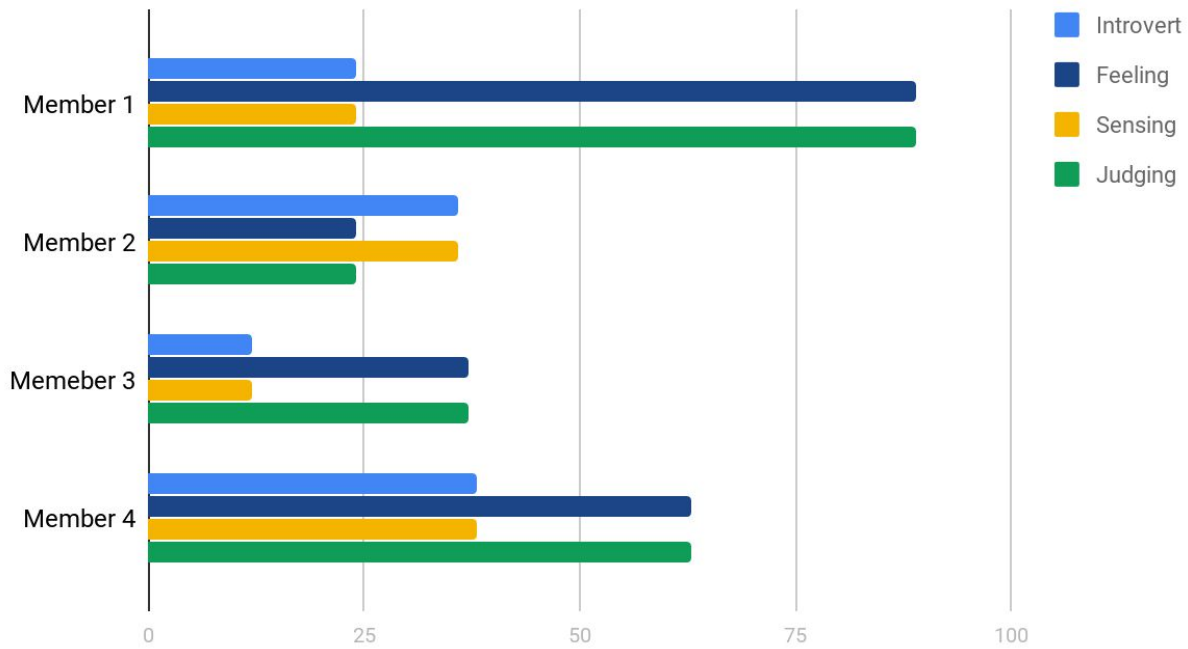
4.0 Results

<<<in this section we are objectively presenting the results that our data collection methods produced. It's tempting to start analysing the results at this stage, however, this should be done in the discuss session>>>

4.1 Myers Briggs Test

Table 1 is a graphical representation of the results of the MBTI test that all team members undertook.

Table 1 MBTI Results



4.2 Slack Data

<<<when dealing with qualitative data it can be useful to include quotes from that data. The goal here is map out >>>

On analysing the slack data it is clear that early on in the process team members were confused on the roles they had to play and the work they had to complete. Member 1 voiced these concerns, stating “we really need to work things out as no one knows what they are doing” .

From week two onwards in the process, it is clear that member two took the lead role. Assigning tasks and ensuring other team members were involved in the process.

One week prior to the deadline of the team presentation taking places the conversation indicates that there was unrest in the team. For instance, member two stated “I have no idea where member 1 has gone, he was meant to hand his slides in 2 days ago”.

<<<continue>>>

<<<continue presenting all your results in this style>>>

Discussion

<<<in this section we need to point out points of interest within the results and also compare them with wider studies. For this assessment, just pulling in one study as a comparator is fine (e.g. Gersick 1998)>>>

Although we met our objective and delivered our agreed research presentation, I do not believe we worked together as a team to any great extent. It could be argued that we didn't get beyond the 'forming' stage of team development as described in Tuckman's (1965) model. Whilst we got on well and did make a decision on the topic to research, we then didn't collaborate as a team to deliver this but decided to divide the task and contribute individually to the end product. We also didn't assign any team roles and didn't appoint anyone to the leadership role to help oversee and steer the project. Possibly this is because we were all of similar personality types according to MBTI testing and naturally tended to gravitate towards very similar Belbin team roles (Implementers and Completers) with none of us feeling comfortable in taking on roles that required more leadership and communication skills.

Given the performance of my team I would argue that the linear process of team formation that Tuckman (1965) talks of did not hold true. Instead, we seemed to iterate back and forth between the norming and forming stages. Our experiences were therefore more aligned to the non linear model of team formation described by Gersick (1988).

Conclusion

References

Bonebright, D.A., 2010. 40 years of storming: a historical review of Tuckman's model of small group development. *Human Resource Development International*, 13(1), pp.111-120.

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Tuckman, B.W. and Jensen, M.A.C., 1977. Stages of small-group development revisited. *Group & Organization Studies*, 2(4), pp.419-427. Appendix