

Scoring the Tuckman Team Maturity Questionnaire Electronically

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Introduction

The Forming – Storming – Norming – Performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results.³ Today Public Health Departments are employing the teaming concept on a regular basis to make quality improvements to their critical processes. Team leaders and managers need to understand how teams mature and when to intervene when things are not progressing as desired.

The purpose of the Tuckman Model is to identify and understand what stage of the teamwork a team is operating in. It can be used at any point in the teaming process to build awareness of how the team is maturing and develop strategies to move it forward. A questionnaire containing statements about teamwork is administered to the team.⁴ Each team member scores each of the 32 questions using the following scale to indicate how often their team displays each indicated behavior.

Response Scale

- 1 – Almost never
- 2 – Seldom
- 3 – Occasionally
- 4 – Frequently
- 5 – Almost always

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³ http://en.wikipedia.org/wiki/Tuckman's_stages_of_group_development, accessed 5/19/2013

⁴ <http://www.nwlink.com/~donclark/leader/teamsuv.html>, accessed 10/1/2013

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 on 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.
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 other team 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.

Scoring

Once the questionnaire is scored by each team member the next step is to transfer all the scores that were given for an item on the questionnaire to the score sheet below. When you have entered all the scores for each question, total each of the four columns.

Forming Stage Item Score	Storming Stage Item Score	Norming Stage Item Score	Performing Stage 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 _____

Scoring Electronically: Scoring these questions manually is a tedious process and can result in mistakes being made in the data entry. To help simplify the process, an electronic scoring tool has been developed and is explained in the next section. The electronic tool separates out the 32 questions into their Tuckman team maturity categories and each respondent's (R) score is entered for each question.

The questionnaire is designed to help you assess at what stage your team normally operates. 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 to normally operate 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 both the Forming and Storming Phases then you are in the Storming Phase
- If you score high in both the Norming and Performing Phases then 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 phase (this phase can be extremely volatile with high and low points).

Team XYZ has five team members; their individual and group scores are shown on the next page.

Forming	R1	R2	R3	R4	R5	Average
Q1	1	2	3	1	2	2
Q5	1	3	4	1	3	2
Q10	2	1	2	1	2	2
Q15	2	2	1	2	3	2
Q18	3	2	1	5	1	2
Q21	1	3	2	1	1	2
Q27	2	1	1	1	2	1
Q29	1	2	3	1	1	2
<i>Total</i>	<i>13</i>	<i>16</i>	<i>17</i>	<i>13</i>	<i>15</i>	<i>15</i>

Storming						
Q2	2	2	3	1	2	2
Q7	2	3	4	2	2	3
Q9	3	3	5	3	1	3
Q16	1	3	3	4	3	3
Q20	3	4	5	4	2	4
Q23	2	4	4	5	1	3
Q28	1	5	3	1	1	2
Q31	3	3	2	2	3	3
<i>Total</i>	<i>17</i>	<i>27</i>	<i>29</i>	<i>22</i>	<i>15</i>	<i>22</i>

Norming						
Q4	4	3	4	3	3	3
Q6	3	4	3	2	4	3
Q11	4	4	4	5	3	4
Q13	5	3	2	1	4	3
Q19	4	2	5	4	5	4
Q24	3	3	2	2	3	3
Q25	4	4	3	3	4	4
Q30	5	2	4	4	4	4
<i>Total</i>	<i>32</i>	<i>25</i>	<i>27</i>	<i>24</i>	<i>30</i>	<i>28</i>

Performing						
Q3	4	2	2	1	1	2
Q8	3	1	1	3	2	2
Q12	2	1	3	2	3	2
Q14	2	2	1	2	4	2
Q17	3	3	1	4	1	2
Q22	2	1	2	1	1	1
Q26	2	1	2	2	2	2
Q32	3	2	2	3	2	2
<i>Total</i>	<i>21</i>	<i>13</i>	<i>14</i>	<i>18</i>	<i>16</i>	<i>16</i>

The Tuckman Survey Scoring Template can be downloaded in Excel format from the following location: http://www.phf.org/resourcestools/Pages/Electronic_Tuckman.aspx.

The chart below summarizes the findings for Team XYZ, referencing the data shown in the previous page. Team average results appear on the left, and correspond to the “Total” cells for each of the four stages (i.e., an average of the total item scores from each team member). Individual results appear on the right and reflect the number of team members who placed the team in each stage, based on their individual scores. For three of the five team members in this example, the highest stage score given was in Norming, while for the other two team members the highest stage score given was in Storming; nobody’s highest score was in either Forming or Performing.

Survey Results – Analysis (XYZ Team)

<u>Averages (Team as a whole)</u>		<u>Individual Results</u>
Forming – 15	Highest	<i>Norming</i> – 3
Storming – 22		Storming – 2
Current Maturity Level: Norming – 28		Forming – 0
Performing – 16	Lowest	Performing – 0