Scoring The Tuckman Team Maturity Questionnaire Electronically

Erin Barkema[1] and John W. Moran[2]

October 2013

Description:

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.

When to Use:

The purpose of the Tuckman Model is to identify and understand what stage of the teamwork that a team is operating in. It can be used at any point in the teaming process to build awareness of how the team's maturity and develop strategies to move it forward. The team is administered a questionnaire containing statements about teamwork.[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**

---

[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 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 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 it Electronically: Scoring these questions manually is a tedious process and can result in data entry errors. To help simplify the process an electronic scoring tool has been developed and is explained in the next section. The electronic tool separates 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 what stage your team normally operates. The lowest score possible for any individual in any 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 operates 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 and their individual and group scores are shown below:

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
Total	13	16	17	13	15	15

Storming	R1	R2	R3	R4	R5	Average
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
Total	17	27	29	22	15	22

Norming	R1	R2	R3	R4	R5	Average
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
Total	32	25	27	24	30	28

Performing	R1	R2	R3	R4	R5	Average
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
Total	21	13	14	18	16	16

The Tuckman Survey Scoring Template can be downloaded in Excel format from the following location: http://www.phf.org/download/Tuckman_Survey_Scoring_Template.xlsx

Survey Results – Analysis (XYZ Team

Averages (Team as a whole)		**Individual Results**
Forming – 15	Highest	*Norming* – 3
Storming – 22		Storming – 2
Current Maturity Level: Norming – 28		Forming – 0
Performing - 16	Lowest	Performing – 0