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# The faces model of high performing team development

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**Presents the faces model, a new model of team development which describes teams using five common patterns, called "faces". The model assumes that teams wear one face, then move to wearing another in a somewhat random order, unless members proactively drive their teams to wear a face or engage in a pattern which they believe is more desirable than the others. Describes the "performance" face in detail, since it is the most desirable pattern for most teams in organizations. Also describes approaches for moving typical teams from each of the other faces to the performance face. Takes issue with many popular development models which describe most groups as moving through a specific sequence of patterns.**

## Introduction

Several production people, engineers, technicians and a business analyst had been working together for nearly two years. Teamwork had been adequate most of that time. Starting about six months ago, a string of successes led to extremely high levels of teamwork, spirit, and productivity. Then, a conflict arose which drove a wedge in the team. Members took sides on nearly everything. They stopped helping one another and argued constantly. Finally, one of the technicians, fed up with the situation, practically forced the others into a conference room one afternoon and told them he had had enough and it was time to clear the air. The discussion continued into the evening and an additional meeting was held later that week. During these meetings, personal and work issues were brought into the open and conflicts were resolved. During the next few weeks the team regained its *esprit* and productivity and teamwork again reached a high pitch.

The episode depicted above is commonplace. Teams move from moderate to high levels of performance, then into dysfunctional conflicts, through self-assessment and back to high performance. Most teams, even those with stable membership and strong performance records, refocus from time to time and rebuild themselves.

This experience, and hundreds like it, is the basis of a new model of team development called the "faces model". It describes teams moving in an iterative, back-and-forth process among several team faces or personalities, at one time wearing one face, and at another time wearing another face. This model draws on earlier models yet departs from the many models which describe teams as moving through a step-by-step, or sequential, one-way development pattern. The faces model proposed in this article is based on the idea that teams move back and forth, rather than in one direction, among several faces, temperaments or ways of being. Each face represents a general pattern of behaviour, performance and issues within the team during a particular period of time. Unlike the earlier sequential models, the faces model assumes any pattern may precede or follow

any other pattern. Any sequence of patterned behaviours may occur.

## The informing face

When teams wear the informing face, their members strive to understand, learn, evaluate and develop a shared mindset concerning their own team and teams in general. Informing involves exploring and testing values and habits concerning teams and work. Team members involved in informing might debate the relative importance of satisfying individual and organizational needs or about the best ways to manage and lead teams or compensate team members. Informing is about coming to grips with shared values. Logic suggests that informing should be the first step in team development, yet teams do not operate solely on the basis of logic. Some teams do not engage in these learning processes until well into the life of the team, if at all.

## The forming face

A team wearing a forming face is likely to be working through start-up issues – though not necessarily at the time the team is established. Forming involves clarifying the team's mission or purpose, members getting to know one another, and determining just what is expected or desired of each member. During forming processes, members are often uncertain and a bit anxious about the team's prospects, yet they are simultaneously hopeful about the potential for team success. They may be somewhat uncertain or disoriented and therefore are likely to depend on an authority figure for guidance, direction and support.

## The storming face

It is common in the experience of many teams to enter periods in which many members experience confusion, anger, withdrawal and/or significant dissatisfaction and express these things in ways which are disruptive. Sometimes this occurs as individual members vie for position. In other cases, this stormy behaviour occurs when members sense too great a misalignment between their hopes for what the team might become and what it is, in fact, becoming. Members

become discouraged and engage in bickering. Sometimes members of storming teams just walk away from one another and from the team's work.

### The norming face

Teams whose members rely on rules, even implicit and undiscussed rules, to maintain harmony in spite of one another's idiosyncrasies, and who experience "the group" or "the team" as a comfortable entity worth maintaining are probably wearing the norming face. Norming groups focus on harmony. They exchange and accept opinions and ideas because they want to ensure the continuation of positive feelings within the group. They overcome differences by establishing and following both written and unwritten rules, standards of behaviour, policies and performance standards. This may not result in the highest level of task accomplishment, but it does maintain a sense of "group" and minimizes "bad feelings" and "personality conflicts".

### The performing face

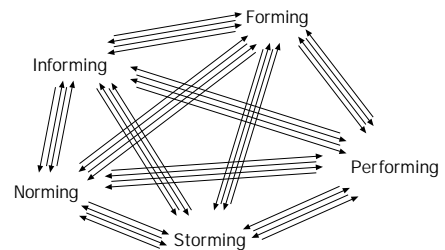
Some teams move into a stage of very high *esprit*, trust, energy, creativity and innovation during which performance soars. Members are individually empowered and open with one another. They create and change their individual roles to fit changing needs - "role flexibility" is a key descriptor of high performing teams. Members seek each other's opinions, then listen carefully to each other. Although they strive for consensus and shared decision making, any member may act on behalf of the entire team confident his or her team-mates will support any action taken. These periods of high performance have lasting, positive impact because they are energizing and personally rewarding.

### An iterative phenomenon

A team might wear any one of the faces for a while, then move to or "put on" any other face for another period of time before wearing yet another face (see Figure 1). Ideally, members and managers want to move each team to "performing" as quickly as possible and then to maintain the performing face as long as possible. In actuality, even the highest performing, most empowered and most productive teams periodically put on the other faces. Experienced members, managers, leaders and consultants know instinctively that each face requires different behaviour on their part if they are to help their teams move back to high performance.

**Figure 1**

The faces model - five faces of teamwork

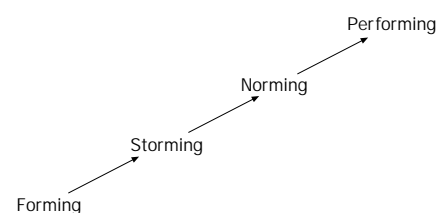


Some aspects of the faces model are undoubtedly familiar to those who have studied team development. This is because I have drawn from earlier work on the "stages" or "phases" of team development. Perhaps the most frequently quoted work in this area is Tuckman's four-stage model (1965) which includes a forming, storming, norming and performing stage. Blake and Mouton (1964), Charrier (1974), Jones (1974) and others have also presented similar models of team development. Many of these models describe a stepwise or sequential process which roughly parallels a one-way path from forming to storming to norming and finally to performing, as shown in Figure 2.

Tuckman found this sequence to hold in over 50 groups in the studies he reviewed. His 1965 model has become a standard in team development work. However, nearly all the groups Tuckman reviewed were therapy groups, T-groups or groups established specifically for university laboratory research. Such groups are fundamentally different from groups established by businesses or other "work" organizations. Unlike most of the groups in Tuckman's study, groups, teams and committees in the work world are usually chartered to accomplish a production, planning or problem-solving task. In these task-oriented groups the assumption of one-direction, sequential

**Figure 2**

The sequential path



movement does not hold up because teams in the workplace move from one stage or face to another in a nearly random order, as shown in the faces model.

The faces model is more encompassing, more powerful, and in a sense, more forgiving than sequential developmental models. Changing faces in any direction is accepted as normal and, if handled properly, can be meaningful and valuable. Each change creates new learning opportunities. Each change of face, in any direction, can result in growth.

The faces model helps explain many experiences with teams, like the one in the story at the beginning of this article, which have successfully operated at a stage that developmental models would label "more advanced", say norming or performing, and have then entered a period in which they worked at a "less advanced" stage, like storming or forming, in order to clarify or reclarify purpose, values, strategy or mission. To suggest this is backtracking or regression undermines the learning potential of these experiences. Each change of face, regardless of direction, is part of a normal, natural process.

The faces model adds a fifth face called "informing" to Tuckman's earlier model. This face might just as well be called "learning", "foundation-setting" or "valuing". It is sometimes critical - teams which take the time to clarify values and mindset concerning teamwork substantially increase their ability to operate as high performing or empowered teams. However, mindset is never permanently established for all time because new experiences drive new learnings and influence changes in personal orientation. Renewing and changing mindset is an ongoing process triggered by unfolding events in the life of the team. Therefore, healthy teams need to return to the informing face from time to time as they do to other faces in the model.

Effective teams are both serendipitous and systematic about the ways they go about this learning. They utilize many unplanned, spontaneous events to trigger their learning, yet they utilize well-established questioning techniques to cull meaning from these spontaneous experiences. Killion and Kur (1995) have described one of these patterns, the "change corkscrew", in detail.

The faces model suggests that moving to high performance does not *necessarily* involve storming, or any other face. This is consistent with experience. Teams sometimes move to a high performing mode with little or no storming along the way - that is, without the confusion, dissension and dissatisfaction associated with competing for position or misalignment between hopes and reality.

This is not to say that strife and stormy relationships cannot be powerful springboards for growth - they often are - but a storming state is not a prerequisite or necessary condition for high performance teamwork, *esprit* and productivity.

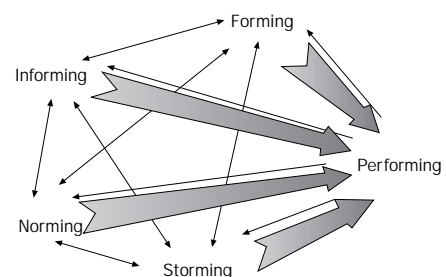
### Moving to high performance

From a faces model perspective, the purpose of team development work is to enable each team to wear the performing face, or at least to strive for high performance as its desired or preferred approach, as shown in Figure 3. Therefore, it is appropriate to clarify just what the term "high performing team" (HPT) means in the context of team development. A high performing team (or organization) consistently satisfies the needs of customers, employees, investors and others in its area of influence. As a result, these teams frequently outperform other teams that produce similar products and services under similar conditions and constraints.

People are searching for high performing, excellent teams (as well as organizations) that achieve desired results. Employees want to work in such settings. Managers want to know how to turn their own teams and organizations into high performing ones. Investors want to invest in them. Consultants want to create such teams. However, one cannot determine whether a team is high performing by examining results alone, because some cycle times are so long that teams may perform superbly for years before they produce any results at all. The multi-year cycle times in pharmaceutical development, astronomical research and in education of children and adolescents are examples.

In his pioneering book on Theory Z, Ouchi (1981) pushed in new directions to develop an understanding of high performing organizations. Later, Peters and Waterman (1982) developed another way of understanding

Figure 3  
Towards high performance



high performance in their study of excellence. Other studies of the best, highest performing organizations and teams have followed and will continue to do so. Yet many of the organizations labelled “best-performing” one year are not so lucky a year or two later. This suggests either that the criteria used to select these high performers are invalid, or that high performance is at best only temporary, or both. My assumption, expressed through the faces model, is that these organizations, like teams, have simply moved to another face. One true mark of an outstanding organization is that it wears the performing face. An equally valid mark is that it has the learning agility and resilience to move quickly from other faces back to high performance. The key to success, then, is in learning from the experience and getting back to the performing face as quickly as possible.

Understanding the specific nature of the performing face is necessary in this process. Therefore, the following sections of this article describe high performance in several ways: theory and observations of high performance; high performance and core processes; and management and leadership in high performing teams.

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### Inferences about high performance based on theory and observation

I have used a six-part description of “team” drawn from widely-accepted social science theory – principally from the work of Buckley (1967); Katz and Kahn (1978); and Parsons (1951): *a team is a purposeful, open, sociotechnical system in a state of tension between change and stability.*

It may seem naïve to describe in abstract or conceptual terms something so familiar and ubiquitous as “team”. Yet the fact that teams are familiar may hamper our ability to grasp certain aspects of their underlying nature. The earth was familiar to people for millennia, yet people missed the fact that the planet was spherical rather than flat.

The terms in the theoretical definition above have specific meanings as shown in the left-hand column of Table I. These theoretical definitions are easily supported by observation – in every case of sustained high performance I have experienced, I have observed the same principles in operation, as shown in the right-hand column of Table I. Although this article focuses on teams, these principles and observations apply equally well to total organizations.

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### High performance and core process

The organization systems model shown in Figure 4 has been useful to teams in their quest for high performance. It defines several “core processes” which are leverage points in the development of HPTs and organizations. The model is based on the assumption that *the core processes of a social system (including a team) must be healthy if the overall system is to be healthy.*

A core process is any process, subsystem or activity within a system which, if severely damaged or interrupted, would result in severe damage or interruption to the overall system. For example, consider the human body as a system. Respiration is a core process. Stop breathing for several minutes and the entire body stops functioning. On the other hand, the growth of hair is not a core process – baldness does not incapacitate the body.

In the same way, identifying and understanding core processes in teams can help leaders know where effectively to focus their energy most in order to move towards and/or to maintain the performance face. The organization system model depicts six core processes, each of which must operate effectively in order for a team to achieve high performance and each of which is consistent with the high performing face of teamwork:

- 1 Purposing or targeting processes are those processes used in the team to establish mission, vision, strategy, goals and plans.
- 2 Environmental interaction processes enable the team to pull in helpful information and energy from the environment while protecting itself from detrimental outside forces. One example of this is lobbying with headquarters for or against certain corporate policies. Another example is fighting detrimental rumours instigated by competitors with timely, factual information.
- 3 Feedback processes enable the team continually to remap or improve production, individual and social processes. Healthy, effective feedback processes include systematic means of processing feedback information.
- 4 Individual processes are those processes through which individual work-related needs are satisfied. Teams must satisfy these needs if they are to retain members. Furthermore, teams function more effectively when their members believe the team has their best interests at heart and when members perceive their relationship with the team as one which meets their

needs. Dissatisfied individuals in a team can stop it cold.  
 5 Social processes link people with one another and with the work itself. Examples include communication processes, role definition processes, and processes

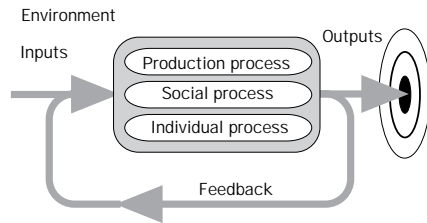
by which work is allocated or assigned to people, etc.  
 6 Production processes are those processes by which the team produces the goods and services it is intended to produce. These processes, so vital for teams in the work-

**Table 1**

Theory and observations regarding high performing teams

Definitions from social systems theory	Observations of high performing teams
<p><i>Purposeful:</i> As a purposeful system, a team has will. It can determine many of its own goals and how to reach them. It determines all of its own values</p>	<p>Members of HPTs share consensus and commitment regarding team and organization purpose values, mission, vision, strategy goals and plans. They share a vision of what is ideal for their team and a deep commitment to realizing that vision. Most or all of the members of an HPT would quickly agree on answers to questions like: "What kind of a team are you striving to become? What is your idea of how your team should ideally function? What are your goals, aspirations and plans?"</p>
<p><i>Open:</i> The conceptual line separating the system or team from its environment is permeable, more like a net or strainer than like a brick wall. Everything that happens outside the net affects the team and what happens inside the net affects the environment. Therefore, high performance requires an appreciation of the team's environment. Some of what happens in the environment may constitute a threat to the team. Other environmental dynamics constitute opportunities. However the environment never totally reveals itself to the team – some of its secrets are filtered out at the boundary, others are allowed in</p>	<p>HPTs maintain alignment and interaction with external entities (e.g. other teams in the workspace, suppliers, managers, customers and government) thus ensuring a supply of the inputs the team requires, a market for its outputs and a hospitable environment in which to work. People in HPTs know the team's principal customers, suppliers allies and enemies. People in HPTs ask and find the answers to questions like: "Who outside the team counts for us or cares about what we do? What do they want from the team? How well are we satisfying their needs? What do we need from them? How well are the team's needs being satisfied? How might the gaps between needs and fulfilment be closed?"</p>
<p><i>Socio:</i> Teams include people. Where there are people, according to Homans (1950), there are behaviours, interactions sentiments and norms. These human characteristics will find expression. To the extent that their expression is encouraged in the team, the team is perceived as hospitable and deserving</p>	<p>HPTs are people-centred. They satisfy the needs of individual members. They do this by linking members with one another and with work in ways which respect individual and organizational interests provide supportive work environments, and encourage continuous development. Leaders and designers of HPTs take into account the fact that people carry their feelings, needs, competences, weaknesses and values with them into the team. To the extent that these people feel free to express their feelings, utilize their competences, satisfy their needs, shore up their weaknesses, and live their values, they tend to perform more effectively</p>
<p><i>Technical:</i> Teams produce something to satisfy certain needs. They engage in a conversion technology which may convert raw materials into finished products, as in a factory, or convert raw data into forecasts and projections as in a finance team. Conversion technology includes the artefacts or tools used in the conversion as well as the processes and intellectual knowhow used to operate the tools</p>	<p>HPTs produce their products and services efficiently and effectively. They strive to improve their products and services as well as the processes used to produce them. These teams are simultaneously "production" or "action" teams which produce something and "process improvement" teams which improve their own production processes. In HPTs, conversion technologies are effective and efficient. They produce the right things for the right customers without waste</p>
<p><i>System:</i> A team is a system, a group of elements (members and processes) in which every element interacts with all other elements in the system, each element interacts with the environment outside the system and the total body of elements interacts with the environment. If any element in the system is disturbed or changed, every other element also will be disturbed or changed in some way</p>	<p>HPTs maintain fit, balance and integration among their own members and internal processes. They are characterized by effective teamwork focused on accomplishing tasks. Certain elements fit – words with deeds, intentions with results, values with actions, people with people. When the team loses this fit, it readjusts itself by developing new ways of operating and relating. There is substantial leadership and management within the team, yet no one dominates and no one is subservient. In HPTs the people, their work, values, interactions and feelings are integrated. All the team's work processes and support activities are also integrated and co-ordinated. The whole team acts as one body</p>
<p>Teams are characterized by a tension between the stability to operate efficiently and the flexibility to adapt quickly to changing conditions. Teams, like individuals, require change in order to develop and stability in order to function smoothly. Teams engage in continuous transactions with a constantly changing environment and, therefore, continually remap, restructure and renew themselves. Buckley (1967) called this the "morphogenic" quality of social systems. For Wheatley (1992) this is the normal state of all natural systems as well</p>	<p>Members of HPTs find stability in their organizational and team heritage and values yet approach new ideas and change optimistically. Their members perceive change as a chance to learn. Their "anchor" during turbulent times – and most times are turbulent – is their relationship to each other and to shared values and history. Almost every aspect of the team is constantly changing. Goals and products change because the needs of customers change. Members change as they learn and mature. Technologies change as machines wear out. Processes change with technical and organizational advances. In the midst of all this change, people in HPTs look to shared values and strong relationships to provide stability</p>

**Figure 4**  
 The organization systems model



place, were nearly absent in the groups Tuckman (1965) studied.

Because the six items above are core processes, all must function effectively for a team to achieve and maintain a high performing face. Each provides team members with leverage in developing and maintaining high performance.

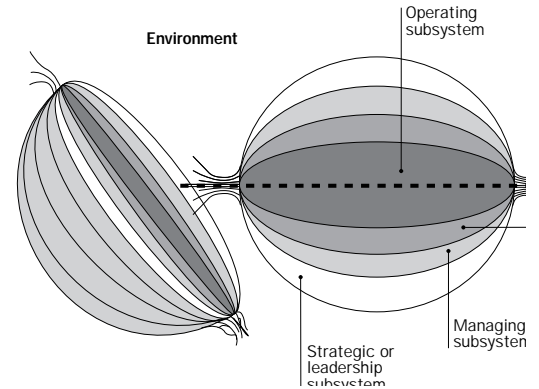
### Management and leadership under the performing face

No discussion of HPTs is complete without considering management and leadership. These terms are sometimes used to denote positions or roles: "Tom was promoted to department manager last month"; "They named Mary team leader at the meeting today". At other times they are used to denote activities, skills or patterns of behaviour: "Sally is a real leader - she constantly clarifies goals and boosts our spirit"; "John really manages this place even though his title is 'sales assistant'".

In every HPT I have observed, position is used primarily to relate to people outside the team. For example, members of HPTs use their titles and authority to get whatever the teams need from the larger organization or environment. But, inside HPTs, position and role are played down and behaviour is played up. Empowerment, decentralized management and self-management are popular ideas in HPTs. And, generally, shared or distributed, rather than centralized or concentrated, leadership is an important part of the performing face.

High performance theory suggests leadership and management have protective and care-giving responsibilities - their function is to protect the team, to enable it, to provide it with resources, to nourish it. An onion is a reasonable metaphor (see Figure 5). The outer skin absorbs nutrients from the environment while blocking detrimental materials from entering. Each layer protects and nourishes the layer beneath it in a similar

**Figure 5**  
 The onion model of organization



way. Likewise, the role of successively higher levels of management in a team-based organization is to protect and nourish the levels below and to help people working in these levels adapt to the larger environment and operate successfully. Within each layer of a high performing organization, and within each HPT, the entire leadership continuum from microleadership to macroleadership (Kur, 1995), is practised.

### Strengthening teams for high performance

How can we ensure our teams operate in the high performing mode as frequently and as continuously as possible? The answer to this question lies, at least in part, in the application of a systematic HPT development process which enables teams to wear the performing face more consistently by utilizing the principles of high performing organizations outlined in this article.

Team development often occurs in a natural, evolutionary, unplanned manner. It can also be prompted through proactive planned intervention. Too often, interventions are planned on the basis of the whims of one or two people, usually a manager to whom the team reports and/or an external consultant, rather than on the bases of sound systematic analyses and solid conceptual frameworks. One consequence of this is that some teams do not receive the right kind of help; they may get "help" with total quality management (TQM) even though a goal-setting discussion might be more appropriate for its current situation. Another consequence is that team development throughout the organization may not be aligned or strategic; each team moves in a direction established to satisfy the personal whims of its own manager rather than in a direction consistent with

overall change strategy. A third consequence is that organizations spend a lot of money on fads with poor results. For example, several years ago one company took every team through a visioning process even though these exercises were inappropriate for many of the teams. Another example: some organizations are subjecting every team or work group to TQM interventions without ascertaining whether each of these interventions is strategically valuable to the total organization or to each team.

### A process of team development

A systematic process, such as the one shown in Figure 6, is more constructive. The best process of this type I have seen is based on a three-part philosophy:

- 1 The team's current or most commonly worn face should determine the choice of team development interventions.
- 2 All interventions should help the team move to or sustain the high performance face.
- 3 The actions taken, as well as the philosophical and conceptual frameworks used across the organization, should be aligned in order to accommodate people who move from one team to another, facilitate evaluation of consultants and interventions, and maintain overall strategic integrity.

Table II addresses this philosophy by describing interventions or actions likely to help a team move from each face to the high performing face. These interventions can be conducted by a team member, the manager to whom the team reports, or a facilitator/ con-

sultant, provided the individual conducting the intervention has adequate competence and motivation in the area of team development. The process for any specific team should include:

- all the members of a team;
- the team's manager or project leader;
- other managers to whom members (of cross-functional teams) report; and
- one or more facilitators who may be either employees or outside consultants, or both.

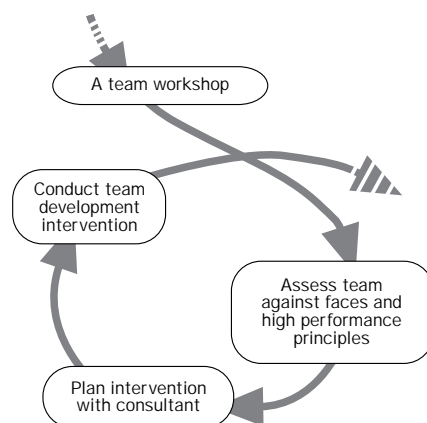
The approach involves four major steps:

- 1 Systematically provide an informing, shared learning experience – a team workshop – to all team members. Design this experience so that team members think about and work together on a number of teamwork issues. Use the workshop to help team members clarify their own values about teamwork and discuss ideas, such as, the role of the team in satisfying individual as well as business needs, ways to allocate responsibilities to members, how to lead and manage teams, etc.

The workshop should involve both cognitive and experiential learning. It should help people understand or develop a mindset about HPTs which enables them to participate more effectively in such teams. The workshop often plays a key role in the team's informing face. A variety of workshops can be used in this process. The best are those designed specifically for each organization by a team of internal course designers working with an external consultant. However, the process is robust enough to benefit from a number of off-the-shelf workshops as well – Stokes' high performance systems workshop (Stokes, 1988, 1990) and its various spin-offs are among the best of these.

- 2 Systematically assess each team using criteria developed from the concepts presented earlier. For example, one set of criteria could include clarity, consensus and commitment to team and organizational purpose, vision, mission and strategy. Another could include alignment with external groups, such as customers, suppliers, regulators, higher management, lower-level people, investors, etc.
- 3 Systematically determine which face or faces each team usually or currently wears, based on the faces model. The "team faces and interventions" chart in Table II is very useful in this process.
- 4 Develop and implement an intervention strategy based on the previous steps and develop the leadership needed for each team to move as quickly as possible to the performing face.

**Figure 6**  
 High performance team development process



**Table II**  
 Team faces and interventions

	<b>Member behaviours</b>	<b>Member questions and concerns</b>	<b>Interventions to move to high performance</b>
<b>Informing</b>	Express desire to learn about empowerment, high-performing teams, self-managing teams, etc. Express uncertainty and/or displeasure with the notion of teams and teamwork Express concern that developing and empowering people could damage the organization Express desire to operate in a more open, constructive, productive manner	How will a change to greater teamwork impact on me and my future with the company? How will I develop the skills and comfort level to be effective in a team? What do I need to understand about teams? Some of what I hear about empowerment, HPTs, TOM, etc. concerns me	Conduct experiential and cognitive training on teamwork Visit HPT in other departments and organizations View video tapes of other organizations  Invite guest speakers to describe their experiences in team-based systems Attend conferences on team-based organizations
<b>Forming</b>	Most comments are directed to the manager or designated leader Direction and clarification are frequently sought Status is accorded to group members based on their roles outside the group Members fail to listen to each other Issues are discussed superficially Discussions and plans are ambiguous	Why am I in this group? Why are the others here? Will I be accepted? What is my role? What tasks will I have? Am I capable? Who is the leader? How will he or she value me? Is the leader competent?	Provide structure Establish a regular meeting schedule Clarify tasks, roles and responsibilities through discussion Encourage participation by all Discourage domination by any Facilitate learning about one another's expertise, needs, values and preferences Share as much information as possible Encourage members to ask questions in team meetings
<b>Storming</b>	Various individuals attempt to gain an inappropriately disproportionate share of influence Subgroups and coalitions form with conflicting interests, objectives, values Expertise and power of the designated leader or manager is frequently tested and challenged Members judge and evaluate one another's ideas overzealously resulting in ideas being shot down Members judge and evaluate one another personally resulting in people being shot down	How much autonomy will I have? Will I be able to influence the others? What is my place in the pecking order? Who are my friends on this team? Who are my enemies? Do my ideas get any support here? Why don't some of the others see things my way? Is all this aggravation worth the effort?	Use joint problem solving Discuss group's problem-solving process Have members explain why others' ideas are useful and how to improve them Conduct a formal role clarification process Establish norm, supporting expression of different viewpoints Utilize nominal group technique in decision making Encourage members to state how they feel as well as what they think about each issue Give members the resources to do their job

(Continued)

**Table II**

	<b>Member behaviours</b>	<b>Member questions and concerns</b>	<b>Interventions to move to high performance</b>
<b>Norming</b>	<p>The group establishes and follows rules, and procedures</p> <p>Members sometimes openly disagree with the designated leader or manager</p> <p>The group laughs together, has fun, tells occasional jokes at one another's, including the leader's, expense</p> <p>Members share a sense of "we-ness" and pay attention to group process</p> <p>The group feels superior to other groups</p> <p>Members do not challenge one another, including the leader, enough on work and business issues</p>	<p>How can we get organized well enough to stay on top of our tasks?</p> <p>How close should I be to the other group members?</p> <p>How can we work in harmony?</p> <p>How do we compare to other groups?</p> <p>What is my relationship to the leader?</p> <p>How do we keep conflicts and differences under control?</p> <p>How can we structure things to run smoothly?</p>	<p>Challenge the team, fight complacency, question team rules and norms</p> <p>Conduct consensus-seeking discussions of challenging problems</p> <p>Establish means of delegating as much as the team members are capable of handling</p> <p>Establish procedures requiring team members to manage team strategy, plans and agenda</p> <p>Request and provide both positive and constructive negative feedback on individual and team actions</p> <p>Encourage open discussion about individual issues and concerns</p>
<b>High performing</b>	<p>Members trust and are totally honest with one another</p> <p>Roles are clearly assigned yet members step into one another's roles as needed</p> <p>Each person's distinctive contributions are recognized</p> <p>Members take initiative and accept initiatives from each other</p> <p>Members openly discuss and accept differences in personalities, backgrounds and approaches to work</p> <p>Members challenge one another's ideas, leading to creative problem solving</p> <p>Members challenge one another to do better and support one another, leading to individual growth</p> <p>Members seek feedback from one another to improve</p>	<p>How can we continue growing at this pace?</p> <p>How might we share our learnings with others?</p> <p>Why is it that others are not having as much fun as we are?</p> <p>What will I do when this project is over?</p> <p>How will I ever find another team which is as good for me as this one?</p>	<p>Jointly set challenging goals</p> <p>Look for opportunities to increase the group's scope</p> <p>Questions assumptions, norms and traditional ways of behaving</p> <p>Develop mechanism for ongoing self-assessment by the group</p> <p>Celebrate each member's contribution</p> <p>Develop members to their fullest potential through task assignments, training, education and feedback</p> <p>Enable team members to help conduct training for other teams</p> <p>Enable team members to help facilitate team development processes with other teams</p>

Although the workshop (step 1) is conducted for most or all teams in an organization, the rest of the process is tailored to each team depending on the needs of that team. The tailoring is accomplished through an assessment and planning process based on the models discussed in this article. The specific needs and objectives of each team drive the process. A team may identify only one or two objectives or a large number of objectives for its own development. Once objectives are developed, it is necessary to design and conduct activities appropriate to each team's particular development objectives. At a future date, the team may need to engage in another cycle of assessment and development as it moves on to new problems, new opportunities and further development.

The notion of tailoring or customizing team development processes for each individual team results in flexibility in objectives and activities. It also results in a wide range of both time and cost of the process. Some teams engage in a process involving only a few hours. Others require a one- or two-day meeting. Still others require several multi-day offsite meetings over several months with various projects or activities between meetings.

Large organizations should consider developing a group of consultants or facilitators to staff this process. These people may be either internal, external or a combination of both, depending on the resources available. Internal facilitators should be selected from individuals who have been instrumental in developing teams and from graduates of the team workshop.

This team development process is consistent with many other approaches such as TQM, workforce diversity and process re-engineering. It can also work well in the absence of these other approaches. The strength of the faces model and of the approach to HPT development outlined in this article is that they provide a means by which any team, regardless of its current level of development, can move directly to high performance. Although the performance face eludes teams whose members and managers are unaware of these models and processes, experience suggests that applying

them can enable many teams comprising "average" people to achieve the highest levels of performance.

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