Borgeson Paper Archive   Law Librarianship Program

2016

Inclusion of Team Role Theory into the Orientation of Law Librarianship at the University of Washington

Tamara Carson

Follow this and additional works at: https://digitalcommons.law.uw.edu/law-lib_borgeson

Recommended Citation

Inclusion of Team Role Theory into the Orientation of Law Librarianship at the University of
Washington

Tami Carson
Current Awareness Paper
Spring 2016

`

Part I: Introduction

Each fall, students enter the University of Washington seeking a Master in Library and Information Science degree with an emphasis in Law Librarianship. These students are required to have attained a Juris Doctor degree prior to entering the program. Generally, the students come to the program fresh out of law school or are returning to school after practicing law. Many have taken a state bar exam. Law school generally does not promote or provide education in effective teamwork. Law librarianship students come to the program at the University of Washington after having attended law school, where "much of legal training, with its emphasis on individual work and achievement, is an impediment to developing effective team players."[1] The forced curve system in place in law schools creates an environment that is hostile to collaboration, cooperation, and teamwork.

On the other hand, the ability to effectively work on a team is essential to a law librarian. The role of the law library in society is changing. In the current economy, law libraries are consistently required to prove their value to the constituency that they are serving. In light of this, law librarians have increasingly become aware that successful teams are vital in providing the best possible service to their communities. According to BusinessDictionary.com, a team is "[a] group of people with a full set of complementary skills required to complete a task, job, or project. Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared rewards. A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members."[2] This is a lofty and idealistic view of a team. A well-accepted, and more realistic, definition is that "[a] team is a small number of people with complementary skills, who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable."[3] These definitions assume that a team actually does contain members with complementary skills. Unfortunately, this is often not the case. Teams are often formed out of convenience or based on job description. Often, the individuals' strengths and weaknesses do not factor into team formation.

This paper posits that Team Role Theory should be incorporated into orientation of the University of Washington law librarianship program because "[e]stablishing the right climate in which well-designed teams can form and flourish is the foundation stone upon which more effective teamwork in the future can be built."[4] Part II of this paper will provide an overview of the current use of teams in law libraries and the existing scholarship on the use of teams in law libraries. Part III of this paper will provide an introduction to Team Role Theory and how it was developed. Part IV of this paper will explore the use of Team Role Theory by current business managers. Part V of this paper will focus on the current class of law librarianship students, their team role assessments, and a Team Role Theory workshop that they attended. Part VI will conclude with a recommendation on whether Team Role Theory should be included in law librarianship orientation.

---

[1]Janet Weinstein, Linda Morton, Howard Taras, & Vivian Reznik, *Teaching Teamwork to Law Students*, 63 J. LEGAL EDUC. 36, 41 (2013).

[2] *Team*, BUSINESSDICTIONARY.COM, http://www.businessdictionary.com/definition/team.html.

[3] John R. Katzenbach & Douglas K. Smith, *The Discipline of Teams*, 71 HARVARD BUS. REV. 111, 112 (1993).

[4] R. MEREDITH BELBIN, MANAGEMENT TEAMS: WHY THEY SUCCEED OR FAIL 134 (2nd ed. 2004).

`

Part II: The Importance of Teams in Law Libraries

There are numerous types of teams in law libraries. Collection development teams work together to manage and maintain a library's collection. Law library directors serve on law school Deans' administrative and management teams. Teams are formed to purchase new integrated library systems. Reference librarians serve on reference / research teams to provide research assistance to faculty, students, and other library patrons. Technical Services teams work together to make sure that library collections are findable and accessible. Every employee of a law library is a part of the entire team, but also often works on numerous smaller, more specialized teams.

There are also many teams that cross departmental lines, such as teams that are formed to change the location of a library or to weed the collection of a library. Teams in libraries may be permanent, such a collection development team, or teams may be temporary, such as a search committee for a new staff or faculty member. Teams may also be inter-institutional, such as a team made up of members from different libraries across a university. An example of such a team occurred at the University of Washington when the university decided to join the Orbis Cascade alliance and change integrated library systems from Innovative Interfaces' Millienium to Ex Libris' Alma and Primo. Beyond the formality of a deliberately-formed team, law librarians collaborate on a regular basis with other members of the law library staff, the greater law school community, and the larger university in general. They also serve on teams in professional development organizations such as the American Association of Law Libraries and the special interest sections within that organization.

The importance of teamwork in law libraries is reflected in the mission statements of libraries. According to the Private Law Librarians & Information Professional Special Interest Section of the American Association of Law Libraries, one law firm's mission statement is: "The mission of the library **team** is to provide the best connections to information needed by attorneys and staff, making a vital contribution to the quality of legal services delivered by the Firm."[5] The Sacramento County Public Law Library Mission Statement is: "Towards the fulfillment of our vision, it is the mission of the Sacramento County Public Law Library to: Assist our customers in their effort to use the legal system effectively; Continually improve our services; Cultivate new technologies to best serve customers; Exhibit our values in our daily work; Seek to maximize our customers' research dollar; Support each other in our individual and **team** efforts to improve the library."[6] Finally, teamwork is also emphasized in an academic law library as seen in the Texas Tech Law School Library Mission Statement: "We will provide library services in the highest standard of excellence while pursuing continuous quality improvement in order to: Serve and support the educational, instructional, and research needs of the Law School [and} [p]rovide the University, the legal profession, and the people of Texas with full access to legal information. We will accomplish this through **Teamwork**, Service, and Innovation."[7]

Part III: Introduction to Team Role Theory

---

[5] Anna Irvin, Natalie M. Lira, Saskia Mehlhorn & Lindsey Carpino, *Strategic Planning for Law Firm Libraries*, available at http://www.aallnet.org/mm/Publications/products/Law-Librarians-Making-Information-Work/pll-guide-8.pdf (emphasis added).

[6] Sacramento County Public Law Library Mission Statement, http://saclaw.org/about/ (emphasis added).

[7] Virginia J. Kelsh, *The Law Library Mission Statement*, 97 LAW LIB. J. 332 (2005) (emphasis added).

`

Although teams and teamwork exist in virtually every profession, teams may not be successful. An unsuccessful team can derail even the most valuable projects. Too often, teams are formed based merely on the job description or functional role of the team members. Functional role "refers to the job demands that a person has been engaged to meet by supplying the requisite technical skills and operational knowledge."[8] A reference team at a law library may be formed merely because the members are reference librarians at the institution; this sort of team formation does not take into account the way that its members actually work in teams.

A better understanding of a team is that "[t]he essence of a team is that its members form a co-operative association through a division of labour that best reflects the contribution that each can make towards the common objective." In order to accomplish this, it is vital to determine what attributes each team member is best equipped to contribute.

In the late 1960s, Dr. Meredith Belbin, a researcher at the Industrial Training Research Unit at Cambridge, was asked to conduct research at Henley Management College, the oldest management college in Europe.[9] The research was done to determine what factors made teams succeed or fail.[10] Belbin's initial hypothesis revolved around intelligence being a key predictor of team success.[11] Upon testing this, he found the opposite to be true; teams composed purely of individuals with high intelligence scores performed far worse than randomly composed teams.[12] This appeared to be the result of individuals on the team competing with each other rather than collaborating to reach a common goal.[13] He further found that teams comprised of individuals whose intelligence scores covered a wide spectrum achieved the best team results.[14] Knowing that IQ scores were just a part of the picture, he began categorizing the personalities and behavioral propensities of individuals. He discovered that behavioral diversity within a team was a reliable predictor of team success.[15] He then observed teams in an academic setting over the course of nearly a decade. As a result of this research, he created the initial team role definitions (clusters of related behaviors) that ultimately formed Belbin Team Role Theory.[16] He validating Team Role Theory using an executive management exercise in which people were placed together into artificial "companies."[17] The companies were assigned different projects to complete.[18] The researchers then evaluated the companies' performances against each other.[19] This research continued until shortly before Dr. Belbin published the results of his research in his book *Management Teams: Why They Succeed or Fail*.[20] Through running the exercise many times over the course of over a decade and manipulating the make-up of the teams based on the results of personality assessment, he developed Team Role Theory. "The theory of team roles took a long time to emerge, among the many variables that combine to mask the detection of key

---

[8] R. MEREDITH BELBIN, TEAM ROLES AT WORK, at 24 (1993).

[9] BELBIN, *supra* note 4 at 1.

[10] *Id.* at 2.

[11] *Id.* at 10.

[12] *Id.*

[13] *Id.*

[14] *Id.* at 89.

[15] *Id.*

[16] *Id.* at 145.

[17] *Id.* at 2.

[18] *Id.*

[19] *Id.*

[20] *Id.* at 145.

`

factors."[21] Once Team Role Theory emerged, Belbin became consistently able to predict whether or not a team would be successful based on the team role profiles of the members of the team.[22]

"The term 'team role' refers to a tendency to behave, contribute and interrelate with others at work in distinctive ways."[23] An individual's team roles are determined through a two part assessment. The first part is a self-assessment, or Self-Perception Inventory. The Self-Perception Inventory contains five sections. Individuals are asked to distribute ten points per section describing which sentences they think best describe their behavior in particular situations.[24] An example of a section of the Self-Perception Inventory is:

> I. What I believe I can contribute to a team:
>   a. I think I can see quickly and take advantage of new opportunities.
>   b. I can work well with a very wide range of people.
>   c. Producing ideas is one of my natural assets.
>   d. My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives.
>   e. My capacity to follow through has much to do with my personal effectiveness.
>   f. I am ready to face temporary unpopularity if it leads to worthwhile results in the end.
>   g. I am quick to sense what is likely to work in a situation with which I am familiar.
>   h. I can offer a reasoned case for alternative courses of action without introducing bias or prejudice.[25]

This example is from the original iteration of the Team Role Theory and shows the form of the Self Perception Inventory. The actual sections have evolved over time into the current form administered when someone completes a Belbin assessment.

The second part of the assessment is a 360° assessment completed by individuals with whom the person being assessed works or has recently worked. 360° feedback is feedback given by one's peers, managers, subordinates, and others. Because people work differently depending on their relationship with others, it is important to get feedback from people at all levels. The Observer Assessment lists "the key words most descriptive of each of the team roles, including their most positive characteristics along with their 'allowable weaknesses.'"[26] There is a minimum and maximum number of words that the observer must choose from the positive list; the observer need not choose any negative words if. Belbin's inclusion of Observer Assessments was "a radical change in methodology from that prevalent in psychometric testing."[27] Belbin chose to include Observer Assessments because:

---

[21] *Id.*

[22] *Id.*

[23] BELBIN, *supra* note 8 AT 22.

[24] BELBIN, *supra* note 4 at 178.

[25] *Id.* at 178-79.

[26] *Id.* at 148.

[27] *Id.*

`

Self-reporting measures may suffice for assessing personality characteristics on training courses. But where people have worked with colleagues over a period of time, negative reactions can occur towards the self-assessments claimed by some: 'He's not like that at all.' Increasingly the evidence mounted that a few individuals were lacking in self-insight. What they believed about themselves was dominated by a belief about what they would *like to be* or, in other cases, by what carried most prestige in their own estimation. When people have working knowledge of others that information is surely worth having.[28]

Once the Self-Perception Inventory and Observer Assessments have been completed, a Belbin Team Role Report is generated. The Team Role Report is comprised of eight sections. The first section is a "Team Role Summary Descriptions" which contains a table listing the possible team roles, the contributions people who play that role make to a team, and the allowable weaknesses that a person who is suited to playing that role can be expected to make.[29] Belbin found that each team role had strengths and corresponding weaknesses.[30] The second section of the Team Role Report is the "Analysis of your Team Role," which provides an overview of the order of team roles of an individual in order from prominent to least prominent.[31] It contains lists of the roles based on the results of the Self-Perception Inventory, the individual Observers' Assessments, a composite of the Observers' Assessments, and an Overall Team Role Composition. The Composition is "not simply an average of each individual line, but a weighted integration of your perception and your Observers' views, which takes many factors into account."[32] The third section of the Team Role Report is a "Team Role Overview."[33] It contains a bar graph which shows an individual's "Team Role's in order from highest to lowest, using all available information."[34] This graph is a general overview showing how strongly, based on both the Self-Perception Inventory and the Observer Assessments, an individual plays each team role.[35] The fourth section of the Team Role Report is "Comparing Self and Observer Perceptions."[36] This section contains a bar graph which shows how individuals perceive their team roles compared with how their observers view them.[37] The fifth section of the Team Role Report is "Your Team Role Preferences," and is based solely on the Self-Perception Inventory.[38] It ranks roles as either preferred roles, manageable roles, or least preferred roles.[39] The sixth section is "Observed Team Role Strengths and Weaknesses," and is based solely on the Observer Assessments.[40] It shows the individual's strength in relation to

---

[28] *Id.*
[29] Belbin Team Role Report for Tamara Carson, https://e-belbin.com/3cp/Reports/Tamara%20Carson%206UJG18UD.pdf (last visited May 19, 2016).
[30] BELBIN, *supra* note 8 at 49.
[31] Belbin Team Role Report for Tamara Carson, https://e-belbin.com/3cp/Reports/Tamara%20Carson%206UJG18UD.pdf (last visited May 19, 2016).
[32] *Id.*
[33] *Id.*
[34] *Id.*
[35] *Id.*
[36] *Id.*
[37] *Id.*
[38] *Id.*
[39] *Id.*
[40] *Id.*

`

their weakness in each team role.[41] The seventh section is "List of Observer Reponses." It contains a list of the words that observers were able to choose in completing the Observer Assessment, and show how many times each word was chosen.[42] It displays the words associated with team role weaknesses in italics while those associated with team role strengths are displayed in regular font.[43] The final section of the Team Role Report is "Team Role Feedback," and contains a few paragraphs of summary which "offers guidance and advice on the best way to manage your behaviour at work and make the most of your Team Role contributions."[44]

Belbin Team Role Theory posits that people have roles that they are most suited to play and others that they are least suited to play. It is widely used in companies around the world as part of management training, "including FTSE-100 companies, multinational agencies, government bodies and consultants and has been translated into 16 languages."[45] Organizations in that have incorporated Team Role Theory into employee training in North America include BMW, Xerox, Bristol-Myers Squibb, and Wells Fargo.[46]

Belbin identified nine team roles that are necessary in the most successful teams. These roles are Completer Finisher, Coordinator, Implementer, Monitor Evaluator, Plant, Resource Investigator, Shaper, Specialist, and Teamworker.[47] Each team role is associated with typical personality traits, positive qualities, or particular abilities that it brings to a team.[48] Each team role also has associated allowable weaknesses.[49] The stronger a person is in a team role, the more apparent the weakness will be. "[I]f the weakness is the price that is liable to be paid for a strength, [the weakness] does not matter at all, for it is a fair trade-off. The only proviso is that the person with that strength develops an appropriate strategy for managing that weakness."[50] He eventually discovered that "a so called weakness was often no more than the obverse side of a strength.[51] For example, a person with the strength of a capacity for objective assessment of a situation is not likely to be inspiring, because enthusiasm interferes with the capability to objectively assess a situation. Therefore, that person's allowable weakness might be being unenthusiastic.[52]

The nine team roles are:

---

[41] *Id.*

[42] *Id.*

[43] *Id.*

[44] *Id.*

[45] Aitor Aritzita, Stephen Swailes & Barbara Senior, *Belbin's Team Role Model: Development, Validity and Applications for Team Building*, 44:1 J. MGMT. STUD. 96 (2007).

[46] Clients, Belbin North America, http://belbin.improvingteams.com/clients/ (last visited May 5, 2016).

[47] BELBIN, *supra* note 8 at 22.

[48] *Id.*

[49] BELBIN, *supra* note 4 at 72.

[50] BELBIN, *supra* note 8 at 49-50.

[51] *Id.*

[52] *Id.*

	Role			Team Role Contribution	Allowable Weakness
Thinking	Plant	PL		Creative, imaginative, free-thinking. Generates ideas & solves hard problems.	Ignores incidentals. Too pre-occupied to fully communicate.
	Monitor Evaluator	ME		Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
	Specialist	SP		Single-minded, self-starting, dedicated. Provides rare knowledge and skills.	Contributes only on a narrow front. Dwells on technicalities.
Action	Shaper	SH		Challenging, dynamic, thrives on pressure. Has drive to overcome obstacles.	Prone to provocation. Offends people's feelings.
	Implementer	IMP		Practical, reliable, efficient. Turns ideas into actions and organizes tasks.	Somewhat inflexible. Slow to respond to new possibilities.
	Completer Finisher	CF		Painstaking, conscientious, anxious. Finds errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
People	Coordinator	CO		Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
	Team Worker	TW		Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations Avoids confrontation.
	Resource Investigator	RI		Outgoing, enthusiastic, communicative. Explores opportunities, develops contacts	Over-optimistic. Loses interest once initial enthusiasm expires.

53

This is not to say that nine people are needed for a successful team; individuals can play more than one role on a team. "The team now needs to be balanced so that all of the relevant team roles, together with any special skills, are well represented. If this can be achieved with only a small group of people, so much the better."[54] Balance is a key factor for team success. If the members of a team cover all of the team roles in their preferred role, it is ideal.

> In a perfectly balanced team there is always someone who can deal naturally with any set of responsibilities. In these circumstances, people do not think consciously about what to do. Things happen with the minimum of verbal communication. It is though everyone knew in advance the collective intentions of the group and each one slots into place. Life in these circumstances feels easy … Building a balanced team, comprising members with complementary qualities, offers the sunset guarantee that the self will not need to act out of role.[55]

When teams are initially formed without regard to members' team roles, teams are generally unbalanced. Unbalanced teams are usually formed when teams are formed around job title, convenience, etc. Teams can be unbalanced in two ways, voids or surpluses. A team role void occurs when no team member has the role as a preferred role. A team role surplus occurs when too many team members have a role as a preferred role. "The best results [of winning unbalanced teams] have come from teams which developed well-informed self-insight and which

[53] Anton McBurnie, High Performing Teams & Belbin Team Roles, (2012, unpublished PowerPoint presentation, on file with certified Belbin trainer Kevin Carson).
[54] BELBIN, *supra* note 8 at 22.
[55] *Id.* at 83.

took appropriate action in managing their style of operation."[56] If an unbalanced team is conscious of the unbalance and has mapped the team roles of the team members, the team can take steps to alleviate the imbalance.

The final piece of the puzzle that emerges from the results of the Team Role assessment is coherence. "Coherence is a measure of the extent to which disparate information builds up to offer an integrated and meaningful picture of the personality."[57] Coherence refers to the extent that an individual views their preferred, manageable, and least preferred roles the same way their observers do.[58] "When individuals discover that their self-perceptions are at a variance with the way they are perceived by others, they experience a shock to the system. Are they really as other people think or can it be that others have failed to understand them?"[59] It can be extremely jarring to find that you do not portray yourself to others the way you think you do. Coherence is important for both individual and team performance. "A coherent self-image emerged, therefore, not only as an advantage for the progression of individuals but for the team itself."[60] When individuals are self-aware and therefore have coherent profiles, they are able to work better on teams which in turns make the team more efficient.

Part IV: Case Studies of Business Management Professionals

Phil Reale

Phil Reale completed his Belbin profile in 2010 as part of his training to become a Lean Six Sigma Master Black Belt.[61] Lean Six Sigma is "a methodology that relies on a collaborative team effort to improve performance by systematically removing waste"[62] Practitioners of Lean Six Sigma undergo certification to achieve different levels of qualification. The certifications include Yellow Belts, Green Belts, Black Belts, and Master Black Belts.

Master Black Belts are experts responsible for the strategic deployment of Six Sigma within an organization. They promote and support improvement activities in all business areas of their organization as well as at suppliers and customers. Their main responsibilities include:
- Providing mentoring and support to Black Belts, Green Belts and Six Sigma teams to use the improvement tools appropriate to a specific problem.
- Helping to develop and deploy organizational metrics and dashboards.
- Developing, maintaining and revising the Six Sigma curriculum, delivering classroom training, and serving as liaison with external agencies in the delivery of Six Sigma training.
- Networking with other Master Black Belts.[63]

---

[56] BELBIN, *supra* note 8 at 47.

[57] *Id.* at 44.

[58] *Id.* at 43.

[59] *Id.* at 44.

[60] *Id.* at 48.

[61] Telephone Interview with Phil Reale, Lean Six Sigma Master Black Belt, USG Corp. (April 22, 2016).

[62] *Lean Six Sigma*, WIKIPEDIA, https://en.wikipedia.org/wiki/Lean_Six_Sigma.

[63] *Who Wants To Be A Six Sigma Master Black Belt?*, iSixSigma, https://www.isixsigma.com/new-to-six-sigma/roles-responsibilities/who-wants-be-six-sigma-master-black-belt/ (last visited May 16, 2016).

`

   The workshop that Phil attended was the first time that USG Corporation used Team Role Theory.[64] The company was launching Lean Six Sigma for the first time.[65] Teams are vital part of Lean Six Sigma.[66]

> Lean Six Sigma is designed with checks and balances against 'strongest voice,' which tends to represent status quo. The only real way to get breakthrough results on a consistent basis is to assign a team to the problem. Doing so ensures the diversity of viewpoints and when properly facilitated allow the best possible solution to emerge.[67]

Belbin Team Role Theory is a good fit with Lean Six Sigma because it is empirically based and consistent with the scientific method that permeates the Lean Six Sigma methodology.[68] Team Role Theory works at both the individual and team level to identify specific adjustments that enable team success. Team Role Theory is also easy to administer and is easily understood.[69]

   One of the first things about Belbin profiling that struck Phil was how much different the 360° aspect of the assessment was from other personality assessments that he had done in the past.[70] He was interested to see that the team role preference order from his Observer Assessment and his Self-Perception Inventory were extremely similar.[71] He attributes this to his military service and having served in combat, which caused him to become self-aware.[72] Other participants in his training had large inconsistencies between their Observer Assessment and their Self-Perception Inventories, and he was able to observe how understanding of their Belbin profiles made them more self-aware.[73]

   For Phil, a "huge lightbulb" that he gained through the Belbin training was in learning to understand others better.[74] Phil has Shaper as one of his most preferred roles, so he was inclined to push whatever he thought needed to be done to drive projects forward.[75] Prior to his Belbin training, he was inclined to try to make people into what he thought they should be.[76] He explained, "I'm going to turn that guy into a Shaper, or I'm going to turn that guy into an Implementer, and that's just all there is to it because I'm the boss!"[77] The understanding that he gained through Belbin training helped him to become a much better and more effective leader.[78] He explained that he began to realize people could not be shoehorned into roles and that it then became his job as a leader to allow people to play the team roles that they preferred.[79] He began

---

[64] Telephone Interview with Phil Reale, Lean Six Sigma Master Black Belt, USG Corp. (April 22, 2016).

[65] *Id.*

[66] Interview with Kevin Carson, Lean Six Sigma Master Black Belt, USG Corp., in Seattle, WA (April 24, 2016).

[67] *Id.*

[68] *Id.*

[69] *Id.*

[70] Telephone Interview with Phil Reale, Lean Six Sigma Master Black Belt, USG Corp. (April 22, 2016).

[71] *Id.*

[72] *Id.*

[73] *Id.*

[74] *Id.*

[75] *Id.*

[76] *Id.*

[77] *Id.*

[78] *Id.*

[79] *Id.*

`

to recognize that he needed to assign tasks associated with particular team roles to team members for whom that role was a preferred one.[80]

An understanding of Team Role Theory also helped Phil to better understand and accept people's weaknesses.[81] Prior to Belbin training, he saw people's weaknesses as bad and tried to make people change them.[82] After Belbin training, Phil understood that each team role has associated allowable weakness that are actually a byproduct of the strengths of the team role.[83] He was therefore able to stop trying to correct people's behavior and was instead able to help them manage the allowable weakness.[84] He also came to the realization that the stronger a particular individual is in playing a team role, the stronger the person's associated weaknesses will be.[85] He now evaluates how much he is willing to pay to have a person with a very strong team role on a particular team.[86] Phil calls these weaknesses "baggage fees."[87]

Team Role Theory has also helped Phil to develop a conscious awareness of the need to play different roles at different times.[88] According to Phil, having people learn their team roles is important, but successful people "have to cycle through all of the roles at particular times."[89] He explained that this can be uncomfortable.[90] A role that Phil does not enjoy playing is that of Teamworker.[91] He explained that if his boss tells him, "This is how it's going to be" on a particular subject, "[Phil's] Shaper has to go away," and he has to play the role of Teamworker.[92] When he has to do that, it goes against his natural inclination and makes him uncomfortable.[93] Consciously knowing that he is suppressing his natural team role makes it much easier for him.[94]

Phil has gained a much deeper level of self-awareness through the list of words that his observers chose to describe him.[95] He realized through some of the words that were chosen that with his "makeup and personality, [he] has to remember to think twice and speak only once." Some of the words that were chosen to describe him were manipulative, pushy, impulsive, and impatient.[96]He said that "as a Shaper, I do tend to bark commands, and I fail to sometimes explain what's in it for them, why we're doing it, [and] where the project is going."[97] He tends to ignore the conversations that would "get people on board."[98] He explained that through his knowledge of his team roles and the weaknesses associated with them, he has been able to go from "ego to we go."[99] Belbin Team Role Theory has given him the ability to consciously

---

[80] *Id.*
[81] *Id.*
[82] *Id.*
[83] *Id.*
[84] *Id.*
[85] *Id.*
[86] *Id.*
[87] *Id.*
[88] *Id.*
[89] *Id.*
[90] *Id.*
[91] *Id.*
[92] *Id.*
[93] *Id.*
[94] *Id.*
[95] *Id.*
[96] Belbin Team Role Report for Jo Pink (2011) (on file with the author).
[97] *Id.*
[98] *Id.*
[99] *Id.*

`

realize when he is falling into old habits and to make adjustments to ensure that his allowable weaknesses do not become disallowable.[100]

Phil creates teams differently now than he did before he started using Team Role Theory.[101] He now uses "a fixed and a variable model" when creating a team.[102] He starts by creating a core team.[103] After that he "tends to flex things up or down depending on what team roles are currently needed [in a project].[104] At the end of a project, [he] may need to bring in a handful of Completer Finishers to make sure the project is complete."[105] A major lesson from Team Role Theory for Phil is that reality he is not always able to form teams that contain all of the team roles.[106] He explained that "You don't have the optimum team all the time."[107] He considers each of the team roles as a resource and considers it his responsibility to be "resourceful enough to constantly surround [himself] with the right team role people to accomplish the needed task at hand."[108] According to Phil, when most people think of resources, they think of manpower and other tangible things.[109] Since his Belbin training, he also thinks of the "softer side of resources" which he considers to be extremely valuable.[110] "Understanding Belbin creates the conscious awareness you need to use the softer resources."[111]

Phil ended the interview by saying if he understood Team Role Theory earlier in his career, he thinks he would have advanced more rapidly and would be even higher up in the organization.[112]

Kellie Foglio

Kellie Foglio did Belbin Team Role Theory training as part of her training to become a Lean Six Sigma Black Belt in 2013.[113] She has since become a Master Black Belt.[114] When asked if she actively uses Team Role Theory in her professional life, she said that she uses it "day in and day out" and that she "tr[ies] to teach other people who are in the [Lean Six Sigma] community about this because they're so heavy in teams that it's important that they function well."[115] As she explained it, "the success of a project is the product of the quality of the solution times acceptance, and if you don't have your team working towards a common goal and everybody feeling heard and the team working really well together, it doesn't matter how good

---

[100] *Id.*
[101] *Id.*
[102] *Id.*
[103] *Id.*
[104] *Id.*
[105] *Id.*
[106] *Id.*
[107] *Id.*
[108] *Id.*
[109] *Id.*
[110] *Id.*
[111] *Id.*
[112] *Id.*
[113] Telephone Interview with Kellie Foglio, Lean Six Sigma Master Black Belt, USG Corp. (April 21, 2016).
[114] *Id.*
[115] *Id.*

`

of a solution you come up with its not going to work."[116] Kellie believes use of Belbin profiles and team mapping is critical for team success.[117]

When Kellie was choosing who to have as observers, she was specifically told to choose people in positions at different levels in the organization in relation to her.[118] One of her observers was at that time her manager, one lead a project she had worked on, two were co-workers who were at a relatively equal level with her, and one was someone who was new to the company and that Kellie was coaching.[119] According to Kellie, "You definitely want each of those because you're going to act differently in all of those different roles."[120] Kellie felt that the 360º aspect of the assessment was important in determining her overall top team roles. The two people who were above Kellie either in the organization or on a project saw her as an Implementer, "the get-things-done person, so step-by-step, make sure everything happens."[121] Her counterparts saw her as a Shaper; she "was the one that got stuff done."[122] The new person to the company saw her "as an idea person, even though that's probably center to lower on [her] comfort level, just because of his perspective of [her]."[123]

When Kellie and her group form teams for projects, they start by having the team members determine their preferred roles.[124] Ideally, they have everyone who has not done a Belbin assessment do one, but that is not always realistic.[125] When they cannot, they have the person read the Belbin team role descriptions to determine which roles they feel the most comfortable playing and which they feel the least comfortable playing.[126] Once team roles are determined for each team member, the team members' roles within the team are modelled their preferred roles.[127] "So instead of the usual situation in a company where you have kind of a weakness and your manager says 'Hey, you have to work on that weakness,' you do quite the opposite, where you expound and focus on your strengths and everybody on the team is focusing on their strengths."[128] They then do a Belbin team map to determine weaknesses on the team.[129] Once the team determines whether and which team roles are lacking on the team, they consciously plan strategies to accommodate for any voids.[130] As Kellie explains,

> So let's say you don't have somebody in my role on the team, you don't have a
> Shaper. How's the team going to overcome that? So they start talking about, okay,
> well maybe we need a timekeeper on the team, maybe we need to check back
> regularly the last five minutes of every meeting and talk about who's doing what
> and when is it due. You talk about some of those things where you know there's a
> gap within your team and make sure you're hitting them. Also, if you're missing a

---

[116] *Id.*
[117] *Id.*
[118] *Id.*
[119] *Id.*
[120] *Id.*
[121] *Id.*
[122] *Id.*
[123] *Id.*
[124] *Id.*
[125] *Id.*
[126] *Id.*
[127] *Id.*
[128] *Id.*
[129] *Id.*
[130] *Id.*

`

Specialist, you could pull in somebody in on your team and maybe every once in a while they pop in and just answer questions that your team is not an expert on.[131]

Kellie would use different strategies if a team had a void in the Teamworker role. If no one on a team had Teamworker in their preferred roles, she would try to find two people with Teamworker in their manageable roles. She would then ask them both to deliberately play the role. They could "tag team, so that if one wasn't really paying attention, the other would."[132] She also might set a ground rule at the beginning that at regular intervals, the team would check itself to be sure everyone was being heard (a role a natural Teamworker would play). Kellie explained, "There are things you can plug into your team to make sure that that is happening. You have to be aware of [a lack of a Teamworker], and if you don't do something like [a team map] to figure out where your team's at, you don't know where your weaknesses are."[133] Kellie thinks a team map is a critical element of a successful team.

Unlike Phil Reale, Kellie's Self Perception team roles and her Observer Assessment team roles were radically different.[134] Kellie's self-awareness increased tremendously through understanding her team roles.[135] She originally thought that her top team roles were Coordinator and Teamworker.[136] She felt like she was always trying to organize things, rally the team to action, and encouraging everyone.[137] She was shocked to see that her observers saw Teamworker as her third to lowest role and Coordinator as her absolute lowest role.[138] Her observers ranked Shaper and Implementer as her top roles.[139] She had those roles as her fifth and sixth most preferred roles.[140] She sought out advice from a Belbin trainer, who helped her to understand that her motive behind the behavior that she saw as Coordinator and Teamworker behavior was really just to push people to accomplish a goal.[141] She was very uncomfortable in the Teamworker and Coordinator roles.[142] "It felt really very out of the box for me to always be pushing things along in a very unnatural way. And I think that now that I've figured out that Shaper is what fits for me, I can lead teams much more effectively."[143]

Kellie looked at page six of her Belbin report, which shows preferred roles based solely on self-perception.[144] She can no longer relate to how she used to view herself.[145]

It's amazing how much my view of myself has changed, and kind of knowing where other people see me and where I fit better, it's really a lot of freedom now. I feel like I can be myself, and I can assign somebody else in the group. You know if there's someone that is more of a Teamworker, they can handle a lot of the touchy

---

131 *Id.*
132 *Id.*
133 *Id.*
134 *Id.*
135 *Id.*
136 *Id.*
137 *Id.*
138 *Id.*
139 *Id.*
140 *Id.*
141 *Id.*
142 *Id.*
143 *Id.*
144 *Id.*
145 *Id.*

`

feely stuff that I'm not great at. After the meeting they can go and talk to them and say, "you know, hey, I noticed your arms crossed at one point, were you upset about something?" I don't feel like I have to babysit, and I also feel like if we have an agenda we have to keep, if somebody's quiet in the group I can assign the Teamworker , "Hey, make sure their voice gets heard, because I know I'm going to miss it. In fact, I may intentionally miss it, so just make sure that they are talking."[146]

Kellie is so glad that she had to do a Belbin because it has made her professional life much more comfortable, satisfying, and effective.[147]

Kellie also gained much self-awareness from the weakness words that her observers chose to describe her. She did not have very many, but those that were chosen were areas of concern for her.

The weakness words that were chosen were things that I felt like I needed to be careful with. For the most part, everything is positive, except for three. So I have territorial, which is definitely true, I have confrontational and I have impatient. The nice thing is, that's okay. I feel like it's okay, and when I'm with a team, what I say is, look this is my role, I know what I do, and so if we're doing something like, umm, a divergent thinking activity like brainstorming or something like that, I know I'm impatient. I know that I'm going to want to wrap things up, it's not my skill set. My skill set is getting people to converge come to consensus, it's not that exploratory creative stuff, but what I'll do is I can step back, and say to the team, "I'm going to be timekeeper, and I'm going to keep quiet. So here's how long we're going to do this exercise. You guys have at it, I'm going to give you a five minute warning, and then at the end of it, you know, that's it. That way, I'm not skewing thought to convergence and you guys have all free reign to do as much exploring as you want without hearing from me. On the same point, knowing that I'm a Shaper, if you feel me stepping in, you know, just remind me, "Hey, Shaper, back off." And we actually use that terminology. It's really weird, it seems kind of hokey, but it works. And they feel comfortable.[148]

Another word an observer chose to describe Kellie was outspoken. Kellie said her outspokenness can be positive or negative because she thinks some people do not speak their mind with her because they are afraid they will be judged. Because of this, she consciously addresses the issue. "I put it out there right at the beginning, 'Hey, I speak my mind. Please don't take offense. This is kind of who I am, but there are some things I need to talk about.' So I'll draw out some opinions and I'll kind of just leave it at the table and then they're no longer mine. I think with outspoken, as long as you have a conversation about it, it's not a good or a bad thing."[149]

---

[146] *Id.*

[147] *Id.*

[148] *Id.*

[149] *Id.*

`

Kellie believes so strongly in the benefits of Team Role Theory that she is looking at getting certified as a Belbin trainer. As she put it, "I really buy into it. I think it multiplies the success of a project. It's so necessary."[150]

Part V: Law Librarianship Students Belbin Profile Workshop

On April 28, 2016, the law librarianship students and program director met with a certified Belbin trainer for Belbin Team Role Theory Training. The trainer gave overview of Belbin. He explained that the usual reason for a workshop is to improve the performance of an intact team by identifying adjustments that the team needs to make individually or collectively. Secondarily, individuals receive their Belbin Team Role Report, which gives them the results of their Self-Assessment and 360º feedback from observers. The report contains information on their own preferred, manageable, and least preferred team roles. The report also contains information on individuals' strengths and weaknesses. The increased self-awareness that participants gain allows them to play to their strengths and manage their weaknesses more effectively and consistently, which increases efficient teamwork.

A typical Belbin workshop concludes with a team mapping exercise to diagnose a team's strengths, weaknesses, and specific adjustments to increase effectiveness. A team map lays out the preferred, manageable, and least preferred roles of a team's members to determine whether there are voids or surpluses on a team. A team can then consciously develop strategies to deal with those imbalances.

The law librarianship team map is:

No	Name	PL	ME	SP	SH	IMP	CF	CO	TW	RI
1	Participant One	8	4	2	9	5	3	6	1	7
2	Participant Two	5	4	6	1	7	2	8	9	3
3	Participant Three	3	9	7	2	6	8	5	4	1
4	Participant Four	1	5	2	4	8	6	9	7	3
5	Participant Five	6	8	5	3	9	1	4	7	2
6	Participant Six	2	8	6	5	3	7	4	9	1
7	Participant Seven	6	5	3	4	2	1	7	8	9
8	Participant Eight	4	7	3	9	6	8	5	2	1
9	Partipant Nine	6	9	7	3	8	2	4	5	1
	Top 3	3	0	4	4	2	5	0	2	7
	Bottom 3	1	5	2	2	4	3	3	5	2

---

[150] *Id.*

According to Team Role Theory, this team of nine would be too large. Belbin found through his research that the ideal team size is six.[152] In teams of six, the "functional division allowed for each member to establish his own work territory and avoided the conflict that overlapping responsibilities tend to engender."[153] This is reflected in the law librarianship team map. Seven of the nine participants have Resource Investigator in their preferred roles. Four of those seven have it as their top role overall. The danger in this many Resource Investigators on a team is that each one will naturally want to play the role and they will end up competing. There is also a danger that the team will have some much fun looking for outside resources that they will not complete necessary tasks. In the workshop, participants brainstormed ways to combat this unbalance on the team. They decided that it would be best to have no electronics in meetings. If everyone had internet access in meetings, the Resource Investigators would become distracted looking for outside resources. The participants also determined that meetings should have time limits, be kept short, and each meeting should have concrete deliverables. Participants also decided that one person would be designated as a timekeeper to keep the meeting on track and on topic. Participants also determined that one team member would be designated as the facilitator to keep the Resource Investigators from going on tangents. Another ground rule that the participants would institute is that they would agree to only address one thing at a time.

The team also had a surplus of Shapers, with four of the nine people having the role as a preferred role. The participants felt that the danger with this was that the Shapers would compete to play the role and meetings would devolve into win / lose situations. In response to this, participants determined that solutions to problems should not be put to a vote, as Shapers would likely push others into voting their way. They determined that the team would need to specify a Coordinator to help to keep the Shapers in check. Finally, they determined that a Teamworker would be very important to ensure that everyone was being heard and that people's voices were not being drowned out by the Shapers.

Finally, the team had a surplus of Specialists. The danger of too many Specialists is that the team will stay mired down in the minute details and not accomplish anything. The team determined that a team with a surplus of Specialists would require a Coordinator or a Shaper to call "time out" when the Specialists began to get bogged down. The participants also determined that the team would need a "parking lot." If the Specialists were stuck in specialized details, the other team members can call for a "parking lot" where the subject could be recorded for the team to re-visit later. The team could then move away from that particular subject. The "parking lot" should be visible to the team, like on a white board, so that the Specialists would understand that the subject was not ignored but merely put aside for later discussion.

Workshop participants gained self-awareness through their Team Role Reports. Several of the participants had incoherent profiles. One participant never thought that she was very creative, especially one teams. She was surprised to discover that the top two roles that her observers' thought she played on a team were Plant and Resource Investigator, the two team roles that are by their very nature creative. Another participant had a team role incoherence as

---

[151] Kevin Carson, Law Librarianship Cohort Team Map (April 28, 2016) (unpublished Excel file, on file with Belbin certified trainer Kevin Carson).
[152] BELBIN, *supra* note 4 at 108-09.
[153] *Id.* at 109.

`

well. She viewed herself as strong in one role, while her observers viewed her as strong in another role. She met with the instructor individually after the session. The instructor told her that in his experience it was likely that her observers were correct; he advised her to try consciously playing the role that her observers thought that she played well.

A final insight from the Team Role Training is that it is more beneficial to play to your strengths than trying to work on your weaknesses. One participant asked whether it was not important to try to improve weaker Team Roles to become better-rounded. The workshop instructor explained that, even though this sounds like a good idea, people are more effective when they play to their strengths. He gave an example from his own career before he learned Team Role Theory. In a performance review early in his career, he was told by his supervisor that he was not detail-oriented. He consciously worked to become more of what he now knows to be a Completer Finisher. As a result, his overall job performance suffered. His top role by far is Plant, a role that is by its nature not concerned with details. He was not doing what he did well, which was coming up with creative solutions to problems. Instead, he was doing what he did not do well, which was keeping up with details. Moreover, he was miserable. He now knows that he has to make sure that his teams contain Completer Finishers, but he is free to play the creative Plant role.

Part VI: Team Role Theory Should Be Incorporated into the Education of Law Librarianship Students

The Law Librarianship program is an ideal place for the cohort to practice teamwork skills. They would then enter the profession with those skills ingrained. The program consists of two parts, the coursework and an internship in the Gallagher Law Library at the University of Washington Law School. The coursework through the Information School overwhelmingly involves group projects. Groups are often formed with little input from the students. Even when the students are able to choose groups, they choose based on interest in a topic, not on the members of the team. In fact, it is likely that teammates will only know each other slightly or not at all. Group work is often frustrating and may even become contentious. The group work seems custom-made for cohort members to practice the skills that they would learn from Team Role Theory training. The second part of the program is the internship in the law library. In that capacity, the cohort works in the Reference Office. Research questions that come into the Reference Office are routinely handled by teams of people. Cohort members often work simultaneously on projects with other cohort members or reference librarians. Moreover, when cohort members' shifts at the Reference Office end, they hand off any unfinished projects to whomever is working next. This is generally seamless, but there are times that previous training in Team Role Theory would be helpful. It would give the cohort skills and a common language with which to resolve minor issues.

Law librarianship students are generally at the start of their careers. Gaining self-awareness early can affect an entire career.

> People need to know where they stand in relation to others if they are to succeed in
> establishing working relationships. That is why it is so important to foster a sense
> of personal identity in young people. Sadly, many an educational institution has

`

> impeded the development of this sense by favouring a conformism that embodies its chosen values.[154]

Law school promotes a sense of conformity. The Socratic Method favors students who possess the skill set to respond to being put on the spot. Law school exams favor those who are able to regurgitate and analyze information under time constraints. Team Role Training would give the law librarianship cohort a perspective to enable them to challenge the conformism that law school instills.

Team Role Training would also assist the law librarianship students in their job search during / after the program. One of the students had a very coherent profile. After the workshop he commented that his allowable weaknesses were identical to areas that he saw as issues in interviews that he had done. This was reassuring to him. It allowed him to adjust to make those allowable weaknesses less apparent in interviews. Conversely, one student used what she learned to be her team role strengths in an interview she had a week after attending the workshop. She felt that the interview went very well. One of the things she credits is knowing and playing to her preferred team roles during the interview process. If Team Role Theory was incorporated into orientation for the law librarianship program, the students would have time to understand and begin to internalize the insight that they gained to help them with their job applications and interviews.

People who have been through Team Role training also gain a common language. When trying to resolve interpersonal conflicts in teams, people often bounce ideas off each other. The Team Role Theory lexicon allows them to do that in a form of shorthand. Interestingly, as soon as the law librarianship cohort agreed to complete Belbin assessments, a few of them researched the tool and began to speculate on their team roles. Completer Finisher and Resource Investigator quickly became frequently used terms; there are a very strong Completer Finisher and a very strong Resource Investigator in the cohort. After the workshop, the cohort talked about weaknesses and how allowable weaknesses are an inevitable result of people playing their preferred roles. Cohort members also started analyzing teams for classes they were taking through the UW Information School. In one example, two cohort members were very frustrated after a team meeting for a project. They started out airing their frustration, but soon realized that their frustration may have come from the preferred team roles of the team members. Both of the law librarianship cohort members have Completer Finisher in their preferred roles. They realized that what frustrated them about the meeting is that while they were ready to finish the project, two other team members were coming up with new ideas and changing the subject of the project altogether. The cohort members frustration was somewhat alleviated as they speculated that the other two team members preferred roles were either Plant or Resource Investigator. In continuing to brainstorm ideas, those team members were playing the roles that were natural to them. If all of the team members had had training in Team Role Theory, they may have been able to use Team Role terminology to articulate what was happening in the meeting and thereby avoid spinning their wheels.

Another important reason for the cohort to receive Team Role Theory training is that it is a powerful tool in their toolkits for future positions in law librarian leadership. The law librarianship program at the University of Washington has produced many leaders in the profession. As of July 2015, ten alumni of the program had been inducted into the American

---

[154] BELBIN, *supra* note 8 at 44.

`

Association of Law Libraries' Hall of Fame.[155] Also, 35 graduates of the program were directors of law libraries, including academic, court, or county law libraries.[156] Moreover, also as of July 2015, 30 graduates of the program were retired; at the time of their retirement, 23 were law library directors.[157] It is likely that many future graduates of the program will assume leadership roles in the profession. As a leader, not only will they need the skills to work effectively in teams, they will need a means to instill those skills in those that they lead. Team Role Theory training not only teaches people how to have effective teams, but also teaches people a way in which to help others to perform effectively on teams.

A final overwhelmingly important reason for law librarianship students to understand Team Role Theory is the changing nature of legal education. Under the new ABA standard requiring experiential learning that goes into effect in the fall of 2016, law school graduates are required to have completed six credit hours of experiential coursework in either a simulation class, a clinic, or a field placement.[158] The reason for the change is that law firms are dissatisfied with the skills of recent law school graduates / newly hired attorneys. Some of the skills that hiring attorneys feel that newly hired attorneys are lacking include teamwork skills. "The concept of a law firm is being challenged. Some attorneys view their 'firm' as simply an economic arrangement. Many attorneys want more from their firm. They want teamwork, focused goals, loyalty, accountability, leadership and a sense of direction."[159] Teamwork training should incorporated into the legal education of law students. Many of the law librarianship cohort will be teaching legal research to law students. "A subset of experiential courses, simulation courses seem like a ripe designation for advanced and specialized legal research courses."[160] Legal research classes are uniquely suited to serve as simulation classes in which teamwork can be incorporated. Students could be placed into teams to work towards a specified experiential outcome.

Part VI. Conclusion

The author's ability to determine whether Belbin Team Role Theory training should be incorporated into the education of law librarianship students at the University of Washington was somewhat limited. Had the author determined her research topic before she began the program, she would have requested to incorporate Team Role training into orientation. She could then have combined a school-year long observation of the law librarianship students with qualitative research interviewing previous law librarianship students to determine whether the training and assessment enriched the experience. That said, for all of the reasons stated above, the author does recommend that Team Role Training be incorporated law librarianship orientation.

Although this paper is limited in scope to law librarianship students at the University of Washington, the benefits of Team Role Training can be highly beneficial. The author believes that it should be used generally by law libraries as a regular training tool, either as part of an

---

[155]Law Librarianship Program - University of Washington Interesting Librarian Facts, Gallagher Law Library University of Washington School of Law, http://lib.law.washington.edu/lawlibrarianship/hiFacts.asp.

[156] *Id.*

[157] *Id.*

[158] ABA STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS 303(A)(3) (AM. BAR ASS'N 2014).

[159] Ezra Tom Clark Jr., *Characteristics of Successful Law Firms*, 24 LAW PRAC. MGMT. 40 (1998).

[160] Leslie A. Street & Shawn G. Nevers, *A Golden Opportunity: Legal Research Simulation Classes*, 20 AALL SPECTRUM 18 (2015-2016).

`

extended workshop or as a standalone half-day workshop. From personal experience, the author also believes that staffs of law libraries should complete new Team Role Profile assessments every few years to determine whether staff members' preferred team roles have evolved.

`

APPENDIX A

Belbin Team Role Report for
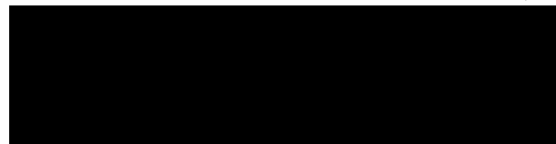
University of Washington
April 2016 Belbin Report
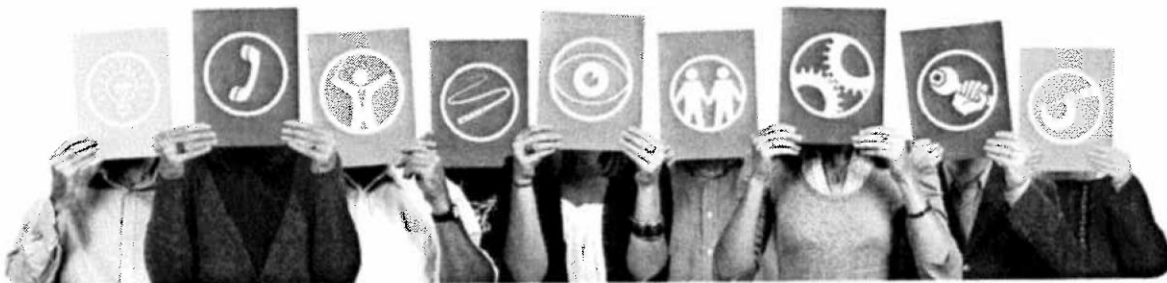
Team Role Summary Descriptions

Team Role		Contribution	Allowable Weaknesses
Plant		Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too pre-occupied to communicate effectively.
Resource Investigator		Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator		Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper		Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
Monitor Evaluator		Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker		Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer		Practical, reliable, efficient. Turns ideas into actions and organizes work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher		Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist		Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

BELBIN®

Analysis of your Team Role Composition

> This report provides an overview of Team Roles as seen by yourself and others, in order from most prominent (column 1) to least (column 9). Your overall Team Role composition is not simply an average of each individual line, but a weighted integration of your perceptions and your Observers' views, which takes many factors into account.

This report is based on your Self-Perception plus 6 Observer Assessments.

	1	2	3	4	5	6	7	8	9
▮▮▮▮ Self-Perception	TW	RI	PL	SH	IMP	ME	CO	SP	CF
Observers:									
▮▮▮	SP	PL	RI	TW	CF	IMP	CO	SH	ME
▮▮▮	RI	TW	SP	CO	IMP	CF	PL	SH	ME
▮▮▮	SP	TW	RI	PL	CO	SH	IMP	ME	CF
▮▮▮	SP	RI	TW	ME	CO	CF	IMP	PL	SH
▮▮▮	SP	TW	RI	CO	CF	ME	IMP	PL	SH
▮▮▮	RI	CO	TW	ME	SP	CF	PL	IMP	SH
Observers' Overall Views	RI	TW	SP	CO	CF	IMP	PL	ME	SH

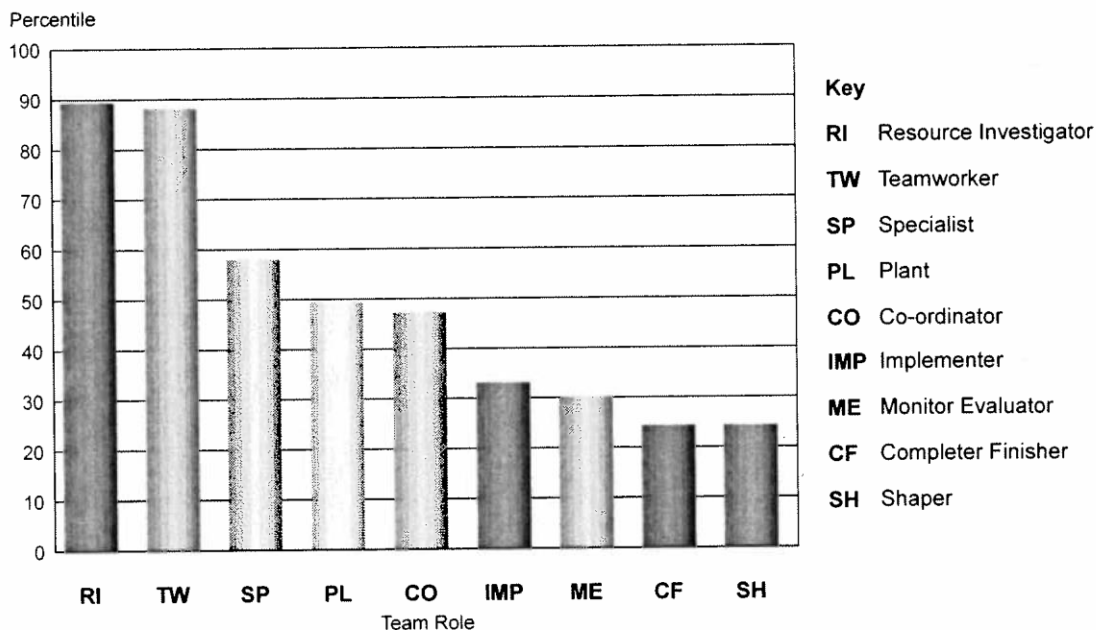| **Your Overall Team Role Composition**	**RI**	**TW**	**SP**	**PL**	**CO**	**IMP**	**ME**	**CF**	**SH**

While there is general agreement between your own views and those of your observers as to your Team Role strengths, there are also some discrepancies. If you feel strongly that you have more to offer in the Team Roles you have identified, it is up to you to declare your preferences in these areas.

This comment looks at the consistency between the Observers' Overall Views and your Self-Perception. It does not take into account the level of agreement between the Observers themselves.

SPI completed on 07-Apr-2016
Report printed on 12-Apr-2016

BELBIN®

Team Role Overview

The bar graph in this report shows your Team Roles in order from highest to lowest, using all available information. The other pages of your report will analyse your Team Role Overview in more detail.

This report is based on your Self-Perception plus 6 Observer Assessments.

Percentile

Key

RI Resource Investigator

TW Teamworker

SP Specialist

PL Plant

CO Co-ordinator

IMP Implementer

ME Monitor Evaluator

CF Completer Finisher
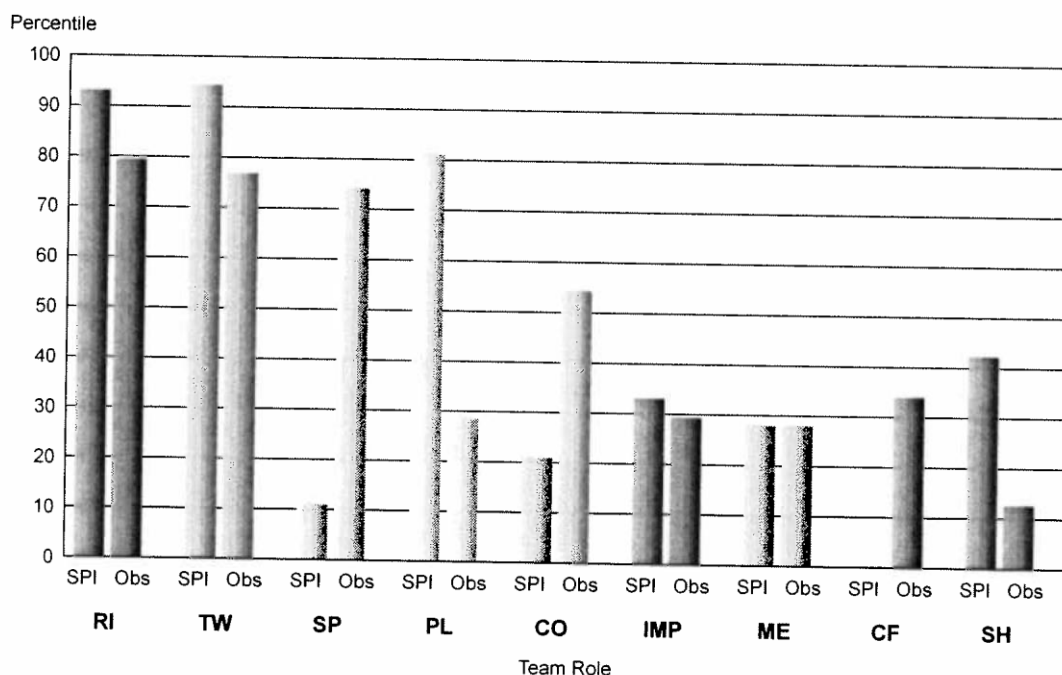
SH Shaper

Team Role

The graph above shows your Team Roles in order of preference. Some people have an even spread of Team Roles whilst others may have one or two very high and very low Team Roles. An individual does not necessarily show all nine Team Role behaviours.

This graph is a combination of your views and those of your Observers. When we combine all the information together, we take account of how closely your perception of yourself agrees with others' views of you. Many factors are taken into account when deriving your final Team Role composition.

BELBIN®

Comparing Self and Observer Perceptions

The bar graph in this report shows how you perceive your Team Role contributions, in comparison to your Observers' views. The table below the graph shows the percentile scores for Self-Perception and Observers.

This report is based on your Self-Perception plus 6 Observer Assessments.

Percentile bar chart showing SPI and Obs values across Team Roles RI, TW, SP, PL, CO, IMP, ME, CF, SH.

Key		Self-Perception (SPI) (Percentile)	Observations (Obs) (Percentile)
RI	Resource Investigator	93	79
TW	Teamworker	94	77
SP	Specialist	11	74
PL	Plant	81	28
CO	Co-ordinator	21	54
IMP	Implementer	33	29
ME	Monitor Evaluator	28	28
CF	Completer Finisher	0	34
SH	Shaper	42	13

Your Team Role Preferences

This report shows your percentile scores for each Team Role, according to your Self-Perception responses. Team Roles are divided by percentile score into Preferred, Manageable and Least Preferred Roles.

This report is based upon your Self-Perception only.

Least Preferred Roles			Manageable Roles				Preferred Roles				Team Roles
0	10	20	30	40	50	60	70	80	90	100	
								X			Plant
									X		Resource Investigator
		X									Co-ordinator
				X							Shaper
			X								Monitor Evaluator
									X		Teamworker
			X								Implementer
X											Completer Finisher
	X										Specialist

Dropped Points percentile: 71

Please remember that Belbin Team Roles consist of both strengths and associated weaknesses.

BELBIN®

Observed Team Role Strengths and Weaknesses

The bar graph in this report shows your Observers' responses broken down into the strengths and associated weaknesses for each Team Role. An associated weakness is termed allowable if it operates alongside the observed strengths of the Team Role.

This report is based on 6 Observer Assessments.

Associated Weaknesses	Strengths		

PL

RI

CO

SH

ME

TW

IMP

CF

SP
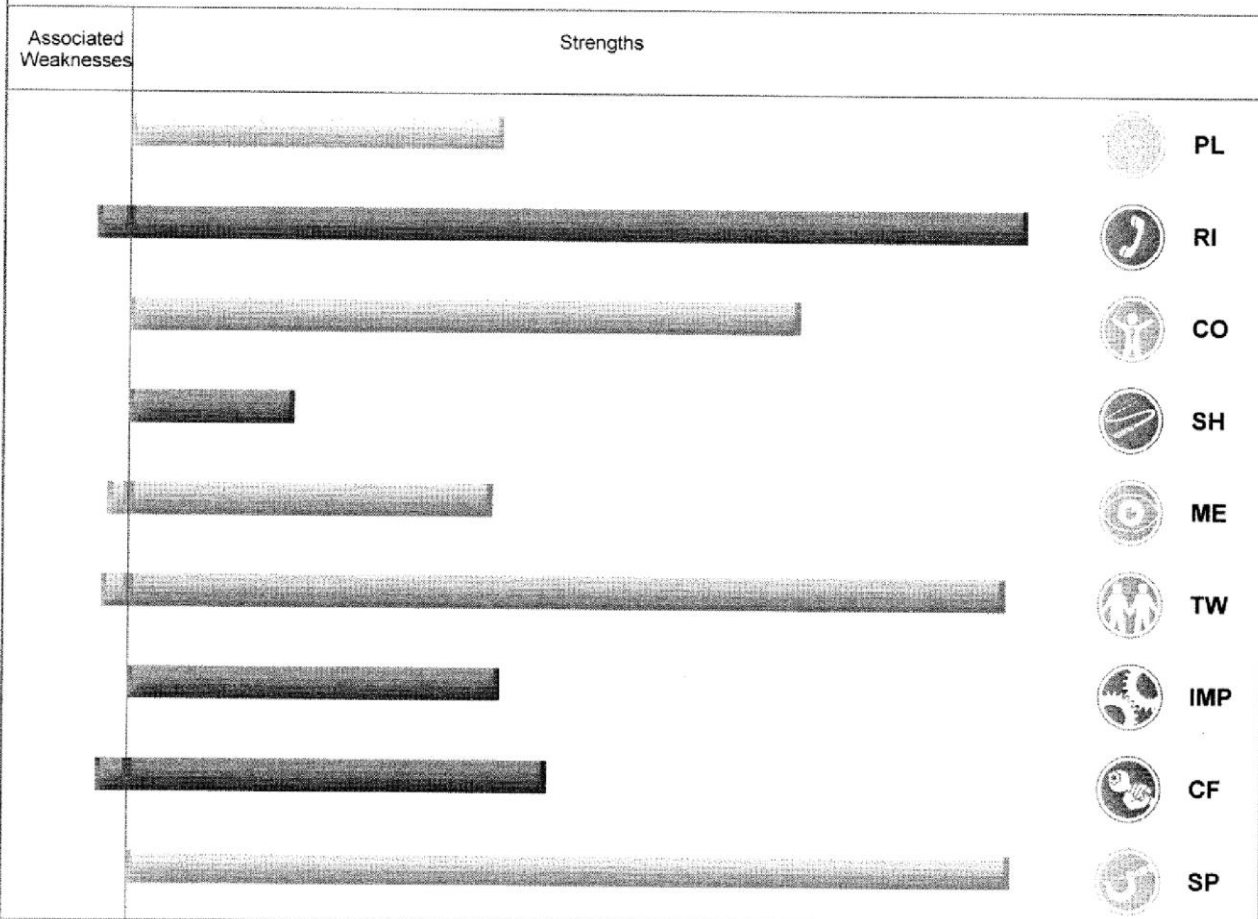
List of Observer Responses

When observers complete an Observer Assessment, they can tick or double-tick adjectives which they think apply to you. This report shows the ticks received for each word, in descending order. Words which denote your associated weaknesses are shown in italics.

This report is based on 6 Observer Assessments.

Please note: if the Observer Assessments were completed in a different language to the one specified for this report, the equivalent word or phrase is used.

helpful	10	challenging	1
caring	10	*over-talkative*	1
outgoing	9	outspoken	1
reliable	9	*frightened of failure*	1
dedicated to subject	9	meticulous	1
motivated by learning	8	disciplined	1
inquisitive	8	*fearful of conflict*	1
self-reliant	7	*procrastinating*	1
encouraging of others	6	imaginative	0
perceptive	6	tough	0
conscious of priorities	6	perfectionist	0
confident and relaxed	6	*territorial*	0
willing to adapt	6	*sceptical*	0
enterprising	5	*restricted in outlook*	0
diplomatic	5	*over-sensitive*	0
consultative	5	*manipulative*	0
impartial	4	*inflexible*	0
studious	4	*inconsistent*	0
efficient	4	*eccentric*	0
accurate	4	*confrontational*	0
corrects errors	4	*absent-minded*	0
seizes opportunities	3	*resistant to change*	0
persevering	3	*reluctant to allocate work*	0
broad in outlook	3	persuasive	0
realistic	3	*over-delegating*	0
practical	3	*oblivious*	0
inventive	2	*impulsive*	0
analytical	2	*fussy*	0
logical	2	competitive	0
methodical	2	*unenthusiastic*	0
free-thinking	2	*unadventurous*	0
keen to impart expertise	2	*pushy*	0
original	1	*engrossed in own area*	0
creative	1	*uninvolved with specifics*	0
shrewd	1	*indecisive*	0
hard-driving	1	*impatient*	0

████████████

Team Role Feedback

This report offers guidance and advice on the best way to manage your behaviour at work and make the most of your Team Role contributions. The applicability of the advice may vary depending on the stage of your career and your current working situation.

This report is based on your Self-Perception plus 6 Observer Assessments.

Your career points towards one in which interpersonal relationships play a very prominent part. Any job you undertake should be of a social nature, ideally offering you some scope for negotiating. You should avoid work where you are primarily left on your own. In some cases this would be of benefit, but there is a risk that it would merely lead to personal strain, especially where the job was closely specified and structured. You are most likely to thrive in a busy office, or similar environment, where there is a large amount of liaison work to be conducted.

Your capacity for being able to deal effectively with a wide range of people, including some who are apt to be difficult, provides an indication as to the sort of manager with whom you might work best. An intellectual, though perhaps shy and unpredictable, manager who lacks the ability or inclination to communicate effectively with others, could offer you the ideal opportunity to display your natural accomplishments.

In terms of those you manage, you should look for practical, grounded individuals with well-established skills. You are unlikely to make a very directive manager, so you should choose people who know what they are supposed to do and can be relied on to get on with it without much direction.

In general, you should be at your best wherever team-building and versatility are valued. Rank and position in the hierarchy will be less important. For you, people need to be treated with respect and consideration in all circumstances.

You show inclinations for learning and gaining in-depth knowledge. When you identify an area of expertise which is lacking in the team, volunteer yourself to take the training course or read the book. If you can harness your studious nature in a way which is useful and informative for the rest of the team, others will begin to rely on you to consolidate their own understanding.

On a final note, you need to take account of the role for which you are least suited. You do not appear to have the characteristics of someone who obtains results by driving others forward. If you can work in harmony with someone who has these complementary qualities, your performance is likely to improve.

Glossary of Terms

Self-Perception Inventory (SPI)
The Self-Perception Inventory is the questionnaire an individual completes to ascertain his or her Team Roles. The questionnaire consists of eight sections, with each section containing ten items. The individual is asked to allocate ten marks per section to those statements which best reflect his or her working styles.

Observer Assessment (OA)
The Observer Assessment is the questionnaire completed by people who know the Self-Perception candidate well. We recommend that observers are chosen from among those who have worked with the individual closely and recently and within the same context (e.g. within the same team), since Team Role behaviours can change over time and in different situations, offering advice on managing this.

Team Role Strength
These are the positive characteristics or behaviours associated with a particular Team Role.

Team Role Weakness
This is the flipside of a strength: negative behaviour which can be displayed as the result of a particular Team Role contribution. If someone is playing a particular Team Role well and their strengths outweigh their weaknesses in the role, it is called an "Allowable weakness". Weaknesses become "non-allowable" if taken to extreme or if the associated Team Role strength is not displayed.

Percentiles
A percentile is a way of measuring your position in relation to others (the rest of the population). If a group of people take a test and receive scores, these can be distributed from highest to lowest and an individual's score can be judged in relation to the scores of others. If a person's score is in the 80th percentile, this indicates that 20% of people have scored more highly for this measure.

Percentages
Percentages represent a proportion of the whole. If you take an aptitude test and score 70 marks out of a possible 100, your score is 70%.

Strong example of a Team Role
A strong example is someone who appears to play a particular Team Role to especially good effect. To qualify as a strong example of a particular Team Role, someone needs to be in the 80th percentile for that Team Role according to their Self-Perception. Once observer assessments are added, their feedback is also taken into account to determine whether or not someone qualifies as a strong example.

Points Dropped
Some items in the Self-Perception Inventory pertain to claims about oneself rather than a valid Team Role contribution. If you have made more claims than 90% of the population, your Team Role feedback will take this into consideration.

`