



Erasmus+

GENERAL DESCRIPTION OF THE BLOCK

TEAMWORK AND COLLABORATION SKILLS

Teamwork and Collaboration Skills (2)

DESCRIPTION:

Youth Councils/Youth Parliament are teams - they are a place of meeting of representatives of young people chosen by their communities and from then on, they have to work together, representing the interests of the youth. Both, the quality of the activities carried out and the ability to achieve the goals set by YC/YP depend on the ability to cooperate and deliver tasks together.

KNOWLEDGE:

- Knows the different roles in the team and understands the advantages of diversity
- Knows the methods of setting team goals and priorities and how to achieve them

SKILLS:

- Can use the positive aspects of each team role in order to achieve the desired results.
- Can give support to those who need it and ask for support from others.

ATTITUDE:

- Values and strives for teamwork
- Knows their role in YC/YP and completes other team members.
- Follows principles of teamwork during the implementation of YC's team projects.
- Does not leave the team without securing it - e.g., finding a replacement (responsibility)
- When working in YC/YP, puts the team's goals ahead of their own

Teamwork and Collaboration Skills

GOALS OF THE BLOCK (What specifically do we want to achieve with the block)	Preparation of YC/YP members for teamwork and cooperation in YC/YP by: <ul style="list-style-type: none"> growing the participants' knowledge of cooperation skills, experience of cooperation in specific conditions, experience of own activity in the assigned role, experience of the importance of diversity of roles in a team, reflecting on individual activities in difficult conditions, identifying factors that help teamwork and those that make it difficult, drawing conclusions for the YC/YP members teamwork.
MATERIAL (that will be necessary to prepare the block)	Flipchart + felt-tip pens Post-it notes Computer + projector ID tags with role names 2-3 identical sets of blocks or other materials necessary to build a building according to the pattern from Reference Material no 4 Reference Material. 1 - in the form of a presentation Reference Material No. 2 - printed Reference Material no. 3 - printed Reference Material No. 4 - printed for each Designer or a photo of another building made of bricks or other material, which we would provide to participants Reference Material no. 5 - printed for each participant – separately part 1 and part 2.
LENGTH IN MINUTES (how much time will be necessary for the block)	30 min. + 20 min. + 50 min. + 45 min. = 145 min
SUMMARY (list of individual activities)	<ul style="list-style-type: none"> Introduction to training Theoretical introduction "We Build Europe" Game Analysis of the activities of the Europe's Building Team How I perceive my role in a group - Team roles test according to M. Belbin

Block 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 30 min.	Introduction to the training
Goal	<ul style="list-style-type: none">• Introduction to the block, its purpose and assumptions
Materials/preparation	Flipchart + felt-tip pens Post-it notes
Activity	<p>Introductions of the participants and the facilitator. If needed, a short Icebreaker:</p> <p>Participants sit down next to someone they don't know and have 5 minutes to introduce themselves to each other. After 5 min. everyone sits in a circle and take turns saying what they have learned about the participant they talked to – they introduce him/her.</p> <p>The facilitator provides participants with information about the training: about the method of work (workshop method - empirical), the schedule of classes and the goals of the block.</p> <p>The facilitator distributes post-it notes (a few each) and asks the participants to write down their expectations towards the training – the notes are placed on a flipchart, where they are organized into similar thematic areas, and the facilitator refers to them: which will be satisfied during the training and which ones will not and why, and how else can they be satisfied.</p>
Summary	The facilitator points out that they have just experienced how getting to know each other breaks interpersonal barriers and enables better cooperation and joint learning.

Block 1.

~ 20 min.	Theoretical introduction
Goal	<ul style="list-style-type: none">• Growing participants' knowledge of cooperation skills
Materials/preparation	<ul style="list-style-type: none">• Flipchart + felt-tip pens• Reference material No. 1 + optionally a computer and a projector
Activity	<p>The facilitator asks the participants what, in their opinion, are the important qualities and skills of a person who is able to cooperate effectively. They add that they mean cooperation in the performance of team tasks, and not, for example, in social situations. They write down suggestions on a flipchart in the form of a mind map. It can also be done by one of the participants ..</p>
Summary	<p>The facilitator presents a description of the competences of the person who effectively cooperates, the "Team player" - Reference material no. 1 (They can show it in the form of a presentation) and together with the participants checks whether each aspect has been taken into account.</p> <p>They discuss its importance.</p>

"We build Europe" Game

~ 50 min	"We build Europe" Game
Goal	<ul style="list-style-type: none">• experience of cooperation in specific conditions,• experience of own activity in the assigned role,• experience of the importance of diversity of roles in a team
Materials/preparation	<p>Materials:</p> <p>Flipchart with task description and rules of the game</p> <p>Large plastic puzzles or blocks for building a castle - 1 set for 4-6 participants</p> <p>Strings to mark the boundaries of the construction site</p> <p>Building plan - a photo of arranged puzzles or a photo of a brick castle that the participants are to build.</p> <p>Blindfolds: approx. 10</p> <p>Reference Material no. 2. - Description of team roles in the game "We Build Europe" - printed for each team</p>

"We build Europe" Game



~ 50 min	"We build Europe" Game
Materials/preparation	<p>Reference Material no.3 - Description of the role of the Site Inspector - printed for each Inspector(there are as many of them as there will be Teams)</p> <p>Reference Material no. 4. - Building design - printed for each Designer</p> <p>A poster with a team scoring table</p> <p>Preparation:</p> <ul style="list-style-type: none">- depending on the number of teams, a few flipchart sheets are placed on the ground or on the table, which mark each of the places where the building will be erected.- the construction site of each Complex is separated from the rest of the area by a rope or in another visible way.- building materials (as many identical sets as there are sets) - the warehouse with building materials is best placed at a greater distance from the construction site (min. 50 m). When playing in a building, it is advisable to place it, for example, on a different floor, so that the participants have to overcome various difficulties - stairs, corridors, doors, etc.- ID tags with the names of 4 roles - several for each role <p>Type of activity:</p> <p>team task - inside the building (optionally outside)</p> <p>Logistics</p> <p>Number of players: 6-12 in one team</p> <p>Duration of the game: 30 ' - 45' (depending on group skills)</p> <p>Preparation time: 10 min</p> <p>Number of instructors needed for the training: 1</p> <p>Number of instructors required to play (minimum): 1</p> <p>Setting: ideally outdoors, can also be indoors</p>

"We build Europe" Game



~ 50 min	"We build Europe" Game
Activity	<p>"Building Europe" Game</p> <p>The facilitator makes an introduction to the game: they explain that since we live on one small continent and want to cooperate in many areas (EU), we have to build Europe together, although it is not always easy. In front of the participants, a game where a goal is to learn to achieve goals with your team and to understand and appreciate the diversity of people and roles in the team.</p> <p>The facilitator divides the group into several teams of 6-12 people. Apart from people in the teams, there must be 1-3 participants (as many as there are teams) who will act as Site Inspectors.</p> <p>The facilitator presents the task: As a team you are faced with a difficult task - building Europe according to the design in 40 minutes, where buildings and work must be of good quality. Therefore, you will be accompanied by an external Inspectors. The team must try to get the best grade - as many points as possible. Construction time is 40 minutes.</p> <p>Punctuation:</p> <ul style="list-style-type: none"> - for each correctly placed/attached building element: +1 point - for each badly located/attached or not attached part and for the surplus part of the building that remained on the construction site after the construction deadline: -1 point

Team 1.		Team 2.		Team 3.
+	-	+	-	+
Σ		Σ		Σ

"We build Europe" Game

~ 50 min

"We build Europe" Game

Activity

The facilitator describes how to perform each of the roles that are to be played in each team.

Each team receives a printed description of all roles.

It is the team members who determine how many people play particular roles in their team when setting the teamwork strategy. Team roles may change during construction works after reporting such a need to the Site Inspector.

The facilitator reminds that at the beginning it is important to establish an action strategy and roles, but there is no separate time for that, participants need to use some of the 40 minutes intended for finishing the construction. If everything is clear, the facilitator starts the timer - the game begins.

Please note! The facilitator may introduce various variants of the Game, e.g.:

- from the warehouse of building materials, the supplier can transfer materials on their head: a) all at once on one pile or b) individually.
- Parts for 1 vendor track and see reaction to change.
- During construction, shorten the deadline - pay attention to the reaction to "unauthorized" external intervention, etc.

After 40 minutes, the facilitator announces the end of construction works - regardless of the effect. Then, in accordance with the scoring rules, on the basis of information from the Inspectors, they place the scores of the Teams on the prepared flipchart:

Team 1.		Team 2.		Team 3.
+	-	+	-	+
Σ		Σ		Σ

Analysis of Europe Building team's performance



~ 30 min	Analysis of Europe Building team's performance
Goal	<ul style="list-style-type: none">• reflecting on individual activities in difficult conditions,• identifying factors that help teamwork and those that make it difficult,• drawing conclusions for the YC/YP members teamwork.
Materials/preparation	Flipchart + felt-tip pens
Activity	<p>Analysis of the team's activities in difficult conditions</p> <p>The analysis is carried out by the Facilitator with the support of the Inspectors.</p> <p>The Facilitator conducts the analysis in turns:</p> <ul style="list-style-type: none">• asks Teams one by one: are they satisfied with the achieved result and are they satisfied with the course of work - after the responses, they provide the Teams with feedback on their work, communication process, construction - milestones, Inspectors add their observations.• asks participants if they are satisfied with their participation in the construction - asks them to think for a moment - what are they satisfied with and what not, what would they change in their actions? – Facilitators and Inspectors add their observations.

Analysis of Europe Building team's performance



~ 30 min	Analysis of Europe Building team's performance
Activity	<p>Now the facilitator relies on interesting moments of the teams' work during the game, e.g., when one team wins, but its members are upset and feeling bad, and maybe even ashamed of the "winning" result; or when the team loses and splits into two groups - the accusers and the accused of leading to a bad result.</p> <p>The facilitator uses such examples to show how important it is to take care of all 3 vertices of the triangle: PURPOSE - MEASURES - PEOPLE.</p> <p>They point out to participants that whenever the team neglects one of the triangle's vertices for a long time, the figure breaks down or cannot function effectively.</p> <p>Leaders try to find teams that were more goal-oriented in their behavior and show the advantages and disadvantages of this approach, and those that were more focused on the process and making everyone feel good (usually teams of girls and more socially oriented people) and - they were not so goal-oriented - and perhaps they did not achieve the goal within the allotted time.</p> <p>The facilitator asks the participants to find mechanisms that already help/will help them personally to maintain a balance in teamwork.</p>
Summary	<p>The facilitator asks the participants to propose recommendations for YC/YP members that will help them in sustainable teamwork - they write them down on a flipchart.</p>

Self-diagnosis on predisposition to particular team roles



~ 45 min	Self-diagnosis on predisposition to particular team roles
Goal	<ul style="list-style-type: none"> • Learning Belbin's team roles • Learning one's own predispositions and limits in teamwork
Materials/preparation	<p>flipchart + felt-tip pens computer + projector Descriptions of roles according to M. Belbin - in the presentation Printed Reference Material no. 5 "How I perceive my role in the group - Team Roles Test according to M. Belbin" (diagram and descriptions of roles (part 2) to be printed and distributed separately) - 1 set for each participant</p>
Activity	<p>The Facilitator informs that now each participant is to fill out a test developed by Meredith Belbin, as a result of which they will learn an interesting classification of group roles and learn about their predispositions and limitations in their performance.</p> <p>The Facilitator distributes the printed tests (Reference Material no. 5 (Part 1). - asks to read the instruction, checks if everyone understands it.</p> <p>Participants complete the test. After everyone has finished their work - completing the test and evaluation table, the Facilitator distributes Part 2 of the Reference Material No. 5 - ask for the results achieved in each group role to be marked on the diagram. Then they display a presentation with descriptions of M. Belbin's group roles. After each role, the Facilitator asks who has high scores for that particular role.</p> <p>Finally, they point out that there are no definitely positive or negative roles in this classification - each has its own strengths and weaknesses.</p> <p>The Facilitator asks if the participants are surprised by their results and the results of their colleagues, why? They point out that hardly anyone is predisposed to a particular role, usually there are 2-3 of them in different proportions, as shown in the diagram. That is why each of us is different and plays the same role differently.</p>



Self-diagnosis on predisposition to particular team roles

~ 45 min	Self-diagnosis on predisposition to particular team roles
Summary	<p>The facilitator emphasizes that all roles are needed in the team - there is a wealth of the team in their multitude. Together with the participants, they write down the conclusions that result from this experience for the YC/YP's work.</p>

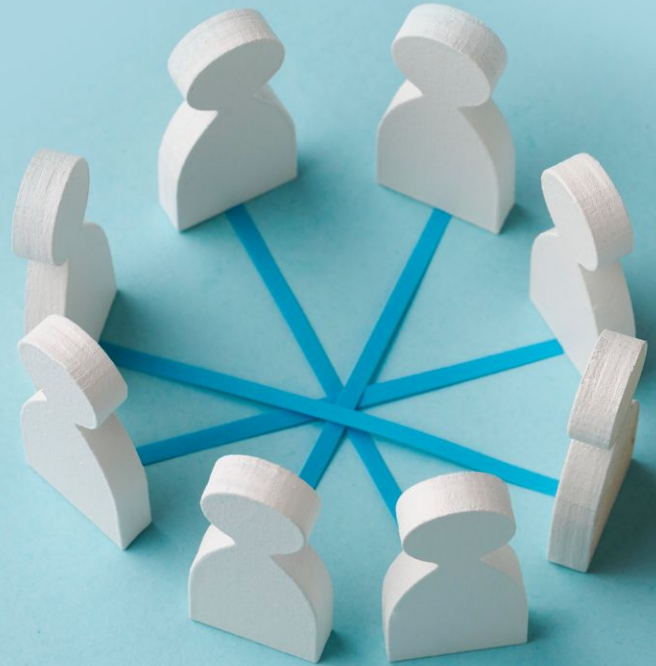
REFERENCE MATERIALS

Reference material no 1

Who a team player is

A team player is primarily a human being. They have the ability to perceive and feel others, even though it is not genetically given to them by blood kinship, or we have some other benefit from it. It is the capacity for empathy and caring for "strangers" in the team and awareness of their own role and its importance, as well as the ability to see the qualities and abilities of others.

The team player realizes that the goal is important, but the path to achieving it is equally important. In some cases, how the goal will be achieved, and with what inner sense of fulfillment, may even be more important than the goal itself. It is a person who understands the relationship and interdependence between the goal, the means to achieve it, and the people who implement it.



REFERENCE MATERIALS

Reference material no 2

Role descriptions for „We build Europe” Game

Building team

- *Supplier:* operates to move building materials from the warehouse to the construction site. The building material can only be worn on the head and only 1 part at a time. They cannot cross the construction site limits and throw building materials (from the head) onto the construction field (onto the floor/table). If the material rolls along the production line, the supplier has to pick it up, take it to the warehouse and bring it back again. If the building materials are touched by someone other than the constructor, the supplier must return this part to the warehouse.
- *Designer:* manages the construction, only they alone see the design of the building - what is to be built. Designer must not touch the building material. Designer can only move around the construction site.
- *Contractor:* the only one who can touch the building material on the construction site. They are blind - blindfolded.



REFERENCE MATERIALS

Reference material no 3

Construction Inspectors

They are not part of the construction teams. They are external auditors of quality and regulation compliance. Each of them has a construction site to inspect where they observe the construction process, progress of works, and compliance with regulations by the construction team. If the Team wishes to change roles, Inspector communicates it to the Facilitator.

Inspectors monitor the implementation of individual phases and the effect: joint goal setting, planning, waiting for feedback, implementation strategies, division of team roles, reactions to unexpected situations, sticking to time frames, providing information and general communication in the team during the implementation of the task, responding to errors and breakdowns (building material falls off the head when worn, someone other than the Constructor touches the material at the construction site), success, etc.



REFERENCE MATERIALS

Reference material no 4

Model of a block castle

Such a model - the design of the building is received only by the Designer (in each Team) - they must not show the design to anyone from the Team. It may be a different project - depending on what building materials one has at their disposal.



IDEA

Materiały pomocnicze

Materiał pomocniczy nr 5.

How I perceive my role in a group - Team roles test
according to M. Belbin

Part 1.

This questionnaire has a total of seven sections marked with Roman digits. In each section of the questionnaire, mark the statements that best describe you. You can tag one, two or more statements. The marked statements should then be scored using points so that in each section there are always 10 points (e.g., 3 + 3 + 4 or 5 + 5 or 10 or 2 + 2 + 2 + 2 + 2).



How I perceive my role in a group

Part 1.

I. In opinion, how can you help the team?

- a) I think that I can easily see new prospects and use them for team's benefit.
- b) I can work with different people.
- c) My natural skill is to generate new ideas.
- d) My ability is to motivate people to act. Whenever I can, I contribute with something valuable for the team.
- e) My ability to stick to the plan until the end is tightly related to my high efficiency at work
- f) I am ready to face being unpopular for a while, if it brings the necessary result in the end.
- g) Usually, I have a clear feeling what should be done in circumstances that I know well.
- h) I can suggest a reasonable idea or alternative option without being biased.

II. What are your weakness when working in a team, if there are any?

- a) I won't feel relaxed when our work meeting does not have a clear structure and is not managed well.
- b) I have a tendency to be too generous to those people who have reasonable opinion but never received proper attention.
- c) I have a tendency to be talkative when the group starts discussing new ideas.
- d) My objectivity makes it difficult for me to easily join my co-workers with enthusiasm.
- e) I might be seen as too energetic and authoritative person, especially if there's something that should be done.
- f) I find it hard to be at the front line of leadership: perhaps, I am too sensitive to the atmosphere in a team.
- g) I have a tendency to get carried away with the ideas that come to my mind. As a result, I can't follow the discussion.
- h) My co-workers want me to be less worried about details and the possible wrong choices and actions.



How I perceive my role in a group

Part 1.

III. When I am working on the project with other people:

- a) I have an ability to influence their opinions without pressure
- b) My typical vigilance helps me to prevent failures and mistakes that occur due to lack of attentiveness
- c) I am ready to demand people doing something in order to make sure we aren't wasting time and still follow our goals
- d) Other people can be sure that I will bring something unique and original
- e) I am always ready to support a great idea for the benefit of the team
- f) I'm looking for the most modern solutions and ideas
- g) I believe that others appreciate my ability to think straight.
- h) People can rely on me in the question of making sure all work gets done.

IV. My typical approach to teamwork is:

- a) I'm interested to learn my co-workers better.
- b) I have no problem in rejecting opinions of others and representing the minority.
- c) I'm capable of finding logical arguments to prove that some ideas are unreasonable.
- d) I just have a talent to start work, as soon as we make a plan.
- e) I have a tendency to avoid obvious things and suggest unusual ideas.
- f) I try to add perfection to every teamwork that I am part of.
- g) I'm ready to use valuable contacts outside the team.
- h) I'm interested in different points of view and am flexible when the decision has to be made.



How I perceive my role in a group

Part 1.

V. I am satisfied with my work because:

- a) I like to analyze different options, to compare ideas, to look for alternatives.
- b) I'm interested in finding the practical ways to solve the problems.
- c) I like to feel my responsibility for creating good working relations.
- d) I can make a strong influence when it comes to making decisions.
- e) I have opportunity to meet people who propose new experience.
- f) I can convince people to agree on doing the necessary actions.
- g) I feel best when I can fully devote my attention to a task.
- h) I like the area where I have to let my imagination free.

VI. If I was assigned a difficult task with a limited time and a group of unknown people to help:

- a) I would feel like a person who retreats into a corner in order to find a way out of labyrinth. Then, I would think on my behavior.
- b) I would be ready to work with a person who showed the most positive attitude, regardless of how hard to take they would be.
- c) I would find a way to divide the whole task into small pieces and assign each person to deal with a part of the whole task.
- d) My natural feeling of extreme necessity would ensure me that we could finish the work on time.
- e) I guess that I would keep my cool and ability to think straight.
- f) I would be still trying to achieve the goal despite the pressure.
- g) I would be ready to become a leader of the group, if they can't do the work on their own.
- h) I would suggest discussing the ideas and looking for new techniques in order to make progress.



How I perceive my role in a group

Part 1.

VII. When working in a team and thinking of the problems you have to deal with, you see that:

- a) I have a tendency to express my discontent if some people are slowing down the progress of our work.
- b) Perhaps, other people criticize me for my excessive analytical attitude and lack of intuition.
- c) My demand to ensure that the work is properly done can be followed by the actions.
- d) I tend to be bored easily and rely on one or two team members who can encourage and inspire me.
- e) I find it difficult to start working until the aims are unclear.
- f) Sometimes I'm not able to explain the complicated things that come to my mind.
- g) I realize that I want other people to do the tasks that I cannot perform.
- h) I have doubts to share my ideas if facing strong opposition.



Assessment

Rewrite the number of points from the test into the following table - enter the number of points you gave to the statements marked with letters. Then, in the column on the right, add up the points entered in each line and write the final results in the graph.

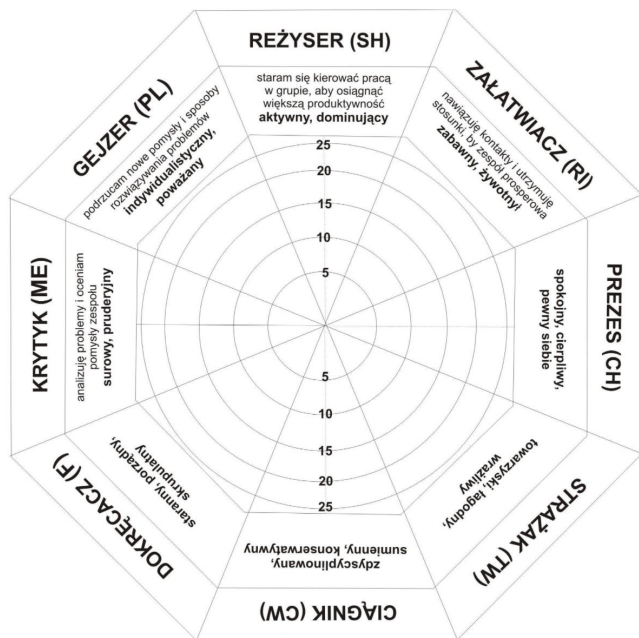
	I.	II.	III.	IV.	V.	VI.	VII.	Total
CH	d)	b)	a)	h)	f)	c)	g)	
SH	f)	e)	c)	b)	d)	g)	a)	
PL	c)	g)	d)	e)	h)	a)	f)	
ME	h)	d)	g)	c)	a)	e)	b)	
CW	g)	a)	h)	d)	b)	f)	e)	
RI	a)	c)	f)	g)	e)	h)	d)	
TW	b)	f)	e)	a)	c)	b)	h)	
F	e)	h)	b)	f)	g)	d)	c)	



How I perceive my role in a group

Part 2.

Now, **please mark** the points on the graph in the selection of the group workshops (numbers using the workshop workshop).



GRAPH:

REŻYSER (SH) ... SHAPER (SH) I try to manage teamwork to increase productivity **active, dominant**

ZAŁATWIACZ (RI) – RESOURCE INVESTIGATOR (RI) finds it easy to make and maintain contacts in order for the team to flourish **funny, energetic**

PREZES (CH) – COORDINATOR (CH) calm, patient, confident

STRAŻAK (TW) – TEAMWORKER (TW) – social, gentle, sensitive

CIĄGNIK (CW) – IMPLEMENTER (IMP) - disciplined, conscientious, conservative

DOKRĘCACZ (F) – COMPLETER FINISHER (CF) – thorough, solid, meticulous

KRYTYK (ME) – MONITOR EVALUATOR (ME) – I analyze issues and assess team's ideas **strict, prudish**

GEJZER (PL) – PLANT (PL) – I offer new ideas and solutions, **individualistic, respected**

Descriptions of roles in the team - M. Belbin

A project team is faced with a task of coming up with and implementing an activity based on the set goals. But how to complete the project team?

Based on his research at Administrative Staff College, Henley, R. M. Belbin has identified eight roles that must be part of a team in order for it to work effectively. These roles do not have to be fulfilled to the same extent, and they are not all needed at all times, but if one is missing, the team will not run as efficiently as it could. It doesn't mean that each team has to be made of eight people. Team members may play more than one role. Belbin also found that most people prefer two roles in a team. One more and one less. The above questionnaire describes the indicative scope of this preference. Preference does not necessarily mean ability. Another important conclusion from this study is that all roles have the same value. So, the team leaders do not have to take on a specific role, but rather ensure that all roles are well cast by the right people. Below is a description of individual types and roles in the team, which can be observed in a project team and used for more effective cooperation.



Descriptions of roles in the team - M. Belbin

RI (Resource Investigator)

Qualities: Stable dominant extrovert

RI is probably the most-liked member of the team. He is laid back, sociable, integrates easily, interested in everything. They react positively and enthusiastically but tend to lose interest quickly. RI often moves outside the group and brings information, ideas and external contacts. **Easily befriends and has tons of contacts. Very rarely show up at their workplace, and if they do, they are probably on the phone. They are traders, diplomats, liaisons, always researching new opportunities in a wide area.** Their ability to provide ideas and stimulate innovation through their activity leads to people mistaking them for an idea man, but they lack any distinct originality that is typical of PL. They are rather able to quickly recognize the meaning of new ideas. With no encouragement from other people, such as in individual work, RI easily loses interest, becomes bored, and becomes unproductive. As part of the team, they are a great improviser when under pressure, very active, but they turn off when the pressure is gone. There may be times when they do not fulfill the tasks they have taken on their shoulders in a short burst of enthusiasm. **Their broad scope and a multitude of outside interests can lead them – like in case of PL - to spend a lot of time dealing with secondary issues that they find interesting.** The meaning of their role is to prevent the team from stagnation and stiffening and keeping the team in touch with reality.



Descriptions of roles in the team - M. Belbin

SH (Shaper)

Qualities: Meticulous Dominant Extrovert

SH is full of nervous energy, open, emotional, impulsive and impatient, sometimes obnoxious and irritable. They enjoy competition and are happy to have a confrontation. **They often get angry, but they don't hold their anger very long. They are the most suspicious of the team, take offense easily and feel as if the others are plotting against them. Their mission is to give shape to team efforts. They give the team more of themselves than CO.** They try to make the discussions have some order, try to unify views, goals and practical reflections in one feasible project, and press for quick decisions and their implementation. **They exude confidence that often covers strong insecurity and self-doubt. They need to know the results in order to gain confidence. Their somewhat insistent efforts are always aimed at those goals that most of the time coincide with the goals of the team, but SH sees the team a lot more as an extension of themselves than CO does.** They demand action and demand it immediately. They are fond of competition, do not tolerate indiscipline, inaccuracies and unsystematic thinking. People outside the team probably think they are rough and surly. They also sometimes threaten people in the team to screw them up, they can create an unpleasant atmosphere in the team, but they keep moving things forward.



Descriptions of roles in the team - M. Belbin

ME (Monitor Evaluator)

Qualities: Highly intelligent stable introvert

In a well-balanced team, only ME and PL need a high IQ. Unlike PL, ME is a bit cool. They are rather serious and not very exciting. **Their contribution is prudent and objective analysis rather than creative ideas.** Doubtful that they will come up with an original proposal, they will sooner prevent the team from dealing with a project leading to a dead end. Despite the fact that they are more of a critic than a creator, they usually do not criticize unfoundedly, but only when they observe faults in a plan or in arguments. It is interesting that at the same time they are the least motivated member of the team. Excitement and euphoria just don't go with them. Lack of motivation is beneficial in their case, because personal involvement does not disturb or cloud their judgment. They adapt slowly, take their time to think things through, but their assessment is the most objective of the team. Their ability to digest, interpret and evaluate large parts of a complicated text, their ability to analyze problems and evaluate ideas and observations of others is very valuable. **They are sometimes tactless and disrespectful, which does not make them popular.** Can kill team's morale by criticizing at the wrong time. Although they are not proud and ambitious, they can compete especially with those whose abilities match their abilities, i.e., most often CO or PL. It is important that ME is sincere and open to changes, otherwise there is a danger that they will be too negative, and their criticism will outweigh the willingness to adopt new ideas. Although they are honest and verbal, they lack cheerfulness, warmth, imagination and directness. Nevertheless, they have a trait that makes them indispensable to the team: their judgment is rarely wrong.



Descriptions of roles in the team - M. Belbin

PL (Plant)

Qualities: Dominant, very intelligent, introvert

PL is a source of original ideas and proposals in a team. They are resourceful people. Others, of course, also have ideas, but their ideas excel in the originality and radicalness with which they deal with problems and obstacles. **They have the best imagination and intellectual abilities among the team members.** It is them who will most likely start looking for a completely new approach to the problem when the team gets stuck with no way out or bring a new look at already adopted lines of action. They are much more concerned with the big and fundamental things than with the details - and are indeed able to get lost in the details and make mistakes caused by carelessness. They are trusting and direct to an extent unknown to an introvert. They can also brim and attack other team members, especially when their ideas are being criticized. **The purpose of their criticism is most often to clear the field for their own ideas, and usually they soon come up with their own, opposite proposition.** The problem with PL is that they put too much creative energy into ideas that interest them but that are unrelated to the interests and goals of the team. They may find it hard to endure criticism of their own ideas, defend themselves too much, and sulk easily when the team rummages through their ideas or rejects them. They may actually turn off and refuse to participate further. Getting the best results out of them can be very laborious and may require a careful approach and negotiations - most often from the CO side. However, despite all these mistakes, PL is the person who gives the team a life-giving flame.



Descriptions of roles in the team - M. Belbin

CO (Coordinator)

Qualities: Stable dominant extrovert

They don't have to be the team leader, but they are best suited for the role. They are the person who leads the team and coordinates all efforts to achieve external goals and tasks.

They usually take a neutral position and are extremely determined. They can be predicted to have outstanding intelligence, but not particularly brilliant or otherwise creative intellect.

They are rarely the author of a very good idea. Character is more important for them: they have a structured approach based on internal discipline. They often possess what we call "charisma," but perhaps more accurately, one can speak of innate authority. They have a tendency to dominate, but in a natural and non-pushy way – they do not try to dominate. Instinctively, they trust people, unless it is completely evident that they are not trustworthy. They are completely devoid of jealousy. They see clearly the strengths and weaknesses of the individual team members and guides people to do their best. Realizes the need to use the combination of abilities of individual team members in the most effective way. This means that they are the person who determines the rights and obligations of others, who sees the gaps and tries to close them. **They can speak and listen well.**

Communication in both directions is easy for them, they are neither a babbler nor a man of few words. They are very careful listeners. CO formulates group goals and determines the work process. They select an issue for the team to deal with and prioritizes, but do not try to dominate the discussion. Their own contributions are formulated in the form of questions rather than statements or proposals. Listens, summarizes the team's opinions and views and expresses the feelings of the whole group. If a decision has to be made, they will decide firmly only after everyone has expressed their opinion.



Descriptions of roles in the team - M. Belbin

TW (Team Worker)

Qualities: Stable, non-dominant extrovert

TW is the most fragile member of the team. They are aware of the needs and **worries of others and are very sensitive to emotional tensions between group members. They have the greatest knowledge about the private life and family troubles of other team members.** They're nice, well-liked, don't stand out, they're the cement that keeps the team together. They are committed to the team as a whole (this does not mean, however, that in the event of a dispute, they would not join one of the groups) and supports the others. By nature, they prefer to build on the ideas of others rather than attack them and bring competing propositions. They are a good and willing listener. **Communicate well and quickly within the team and stimulate others to do so.** As a supporter of unity and order, they balance tensions and clashes that may arise under the influence of SH and PL, or ME. Above all, they do not like personal conflicts. They avoid conflicts and try to smooth them out among other members. When a team is under pressure or having problems, their empowerment, understanding, dedication and support are especially needed. Due to their indifference to competition and their desire for harmony, they may seem too soft and indecisive, but they become a constant force unifying the team. They are an exemplary member of the team, but under normal circumstances their contribution does not have to be too visible. Their contribution becomes obvious when they are not present - especially in times of stress and tension.



Descriptions of roles in the team - M. Belbin

IMPLEMENTER (IMP)

Qualities: stable, disciplined

IMP is a practical man, an organizer. They turn decisions and strategies into defined and manageable tasks that people can start working on. They are interested in what is feasible, and their main contribution is to transform team plans into a viable form. Find goals and carry them out systematically. Like CO, they have a strong character and a disciplined approach. **Their honesty, integrity and the trust they have for their colleagues are unusual. They don't give up easily.** Only a sudden change of plan may throw them off balance, they are unable to orientate in unstable, rapidly changing conditions. They need stable structures and always try to create them. When they receive a decision, they will create a schedule of activities, if they have a team of people at their disposal and a goal to achieve - they will create an organization chart. They work efficiently, systematically and methodically, but somewhat not very vigorously and do not react to dispelled speculative ideas that have no visible connection with a specific task. At the same time, they are usually very eager to modify his schedules and proposals and adjust them to the adopted plans and designated systems. IMP may be all too hungry for recognition in the team, which can be damaging if it manifests itself in the form of negative, non-constructive criticism of the proposals pushed by the rest of the team. **However, it is usually close to the collective point of gravity. When someone cannot remember what decision was made and what to do, they will learn it from IMP.**



Descriptions of roles in the team - M. Belbin

F (Completer Finisher)

Qualities: Meticulous introvert

F cares about what can go wrong. They will not sleep peacefully until they personally checked every detail and made sure that everything has been properly done and that nobody has forgotten anything. **F does not stand out within the team, but still maintains a sense of duty that they communicate to others and stimulate them to act.** They are cool-headed and have a strong character, they are impatient and intolerant of less responsible team members. If F has a sharply defined interest, it is harmony. They desperately meet deadlines and schedules. If they are not careful, they can become a demoralizing whim with a depressing effect on the rest of the team. They easily lose their understanding of general goals and gets bogged down in detail. Despite this, their tireless oversight is an important contribution.

