PERSONAL BELBIN TYPES AND MBTI PREFERENCES COMBINATION IN GROUP WORK ASSURING SUCCESS

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UNIVERSITY of GREENWICH
GROUP BUSINESS PROJECT (GBP) - MAP

- Business Project - Year 1
- Business Project - Year 2
- 30 credits, 2 terms
- Group Work:
  Yr 1 + Yr 2
  6 - 8 students
  in 8 - 15 groups
- External Client:
  Project’s, 4 - 8
GBP — GROUPING OVERVIEW

**SENIORS**
- Grouping part 1
  - Yr 2
  - Role Distribution
  - CEO, CFO, CCO, COO
  - Project Pitch

**JUNIORS**
- Grouping part 2
  - Yr 1
  - Interview’s at the Employment Day

**CLIENTS**
- Joint Group Work in collaboration with External Client’s
GROUP WORK - DEFINITION

‘Work done by a group of people in collaboration.’

*Oxford Dictionary*

‘A group usually comprises three or more people who recognize themselves as a distinct unit or department, but who actually work independently of each other to achieve their organizational goals.

Group members have a shared knowledge of the group’s objectives, but specific tasks or responsibilities are assigned to different individuals (usually by the group leader). Individuals within those groups are able to maximize their expertise on a long-term basis.’

*Small Business Chron*
AIM OF THE GROUP WORK IN GBP

• Maximally mimic the outside work environment;
• Learn to adjust & work with different people;
• Learn to share knowledge and contribute as part of the group;
• Practice ‘professional attributes’ in controlled environment;
• Empower students for future employment.
GROUPING OF YR 2

2014/15
Random allocation of CEO, CFO, CCO, COO roles;

2015/16
Students were nominated in previous year to take certain roles and could complete the group formation as they preferred;

2016/17
Same as in previous year.

GROUP PERFORMANCE WAS OBSERVED IN RELATION TO BELBIN 14-17 AND MBTI 17/18
Dr Meredith Belbin studied team-work for many years, and he famously observed that people in teams tend to assume different "team roles." He defined a team role as "a tendency to behave, contribute and interrelate with others in a particular way" and named nine such team roles that underlie team success.
<table>
<thead>
<tr>
<th>Belbin Roles</th>
<th>Team Role Contribution</th>
<th>Allowable Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plant</strong></td>
<td>Creative, imaginative, free-thinking. Generates ideas &amp; solves hard problems.</td>
<td>Ignores incidentals. Too pre-occupied to fully communicate.</td>
</tr>
<tr>
<td><strong>Monitor Evaluator</strong></td>
<td>Sober, strategic and discerning. Sees all options and judges accurately.</td>
<td>Lacks drive and ability to inspire others. Can be overly critical.</td>
</tr>
<tr>
<td><strong>Specialist</strong></td>
<td>Single-minded, self-starting, dedicated. Provides rare knowledge and skills.</td>
<td>Contributes only on a narrow front. Dwells on technicalities.</td>
</tr>
<tr>
<td><strong>Shaper</strong></td>
<td>Challenging, dynamic, thrives on pressure. Has drive to overcome obstacles.</td>
<td>Prone to provocation. Offends people’s feelings.</td>
</tr>
<tr>
<td><strong>Implementer</strong></td>
<td>Practical, reliable, efficient. Turns ideas into actions and organizes tasks.</td>
<td>Somewhat inflexible. Slow to respond to new possibilities.</td>
</tr>
<tr>
<td><strong>Completer Finisher</strong></td>
<td>Painstaking, conscientious, anxious. Finds errors. Polishes and perfects.</td>
<td>Inclined to worry unduly. Reluctant to delegate.</td>
</tr>
<tr>
<td><strong>Coordinator</strong></td>
<td>Mature, confident, identifies talent. Clarifies goals. Delegates effectively.</td>
<td>Can be seen as manipulative. Offloads own share of the work.</td>
</tr>
<tr>
<td><strong>Team Worker</strong></td>
<td>Co-operative, perceptive and diplomatic. Listens and averts friction.</td>
<td>Indecisive in crunch situations Avoids confrontation.</td>
</tr>
</tbody>
</table>
BELBIN — SPIDERGRAM EXPLAINED

Company: EXAMPLE

<table>
<thead>
<tr>
<th>Senior’s Name</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Teamworker</td>
<td>Co-ordinator</td>
</tr>
<tr>
<td>BB</td>
<td>Complete Finisher</td>
<td>Implementer</td>
</tr>
<tr>
<td>CC</td>
<td>Teamworker</td>
<td>Plant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior’s Name</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD</td>
<td>Implementer</td>
<td>Complete Finisher</td>
</tr>
<tr>
<td>EE</td>
<td>Implementer</td>
<td>Plant</td>
</tr>
<tr>
<td>FF</td>
<td>Shaper</td>
<td>Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roles</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-ordinator</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teamworker</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Investigator</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Plant</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Specialist</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Evaluator</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Shaper</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Implementer</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Finisher</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
TOP GROUPS
1ST PLACE

Based on these activities:
- Grouping
- Project Pitch
- HR & Marketing
- Employment Day
- Day-to-Day Group Work
- Presentation & Report
- Peer Review
Based on these activities:
- Grouping
- Project Pitch
- HR & Marketing
- Employment Day
- Day-to-Day Group Work
- Presentation & Report
- Peer Review
TOP GROUPS
3rd PLACE

Based on these activities:
Grouping
Project Pitch
HR & Marketing
Employment Day
Day-to-Day Group Work
Presentation & Report
Peer Review

2015

2016

2017
BELBIN - CONCLUSION

Uniform distribution of Primary & Secondary Roles:
1 or 2 Finishers – highly important for success;
1 or 2 Specialists & Implementers – important for success;
1 or 2 Co-ordinators & Teamworkers – is enough;
1 Investigator is enough;
Plant, Evaluator & Shaper were not found to play an important role in GBP.

Personal preferences and ‘getting along’ can not be predicted by Belbin, however may be observed by the lecturer.

Ensure to eliminate any ‘minorities’ in the group, i.e.
• Friends / couples
• Poor attendees / performers
• Mature students
MBTI is a personality inventory based on the theory of psychological types described by C. G. Jung. ‘The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment.’ ‘..If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills.’ MBTI 2017

**Extraversion (E) - Introversion (I)**
How we prefer to direct our attention and energy

**Sensing (S) - Intuition (N)**
How we prefer to observe the world

**Thinking (T) - Feeling (F)**
How we prefer to make decisions

**Judging (J) - Perceiving (P)**
How we prefer to orient ourselves on life

**MBTI TYPES**

<table>
<thead>
<tr>
<th>MBTI Type</th>
<th>Team Role</th>
<th>Function</th>
<th>Belbin Equivalent (Higgs, 1996)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESFJ/ENFJ</td>
<td>Coach</td>
<td>Harmonising</td>
<td>Team Worker</td>
</tr>
<tr>
<td>ISFP/INFP</td>
<td>Crusader</td>
<td>Campaigning</td>
<td>no equivalent</td>
</tr>
<tr>
<td>ENTP/ENFP</td>
<td>Explorer</td>
<td>Exploring</td>
<td>Resource Investigator</td>
</tr>
<tr>
<td>INTJ/INFJ</td>
<td>Innovator</td>
<td>Innovating</td>
<td>no equivalent</td>
</tr>
<tr>
<td>ESFP/ESTP</td>
<td>Sculptor</td>
<td>Activating</td>
<td>no equivalent</td>
</tr>
<tr>
<td>ISFJ/ISTJ</td>
<td>Curator</td>
<td>Curating</td>
<td>Monitor Evaluator, Implementer</td>
</tr>
<tr>
<td>ESTJ/ENTJ</td>
<td>Conductor</td>
<td>Conducting</td>
<td>Co-ordinator, Complete Finisher, Implementer</td>
</tr>
<tr>
<td>ISTP/INTP</td>
<td>Scientist</td>
<td>Analysing</td>
<td>no equivalent</td>
</tr>
</tbody>
</table>
**SAMPLE DATA & GROUPING FOR 2018**

Sample size = 32  
Female = 14  
Male = 18  
Groups = 8  
Members = 4

<table>
<thead>
<tr>
<th>Belbin Type</th>
<th>Primary</th>
<th>Secondary</th>
<th>Total Number</th>
<th>MBTI Type</th>
<th>Role</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-ordinator</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>ESFJ/ENFJ</td>
<td>Coach</td>
<td>8</td>
</tr>
<tr>
<td>Teamworker</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>ISFP/INFP</td>
<td>Crusader</td>
<td>4</td>
</tr>
<tr>
<td>Investigator</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>ENTP/ENFP</td>
<td>Explorer</td>
<td>1</td>
</tr>
<tr>
<td>Plant</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>INTJ/INFJ</td>
<td>Innovator</td>
<td>4</td>
</tr>
<tr>
<td>Specialist</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>ESFP/ESTP</td>
<td>Sculptor</td>
<td>6</td>
</tr>
<tr>
<td>Evaluator</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>ISFJ/ISTJ</td>
<td>Curator</td>
<td>2</td>
</tr>
<tr>
<td>Shaper</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>ESTJ/ENTJ</td>
<td>Conductor</td>
<td>3</td>
</tr>
<tr>
<td>Implementer</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>ISTP/INTP</td>
<td>Scientist</td>
<td>4</td>
</tr>
<tr>
<td>Finisher</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample size**

- Male: 18
- Female: 14

**Groups**

- Total: 8

**Members**

- Total: 4
TOP GROUP COMPOSITION 2018
BELBIN + MBTI (1)
TOP GROUP COMPOSITION 2018
BELBIN + MBTI (2)
MBTI - CONCLUSION

There is no direct correlation between the MBTI & Belbin types;

MBTI types can be used in conjunction with Belbin types (see Belbin Conclusions), however there is no strong grounds to Belbin compilation;

To gain a well balanced group (best works for 4 & 8 people), ensure that each individual represents different MBTI quadrant, Idealist, Guardian, Rational, Artisan and one of 8 roles (see MBTI types);

MBTI & Belbin types in combination can be used to compile a well-adjusted group, hopefully which will act as a team on some levels and gain’s academic success;

!!! This still is unable to predict personal people’s preferences towards each other and unfortunately can not guarantee a ‘happy group’.

[REF: 6-9]
SUCCESSFUL GROUP SELECTION FRAMEWORK

1. **Belbin & MBTI**
   - Let students perform the tests, collate answers and choose a group size of 4, 6 or 8.

2. **Finishers (ESTJ)**
   - Assign based on Belbin Primary (and Secondary) types: 1 per group.

3. **Co-ordinators (ENTJ)**
   - Assign group leader role based on Belbin Primary (and Secondary) types: 1 per group & different member from Step 2.

4. **Specialists**
   - Assign based on Belbin Primary and Secondary types: 1 or 2 per group & different member from Step 2-3.

5. **Implementers**
   - Assign based on Belbin Primary and Secondary types: 1 or 2 per group & different member from Step 2-4.

6. **MBTI Quadrants**
   - For Steps 2-5 check that selected students represent different MBTI quadrants: Idealist, Guardian, Rational, Artisan.

7. **MBTI Roles**
   - For Steps 2-6 Check that selected students represent different MBTI roles: Coach, Campaigner, Explorer, Innovator, Sculptor, Curator, Conductor, Scientist.

8. **Group Adjustments**
   - Ensure balance and prevent exclusion based on: Friends, Gender, Attendance, Performance, Ethnicity, Background, Disabilities, Maturity, Intolerance, etc.

9. **Assign tasks / roles to individuals**
   - Base judgement on student’s personality type and your judgement.
   - Prior introduction of students to Belbin, MBTI, Maslow’s Hierarchy of Needs and Tuckman’s Development Sequence of Small Groups may be is beneficial!
REFERENCES


THANK YOU
QUESTIONS PLEASE?!