

**THE ROLE OF PERSONALITY IN DEVELOPING HIGH PERFORMANCE
TEAMS
CASE STUDY: FACULTY OF EDUCATION: KAMPALA INTERNATIONAL
UNIVERSITY**

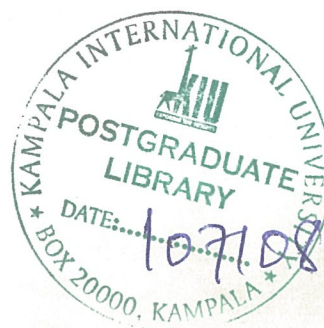
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By
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June 2006



DECLARATION

I Kobusingye Carol do hereby state that this work is my own and has not been submitted to another institution for another degree qualification either in full or in part.

Throughout the work I have acknowledged all sources used in its compilation.

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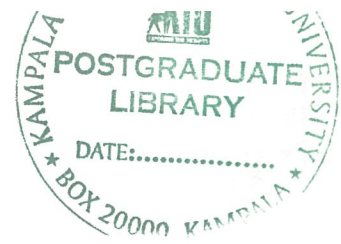
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DEDICATION

I dedicate this book to my dearest daughter, Kembabazi Andrea Belinda who terribly missed my care and company when I was busy studying and also when I was compiling this report.

ACKNOWLEDGEMENTS

First and foremost let me thank GOD for his guidance and care through out this research. I am very grateful to my supervisor without whose advice and guidance this work might not have materialized. I am also grateful to the head of post graduate studies Professor P.J OPIO ,all the school members and the masters programme members who helped me successfully finish this course.

I would like to sincerely thank and acknowledge the many authors and writers whose work I consulted as indicated in the references. Their work provided the conceptual cornerstone of my report.

I would like to thank all the members of faculty of education, Kampala International University for sparing their valuable time to give the information that has formed my research study.

I would like to thank my daughter Belinda, dad, sisters ,brothers and my dear husband Mr. Arinaitwe Andrew for the physical and emotional support given to me during this research ,they were my angels in each and every step of my study.

I would also like to specially thank Mr. Michael Binoliel, Mrs. Mary Karooro Okurut if whom without their support I would not be at this level of education. Mr. Kule warren, Mr. Sekajogo derrick and all the education department staff plus the post graduate staff for the academic support they have given and shared with me.



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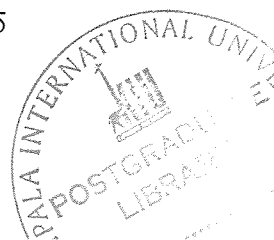
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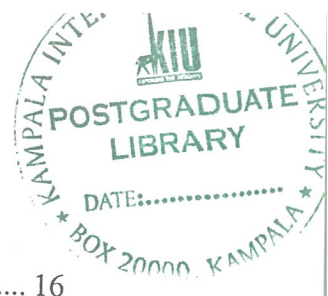
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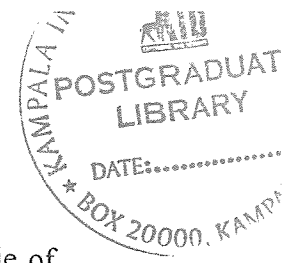
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ABSTRACT



This research analyses the role of personality on team development. It investigates the role of personality in team development using the personality temperaments identified by David Kiersey (1984), explained using Myer Briggs 16 personality types. It further looked at these personalities in line with team roles based on the Belbin team roles. The research identifies the different roles and personalities existing in the education department and their roles in the execution of tasks as well as in developing the education department as unit.

Using a new method of management some managers have opted for piling up the existing employees into different teams but sometimes these teams disappoint the organization and end up breaking down. Basically one wonders if the right skills of people have been put together and they have failed to add up their knowledge and have results, what could be the problem. As a researcher therefore came up with a notion that if really personality could be taken into account while forming these groups team development in all performing teams will be realized.

The research findings have come to make me believe that, there is a close relationship between personality and team performance through out the developing stages of the team and that each personality has a crucial role to play in each stage. In this case I've used Kiersey temperament model to explain the different personalities and Belbin team roles model to discuss the different roles played by personalities in the team development. My case study Education department: Kampala international university has come to prove that these roles and personalities actually do impact on team development and that there is a close relationship between personalities and the roles given in the development stages.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 INSPIRATION & CONCERN

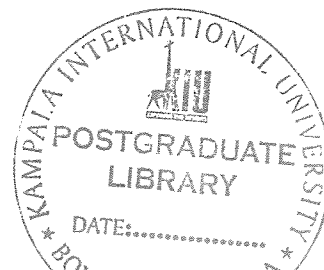
As a young girl I used to look up to my mother ,a woman who used to fit in any society and come out as the best ,when it came to group work she was the best ,the group used to be so goal oriented who saw through that work was done in good or bad times ,they had the “we have to make it “ group spirit and later my mother would come home though tired but satisfied and ready to face another task and when asked why? She said because the people I work with are like a family, we care for each other, look out for one another in good and bad time and yet finish the work in stated time lag with all cooperation and that my baby is what makes our group tick. After seven years now am inspired to find out what really makes a good team and an effective one.

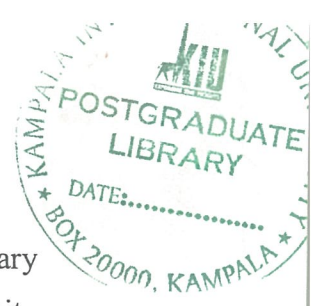
1.1 INTRODUCTION

Team working is becoming more increasingly important these days. According to different scholars it is one of the essential skills for entering the world of management. Therefore it has become increasingly desirable for management to be able to predict team performance that is how others perceive the team output and to know how to form and develop a high performing team that functions to the desirable and best output. It is due to this that am impelled to look at the belbin team roles which attempts to give one taking the belbin role test a description of what kind of team role one has and its contribution and deficiencies.

I will also look at the kiersey temperaments or personalities using a test that classifies different personalities as well as explaining them accordingly, in line with these roles and the role they play in a team and it is from here that after looking at the different roles and personalities in the department that one will tell in they can affect its effectiveness negatively or positively.

The dissertation therefore looks at how well the outcomes of the tests taken on the department staff performance correspond with what is on ground.





1.2 BACKGROUND

Over the Business and education world effectiveness in productivity has been the primary goal and it is due to this that different approaches have been used in increasing productivity with quality and quantity as well as uniqueness. From the scientific management era to the humanistic era all was tried to achieve the best. However humanistic approach has to prove more fruitful that is looking at workers not as machines but as people who have feelings and needs and if satisfied appropriately would lead to more involvement and commitment of the best from workers hence companies making its workers as a core competence. It is from here that team building was enforced, the companies that have championed teamwork like Toyota have made other organizations embark on teamwork as a new fad. This is all because as the world is changing so fast emotionally , technically, socially, intellectually and physically the world has become so innovative and inventive and so all this to be achieved multiple personalities and skills are needed for supremacy in products that is more brains more performance.

There several options available for a manager who is trying to turn individuals into team players. The three most popular ways include proper selection, employee training, and rewarding the appropriate team behaviours David.A. Decenzo(2001),according to David when hiring team members in addition to checking on the technical skills required to successfully perform the job the organization should ensure that applicants can fulfill their team roles. In this context therefore one of the characteristics that can lead to the successful completion of tem tasks is personality that is if the right mix of personality is in the team performance of this team will likely to be highly positive. As Gary Dessler (1998) wrote that effectiveness of a team is determined by a complex interaction between characteristics of which personality is inclusive. So scholars such as Jones (2002), assert that since personalities influence behavior and their approach to executing tasks basing on their perceptions. This narrowed down to team work in the Faculty of Education, Kampala International University where it is through teamwork in teaching , administration and other activities is based , it compelled me to look into detail if it is due to the role of personality to roles that they have achieved success and at the same time failed . In this connection the Belbin team roles and Kiersey temperament model of personality is the centre of attention.

Word from Dean Concerning Education Department per

The faculty out of discovering they were gaps in certain areas concerning performance, pull staff together divide them according to specialties, specialists were assigned different work teams accordingly, Delivery of tasks was good and students performance, external examiners saw improvement in performance in many areas mostly education outcomes, now the policy is to include new staff in particular teams and identify area where performance is down and recruit in those areas.

.3 PROBLEM STATEMENT

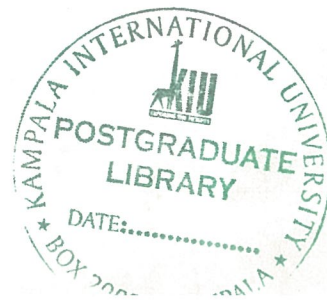
In forming high performing teams most organizations look at the qualifications and skills of the individuals who are to take part in the teams, they assume that bringing together the best skills and competencies they will realize high productivity, generate high team spirit, and improve the morale of the teams.

Despite all this, more often there is low productivity and low level of performance realized. Because of lack of uniformity, it is clear that randomly picking skilled people to make a team does not necessarily lead to effective development of high performance teams. This leads to a number of questions? Is team working mere management hype? Are personality characteristics important for team building and to what extent? Can the right skills and mix of personalities lead to effective team building?

.4 RESEARCH OBJECTIVES

Determine the contribution of different Kiersey personalities/temperaments in developing high performance teams.

Identify the personalities in line with the roles they would play in the different stages of team development.





5 RESEARCH QUESTIONS

How can personality contribute to team development?

What are the personalities that play a major role in team development?

Does the relationship between personalities and team roles exist?

6 SIGNIFICANCE OF THE STUDY

Information gathered will help administrators develop high performance teams with the compatible people and according to the tasks.

This research will help already existing teams be able to evaluate the possible personality problems in the team, improve accordingly that is the department will be able to detect any deficiencies in a team and then find solutions to these deficiencies.

Information gathered will help team leaders identify different personalities with the roles suitable in the team, and also know how to improve interpersonal skills in high performance team developing. Thus positive aspects of individual team members will be maximized and negative ones minimized.

It will help team developers identify the likes and dislikes of personalities in the team and motivate them accordingly. It will further indicate why team members act in certain ways.

8 DELIMITATION

This research will mainly look at the staff members in the faculty of education at Kampala International University. The target population will be 50 staff members that is 100%

1.9 SCOPE OF THE STUDY

The research will basically look at the definition of main terms, characteristics of an effective team, stages of team development, Belbin team roles and role of personality in teambuilding.

1.10 How the dissertation is organized

This dissertation consists of five chapters in addition to this introductory chapter. The next chapter will give a review of the current literature on Belbin team roles and Kiersey temperaments in line with team working.

Chapter 3 will present the methodology used in the research.

Chapter 4 will present the findings and analysis.



CHAPTER 2



LITERATURE REVIEW

THE ROLE OF KIERSEY TEMPERAMENTS/PERSONALITY TO THE DEVELOPMENT OF TEAMWORK

"What is needed is not well balanced individuals; but individuals who balance well with each other." - *Dr Meredith Belbin, Psychologist and Creator of the Belbin Team Roles Model*

2.0 Introduction

Understanding of personality traits is a very useful way to improve knowledge of motivation and behaviors of self and others. In the workplace and beyond in these teams Understanding personality types is helpful, for appreciating that while people are different, everyone has a value, and special strengths and qualities, and that everyone should be treated with care and respect. The relevance of high performing teams is easier to see and explain when we understand that differences in people are usually personality-based. People very rarely set out to cause upset they just behave differently because they are different. The people that work in teams together with their leaders are the ones that count. The question is what sort of people make for successful teams and do we have enough of them in the typical organization? While forming effective team, efforts should also be put in choosing and classifying different types of people, especially according to their effectiveness, cooperativeness and suitability in a team. The purpose of this research, therefore, is to focus on those personalities which successfully Lead to a team's development successful.

The chapter looks at the Kiersey's personality theory: Temperament sorter model and Belbin Team roles which explain the functions \ roles of team members according to personalities.

2.1 Team Perspectives and Definitions

Teams

According to Robert Kreitner (2001), teams are a small group with complementary skills who hold themselves mutually accountable for a common purpose, goals, and approach.

According to Adair a team is more than just a group with a common aim. It is a group in which the contributions of individuals are seen as complementary.

According to *Christina Seet* (2006), team is defined as a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

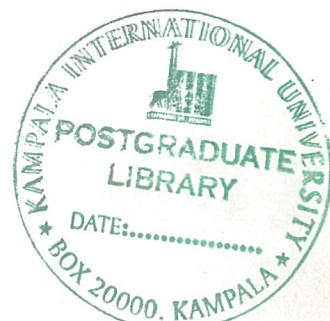
Linlaw and Denis(2006), defined a team as members of work teams not only cooperate in all aspects of their task performance ,they share in what are traditionally thought of as management functions and responsibilities ,such as joint planning, organizing the team, setting goals ,and developing their own strategies to manage change and securing their own resources

TEAM DEVELOPMENT

This is the experiential learning aimed at better internal functioning of teams. The teams go through different stages which become part of them.

ROLES

According to G.A Cole (2002), roles are a set of expectations held by the individuals concerned and those about them concerning how a job or task is to be done.





PERSONALITY TRAITS

According to Jones et al (2000), Personality traits are particular tendencies to feel, think, and act in certain ways that can be used to describe the personalities of all individuals.

Griffin (1998), Personality is the relative stable set of psychological and behavioural attributes that distinguish one person from another.

Gary dessler (2002) "defined personality as the characteristics and distinctive traits of an individual, and the way the traits interact to help or hinder the adjustment of the person to other people and situations".

Temperament is the behavior style or *how* of behavior as contrasted with the abilities, or *what* of behavior, and the motivations, or *why* of behavior. It is n-dimensional. Temperament is the characteristic phenomenon of an individual's emotional nature, including his susceptibility to emotional stimulation, his customary strength and speed of response, the quality of his prevailing mood, and all the peculiarities of fluctuation and intensity of mood.

The temperament is an innate in each person, therefore it cannot be exchanged for another temperament. But man can and must cultivate and perfect the good elements of his temperament and combat and eradicate the evil ones. Every temperament is in itself good and with each one man can do well and work out his salvation. It is, therefore, imprudent and ungrateful to wish to have another temperament. "All the spirits shall praise the Lord" (Ps. 150, 6). Rev. Conrad Hock.

So generally Personality represents the different behaviors that people have in them unknowingly and knowingly. According to Norman (1984) if focus is put more on behaviors, more successful performance efforts will be realised

2.2 WHAT ARE THE HIGH PERFORMING TEAMS?

David (2001) summarized the characteristics of high performance teams into:

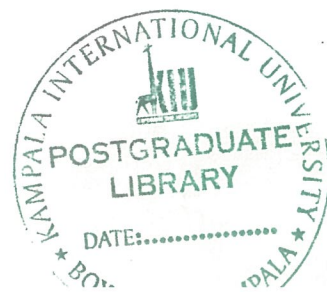
One, There is clear understanding of the goal and a belief that the goal embodies a worthwhile or important result. That is for one to be a team member he has to be committed to the achievement of the team goal, therefore apart from technical skills the team member has to be with a personality that cares about the work given in a team as well goals and also someone who can champion interpersonal skills so as to achieve excellence while working with others.

These teams are also characterized by high mutual trust among members that is members should be able to lean on one another's integrity, character and ability. Members should be able to depend on ones decisions and also as implementation of tasks is ,so in this type of team trustworthy personalities are needed that is people who are dependable and will not disappoint the team as well as cutthroat them.

That leads us to unified commitment that is the ability of members identifying with their teams, here members redefine themselves to include membership in the team as an important aspect of the self thus this leads to the members commitment to the team goals and willingness to put in an extra mile in achieving them. So we need dedicated and determined personalities as well as follow through personalities to play such roles in team.

Good communication of members is also crucial that is members should be able to understandably communicate with each other and convey messages that are clearly understood by members this includes spoken and non-verbal messages that develop the team rather than destructing. When say good communication this includes a full cycle of communication from the team members to the management and back to the members so as to guide and correct team members and also be able to share their ideas and feelings accordingly.

Adequate negotiating skills are also needed so as to be able to confront and reconcile with others in the team differences that may occur in the developing process. This kind of negotiation is needed so as to create good working relationships. Hank Williams (1996),





says that it is these relationships which can encourage or discourage peoples generosity in performance.

They should be able to give each other internal and external support in all their dealings so as to create a sense of family dependability hence commitment and trust.

I t should have effective leaders who are willing to work for and with the team, leaders who follow them through in the most difficult situations and increase their confidence and helping them realize their potentials in executing tasks.

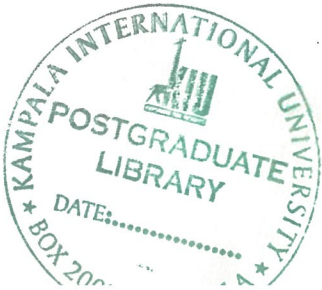
3 Stages of Team Development

When individuals come together to form a team, a number of interesting dynamics occur. Team dynamics are the unseen forces that operate in a team between different groups of people. Some team members will be very goal-oriented, while yet others would spend time working on interpersonal issues. Also, team members often test issues that concern them, such as influence, expertise, roles, conflict management and decision-making processes. Such tests are part of a high performing team development. As all this goes through every member's mind the core of all these thoughts is the personality of the member and so it is due to these personality traits that different roles are assumed by different members in team building so as to be a high performing team.

According to Christina Seet (2006), Dr. Bruce Tuckman developed a simple four-stage model of team development that has become an accepted part of thinking about how teams develop. These stages are: Forming, Storming, Norming, and Performing.

The fifth stage, adjourning, was added in the 1970's. This stage, which some describe as the "turning" stage, represents completion and disengagement, both from the tasks and the other members of the team. Individuals are proud to have achieved much and glad to have been part of such a productive team experience. They need to recognise what they have done, celebrate achievements, and consciously move on. Inevitably though, some members may feel a sense of loss in coming to the end of the journey as a team.

Christina goes on to write that the real value of Tuckman's model is in recognizing where a team is in the process, and helping it to move to the Performing stage. A team might be happily Norming or Performing, but a new member might force them back into Storming. Alternatively, some teams may thrive in the comfort of Norming, and are fearful of moving back into Storming, or forward into Performing. A successful team leader knows which stage they are in, manages the dynamics within each stage to greatest advantage, and manages transitions between the different stages adeptly. Understanding the fears, expectations and typical personalities of team members in each stage can help the group get back to Performing as quickly as possible.

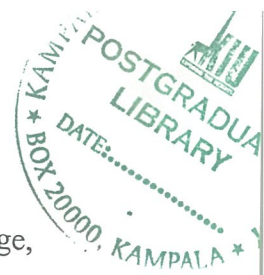


FORMING STAGE

The Forming stage, for instance, is generally recognized as an exploration period. In stage, the team will establish vision, mission, values, develop a plan of action, determine the resources needed to achieve its goals, and negotiate members' roles. During the forming stage, it is helpful for people to share their thoughts and concerns, learn the business they are in, and build the interpersonal skills needed to operate within the team environment. However team members are often cautious and guarded in their interactions as they size up fellow team members, gather information about the scope of work that needs to be done, explore the boundaries of acceptable behaviour, and look for and test norms and roles they are willing to support. In this stage everyone is new and trying to show a behavior which may not necessarily be his that is the behaviour is driven by a desire to be accepted by the others and avoid controversy or conflict. Because team members are not yet familiar with one another, behaviour expressed at this early stage is usually polite and reserved, with members experiencing some degree of awkwardness, anxiety, and apprehension. Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organization, which does what, when to meet. This is a safe stage to be in, but the avoidance of conflict and threat means that not much actually gets done. During this team "initiation" stage, members need to be open, candid, honest and non-judgmental. So not much of personality traits can be seen since every one tries the level best to hide the real colours so mainly in this the resource investigator and team worker and coordinators are the main hosts since they are out going and critical to verbal and non-verbal behaviours of team members, so in this stage extroverts, sensing, feeling type of personalities are needed.

STORMING STAGE

The next stage, storming, as the word suggests, is when conflicts are likely to emerge, giving rise to tension and discord. Here, individual differences are expressed and the leader's role may be challenged. The value and the feasibility of the task may also be challenged. In this volatile stage, some effective interpersonal skills that are useful are, giving and receiving feedback (both corrective and supportive), active listening, conflict resolution, assertiveness, collaboration.



So in this stage all roles and personalities contributions are needed for the team to highly perform although too much heat will be realized. During this stage, the team will begin to realize that their team environment is

different from what they had thought it would be, so members must select a leader and determine what their relationship with that individual will be. The team must devote the time and have the communication skills to share their concerns and solve any interpersonal issues that arise. They must also begin to focus on how they will accomplish productive work together. The members will feel they are ready to move forward because they have established a plan. In reality more shifting out of ideas must first occur. Note that at this point, the decision makers who sponsored the move toward a self-directed team structure may become discouraged. They may not understand why employees are not excited about the freedom that has been given them. They become concerned that their hopes for increased productivity through teams will not materialize. When they know the team vision, mission, and values, when they know their own responsibilities and have come to terms with the leadership issue, then the team members are ready to spend more time on the work itself. During this stage, they examine how they will accomplish the work and may experiment with new methods. This is the stage where all team roles and temperaments are needed because each one of them contributes uniquely , professionally ,intellectually as well as physically and all minds go to storming for the best and fruitful results.

NORMING STAGE

After the storm comes the calm of norming. In the Norming stage, conflicts of the previous stage mellow into a more mechanistic nature and the team starts to work in sync. The breakdowns in processes, procedures and rules during Storming are clarified and accepted, and trust and relationships start to develop to a greater degree as stability and collaboration take root. This enables the Performing stage to occur where the work really takes off and the group accepts a structure and method for achieving the common task. The emphasis is now on reaching the team goals, rather than working on team process. Relationships are settled, and team members are likely to build loyalty towards each other. The team is able to manage more complex tasks and cope with greater change. An effective team leader will create and sustain an open and trusting environment within which the team can work, where flexibility is the key and hierarchy is of little importance.



ADJOURNING

When the group retires or adjourns much learning happens through informal chat and feedback about the group performance. Significant achievements should be recognized and victories celebrated (smaller-scale achievements need also to be recognised along the way). Team members will be more willing to move on and deal with new challenges if they are allowed to address feelings associated with change, especially if it involves changes to personnel or working relationships, and the chance to have some form of closure to what may have been a fruitful and rewarding period in the life of the team.

2.4 TECHNICAL SKILLS AND PERSONALITIES

Most firms recruit employees basing on technical skills and education qualifications ,however these days they are turning to recruiting basing on the ability of one having good inter personal skills and a team worker but the problem is personality of these people is not accounted for yet it plays a big role in determining a team worker . As Nickels (1996) explained that most firms now recruit people who have the potential to be productive employees. They have become more competitive that will begin rehiring managers and workers with addition to technical skills will especially add on communication and teamwork.

Robert (2001)For one to become an employee at Motorola's walkie talkie plants he has to have teamwork skills and are screened on the basis of the attitude towards work meaning that not only technical skills are required for one to be an employee and be productive your attitude matters.

2.5 BELBIN ROLES

According to G.A Cole (2002) for a team to be a highly performance team it has to incorporate the whole range of roles and develop them. He went on to write that there is a Precise pattern of strengths and weaknesses of individual determined fairly accurately from group exercises and feedback. Every team member has strength to contribute to a team and these strengths are also accompanied by weaknesses.



Typically each member of a team will have a more dominant or preferred style of interaction and this becomes evident depending on the team needs and the situation. There are many diagnostic models available to identify individual team performance styles. One such model is the Belbin Team Performance Model which identifies nine major roles. The traits of these individual personality types are identified below. You should find that you can identify some, if not all of these individually defined traits in the members of your team. Because management approach is being applied to software development teams, some background from the management discipline needs to be presented. The following sections describe the set of roles identified by R. Meredith Belbin and the test he developed to measure and identify these roles in individuals. An overview of the roles is provided and then a description of the Belbin Self-Perception Inventory.

Overview

According to K.TODD STEVENS (1998), R. Meredith Belbin conducted a series of experiments that produced results that provide a foundation for this investigation. His results consist of a model of management teams based on roles that need to be present for the team to be successful. He started with a simple idea that different types of people interact in different ways. Initially, he investigated teams composed of members who were all very similar. Next, he conceived various other types through extensive observation of teams at work. For example, one type was labeled a "Plant" because this type of team member appeared to sit in the corners and not interact a lot, like a house plant, but would produce the most innovative plans and ideas when she or he did interact. Eventually, through observation, hypothesis testing, and experimentation, Belbin defined eight roles based on these observed types that he felt were necessary for a team to be successful: Chairman, Shaper, Plant, Monitor-Evaluator, Resource Investigator, Team Worker, Company Worker, and Completer-Finisher. Todd (1998) provides a brief description of all of the Belbin roles; it is directly from his original presentation of the work as cited by Todd.

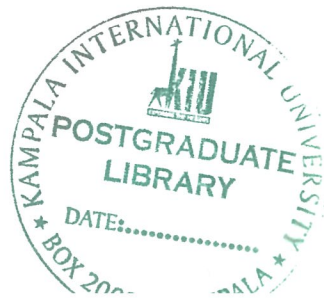


Table 1: Showing Team Roles According to Belbin

Name	Symbol	Typical Features	Positive qualities	Allowable weaknesses
Chairman	CH	Calm, self-confident, controlled	A capacity for treating and welcoming all potential contributors on their merits and without prejudice. Strong sense of objectiveness	No more than ordinary in terms of intellect or creative ability
Shaper	SH	Highly strung Proneness to	Drive and a readiness to challenge inertia, ineffectiveness , complacency or self-deception	provocation, irritation and impatience
Plant	PL	Individualistic, serious-minded, unorthodox	Genius, imagination, intellect, knowledge	Up in the clouds, inclined to disregard practical details or protocol
Resource Investigator	RI	Extroverted, enthusiastic, curious, communicative	A capacity for contacting people and exploring anything new. An ability to respond to challenge	Liable to lose interest once the initial fascination has passed
Monitor Evaluator	ME	Sober, unemotional, prudent	Judgment, discretion, hardheadedness	Lacks inspiration or the ability to motivate others
Company Worker	CW	Conservative, dutiful, predictable	Organizing ability, practical common sense, hard-working, self-discipline	Lack of flexibility, unresponsiveness to unproven ideas

Team Worker	TW	Socially oriented, mild, sensitive	Ability to respond to people and to situations, & to promote team spirit	Indecisiveness at moments of crisis
Complete Finisher	CF	Painstaking, orderly, conscientious, anxious	A capacity for follow-through, perfectionism	A tendency to worry about small things, a reluctance to "let go"

A Chairman is an individual who controls the team in a typical head-of-the-table manner. He is the implementer a practical organizer who converts plans into actions and will say what is achievable through producing schedules, organizational charts Efficient, systematic, good methods which are flexible .This role generally guide the team towards team's stated objectives in the best way possible and can determine. A Chairman is supposed to be calm and listens to other team members well, having a natural ability to get the most and best out of everyone's potential. He should be very aware of the strengths and weaknesses of the team as a whole. The Chairman is one type of team leader who has a high concern for establishing and enforcing rules, they want to check all the facts and figures before implementing any task these in other words are guardians, perceivers, and sensors .They are up-hold maintainers who hold strong convictions about the way things should be done. According to David (2001),These members will defend the team and fight its battles and at the same time support the team members to him generally these are team stabilizers.

The second role, Shaper, is also a leader type but has a completely different Personality and managerial style from that of a Chairman. Gives shape to application of team's efforts he is a good task leader for specific project and responds to a challenge as well as quick to challenge, he unites ideas, objectives into single feasible project which is results oriented with immediate action and also intolerant of vagueness. A Shaper is a slave driver, questioning members to find the best approaches to problems. This role and trait personality leads the team by stimulating the members to "challenge inertia, ineffectiveness, and

complacency” they tend to be nervous, extroverted, competitive, and argumentative which is good for the team cause it leads to the team producing tested results.

However if the shaper and chairman find themselves in the same team they might create conflict because of love for power but if they could cooperate and compliment each other their contributions may lead to the success of the team since Chairman of the team tries to keep progress moving in a steady, conservative fashion, and the Shaper likes to incite conflict and question complacency to make sure that all possibilities are being considered

The third role is the Plant, noted in the introduction of this section. The Plant is the innovator of the team; he or she advances new approaches and ideas with special attention to major issues. This kind of person is usually known as the Ideas Person this is because he brings about good source of original ideas , radical approach to problems ,imaginative and intelligent ideas, will deals with major issues not details as well as Criticize and make counter-proposals with Vital spark . A Plant is typically introverted, unorthodox, imaginative, and intelligent but inclined to disregard practical details or protocols. The Plants are the brainchildren who must be nurtured and occasionally drawn back into the real world because they tend to have their heads in the clouds. They are considered one of the intellectual types in a team.

The complementary role to the Plant is the Monitor-Evaluator, the other intellectual. The Monitor-Evaluator is the analyzer of the team; the member who evaluates all of the alternatives for all decisions, methods, and approaches so that the team is positioned as competitively as possible. The Evaluator objectively Measures, and genuinely analyses rather than create, he Interprets and evaluates volumes with good judgment which is dependable and solid . However this personality creates a lot of negativity from members can be under-appreciated because they tend to be unemotional, dry, over-critical, hardheaded, and un motivational to others; this is unfortunate because the personality is necessary for the team to succeed. The Monitor-Evaluator plays counterbalance to the Plant because he can challenge the know it all plant and both make correct judgments.

The fifth role is Resource Investigator, who is considered one of the negotiator



The Resource Investigators get their innovations from sources external to the team, primarily due to their extroverted nature. The Resource Investigator brings ideas, information and developments from outside contacts and can be a good liaison officer. They usually do not have original ideas but see relevance of new ideas and become active under pressure with short-lived enthusiasm, curiosity, and communication skills. These members also have a tremendous capacity for contacting people and exploring anything new. Unfortunately, they tend to lose interest in a problem or situation once the novelty of it wears off. Their strength lies in that they know how to get what they want out of a person.

The complementary negotiator role is the Team Worker, who ensures that the team works together toward their goals that is they are coordinators and integrators. Whereas the Resource Investigator negotiates outside of the team to get what the team needs, the Team Worker facilitates or negotiates within the team. For example, no matter how brilliant a Plant may be or how successful a team leader may be, team members need to get along in order for the team to be effective.

Further, members may get irritated by the slow, thoughtful decision-making process of the Monitor-Evaluator; members may not let the introverted Plant express herself or himself. Therefore, some member role is necessary to make sure that everyone gets along and is provided the opportunity to accomplish his or her functions. Team Workers tend to be very socially oriented, mild, and sensitive; they have a strong ability to respond, communicate, and deal with people and situations, the ultimate facilitator.

The seventh role that Belbin discusses is the Company Worker, who is the meat-and-potatoes member of the team. Company Workers' primary function is turning concepts and plans into practical working procedures they focus on carrying out agreed (upon) plans systematically and efficiently that is they set up operating procedures to turn ideas into reality and getting things done. Company Workers tend to be conservative, dutiful, predictable, good organizers, hard-working, and self-disciplined. On the negative side, they are inflexible and resistant to unproven ideas, views, and approaches; they sometimes support the status quo too much.

Company Workers, like all of the roles, tend to exhibit some negative aspects, one should

bear in mind that negative aspects are part of what defines the individual who can fulfill the role successfully.



The final role, Completer-Finisher, is the complement of the Company Worker in a manager-worker relation. Completer-Finishers focus on a project delivering on-time and within cost estimates that is they are concerned with results their only focus is on keeping to deadlines and ensuring that all commitments are followed through. The Company Worker carries out work to accomplish this.

Primarily, team members in this role focus on avoiding mistakes of both omission and commission, actively searching for aspects of work that need a more than usual degree of attention. They stress a sense of urgency to the team in order to meet deadlines and goals. Team members who fill this role are painstaking, orderly, conscientious, and anxious; they demonstrate a strong sense of follow-through and perfectionism. They take pride in producing a regular output to standard these are the introverts with a compliment of sensors, feelers and judgers.

According to *Christina Seet (2005)*, Belbin found that in successful teams all the identified roles could be seen in operation, and concluded that when selecting people for a team, filling the various roles was as important as choosing technical skills or experiences. These successful types of behaviour or roles are the value of Belbin team-role theory which lies in enabling an individual or team to benefit from self-knowledge and adjust according to the demands being made by the external situation. Teams work best when there is a balance of primary roles and when team members know their roles, work to their strengths and actively manage weaknesses.

There are two important elements in Belbin's analysis. The first is the recognition that human strengths usually bring countervailing weaknesses. This means that a team leader can expect these weaknesses to emerge and therefore, make allowances for them. For example, if a Team Worker has a natural tendency to be indecisive in a crisis, then the others in the team should be realistic in their expectations of this person and not feel frustrated with certain patterns of behaviour.

The second is that an evaluation of roles present in a team will help it decide what type of actions would improve its chances for success. A preferred roles chart helps a team understand where it is strong or weak, and in what specific ways individuals can contribute. For example, a team dominated by Shapers will need to take appropriate steps to re-balance the team, such as by adding Team Workers and Resource Investigators as team members.

Team members can also “flex” into roles that may not be their preferred roles. Three levels of aptitude for a role were identified by Belbin: preferred, manageable and least preferred. Ideally, each team member will perform his preferred role; he will do what he does best. It is also possible for an individual to assume one or more roles that fall into the manageable category, even though this will result in a certain amount of stress on that team member. However, it is not advisable for an individual to fill a role that falls into the least preferred category because of the high likelihood that the team member will under-perform in this role.

The nine different roles provide an excellent means of assessing and predicting individual as well as team performance, as well as building winning teams. It is also an excellent means of matching people to people and people to tasks that need to be accomplished. Each individual brings different skills and behaviours to a team. The Belbin model offers us a unique and highly effective way to blend these elements to build the perfect team. In Belbin's words, “Nobody is perfect - but a team can be”. This is a table of Teams and Organizational Effectiveness using BELBIN TEAM ROLES by Christina Seet (2006).



Table 2: Teams and Organizational Effectiveness using BELBIN TEAM ROLES

	BELBIN Team-Role Type	Contributions	Allowable Weaknesses
Thinking/ Problem- Solving	PLANT	Creative, imaginative, unorthodox. Solves difficult	Can be a poor communicator and may ignore the details.
	MONITOR EVALUATOR	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
	SPECIALIST	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.
Doing/Acting	IMPLEMENTER	Disciplined, reliable, conservative and efficient. Turns ideas into practical	Somewhat inflexible. Slow to respond to new possibilities.
	SHAPER	Challenging, dynamic, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.



	COMPLETER FINISHER	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.
People/ Feelings	CO-ORDINATOR	Mature, confident, a good chairperson. Clarifies goals, promotes decision- making, delegates	Can often be seen as manipulative and controlling. Off loads personal work.
	RESOURCE INVESTIGATOR	Extrovert, enthusiastic, communicative. Explores opportunities.	Over - optimistic. Loses interest once initial enthusiasm has passed.
	TEAMWORKER	Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations

2.6 KIERSEY PERSONALITY MODEL

INTRODUCTION

The way a team member must be able to adapt to a variety of situations in the team and the ability to adapt to these different situations is what makes a team a performing team In a team therefore knowing a members personality is crucial so as to find a way of cooperating with that person.



It's important to realise that no-one fully knows the extent to which personality is determined by genetics and hereditary factors, compared to the effects of up-bringing, culture, environment and experience. Nature versus Nurture: no-one knows. Most studies seem to indicate that it's a bit of each, roughly half and half, although obviously it varies person-to-person.

Given that perhaps half our personality is determined by influences acting upon us after we are conceived and born, it's interesting and significant also that no-one actually knows the extent to which personality changes over time.

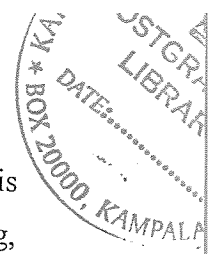
Certainly childhood is highly influential in forming personality. Certainly major trauma at any stage of life can change a person's personality quite fundamentally. Certainly many people seem to mature emotionally with age and experience. But beyond these sort of generalizations, it's difficult to be precise about how and when - and if - personality actually changes.

So where do we draw the line and say a personality is fixed and firm? The answer in absolute terms is that we can't.

We can however identify general personality styles, aptitudes, sensitivities, traits, in people and in ourselves, especially when we understand something of how to define and measure types and styles. And this level of awareness is far better than having none at all.

This is the purpose of this information about personality. What follows is intended to give a broad, accessible (hopefully interesting) level of awareness of personality and types, and of ways to interpret and define and recognize different personalities and behaviours, so as to better understand team members .

The Four Temperaments, also known as the Four Humors, is arguably the oldest of all personality profiling systems, and it is fascinating that there are so many echoes of these ancient ideas found in modern psychology.



EARLY REPRESENTATIONS OF THE FOUR TEMPERAMENTS AS A PERSONALITY MODEL

According to Business balls (2006) Richard Montgomery (author of the excellent book *People Patterns - A Modern Guide to the Four Temperaments*) suggests that the origins of the Four Temperaments can be identified earlier than the ancient Greeks, namely in the Bible, c.590BC, in the words of the Old Testament prophet Ezekiel, who refers (chapter 1, verse 10) to four faces of mankind, represented by four creatures which appeared from the mist:

"As for the likeness of their faces, they four had the face of a man, and the face of a lion, on the right side: and they four had the face of an ox on the left side; they four also had the face of an eagle." (From the Book of Ezekiel, chapter 1, verse 10)

Montgomery additionally attributes personality characteristics to each of the four faces, which he correlates to modern interpretations of the Four Temperaments and also to Hippocrates' ideas, compared below.

Table 3: Four Temperaments - Earliest Origins

Ezekiel c.590 BC		Hippocrates c.370 BC	
Lion	Bold	Blood	Cheerful
Ox	Sturdy	Black bile	Somber
Man	Humane	Yellow Bile	Enthusiastic
Eagle	Far-seeing	Phlegm	Calm

N.B. The Ezekiel characteristics, (bold, sturdy, humane, far-seeing), do not appear in the Bible - they have been attributed retrospectively by Montgomery. The describing words shown here for the Hippocrates Four Temperaments are also those used by Montgomery, other similar descriptions are used in different interpretations.

Later, and very significantly, Galen, (c.130-201AD) the Greek physician later interpreted Hippocrates' ideas into the Four Humours, which you might more readily recognise and associate with historic writings and references about the Four Temperaments and Four

Humours. Each of Galen's describing words survives in the English language although the meanings will may change somewhat with the passing of nearly two thousand years.

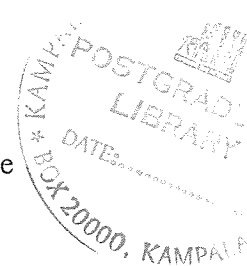


Table 4: Galens Descriptive Words and the Then Words

Hippocrates c.370 BC	Galen c.190 AD
Cheerful	Sanguine
Somber	Melancholic
Enthusiastic	Choleric
Calm	Phlegmatic

The Four Temperaments or Four Humours continued to feature in the thinking and representations of human personality in the work of many great thinkers through the ages since these earliest beginnings, and although different theorists have used their own interpretations and descriptive words for each of the temperaments through the centuries, it is fascinating to note the relative consistency of these various interpretations which are shown in the history overview table below.

Brewer's 1870 dictionary refers quite clearly to the Four Humours using the translated Galen descriptions above, which is further evidence of the popularity and resilience of the Four Temperaments/Humours model and also of the Galen interpretation.

The Four Temperaments also provided much inspiration and historical reference for Carl jung's Theory of personality which in turn provided the underpinning structures and theory for the development of David Keirsey's modern-day personality assessment systems, which correlate with the Four Temperaments thus:

Table 5: The History overview of Temperament Interpretations

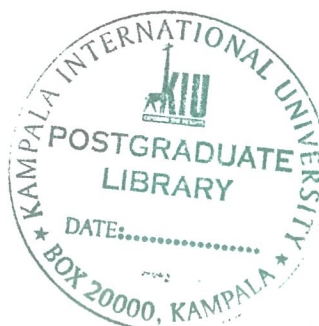
Isabel Myers 1950	Galen c.190 AD	David Kiersey 1998
SP sensing-perceiving	Sanguine	Artisan
SJ sensing-judging	Melancholic	Guardian
NF intuitive-feeling	Choleric	Idealist
NT intuitive-thinking	Phlegmatic	Rationalist

David Keirsey's interpretation of the Four Temperaments is expressed by Montgomery, which provides an interesting modern perspective and helpful way to appreciate the model, and also perhaps to begin to everyday organizations in case teams.

Table 6: Temperaments According to David Kiersey

Artisan	Rationalist
Says what is	Says what's possible
Does what is	Does what works
Guardian	Idealist
Says what is	Says what's possible
Does what's right	Does what's right

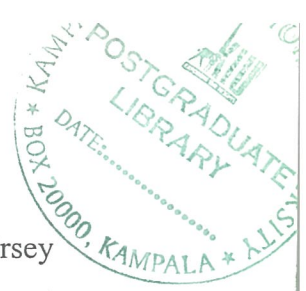
However one should note that everyone has more than one temperament or type. Every one of us is likely to have a single dominant temperament, which is complemented by other types. Different people possess differing mixtures and dominances - some people are strongly orientated towards a single type; other people have a more even mixture of types. It seems to be accepted theory that no person can possess an evenly balanced mixture of all four types.



**Table 7: SHOWING AN OVERVIEW HISTORY OF THE FOUR TEMPERAMENTS
- OR FOUR HUMOURS, According To *Business Ball.Com* (2006)**

Keirsey/MBTI reference	artisan/SP sensing- perceiving	guardian/SJ sensing- judging	idealist/NF intuitive- feeling	rationalist/NT intuitive- thinking
Ezekiel 590BC	lion	ox	man	Eagle
Empedocles 450 BC	Goea(air)	Hera (earth)	Zeus (fire)	Poseidon (water)
The Seasons	Spring	Autumn	Summer	Winter
Signs of Zodiac	Libra, Aquarius, Gemini	Capricorn, Taurus, Virgo	Aries, Leo, Sagittarius	Cancer, Scorpio, Pisces
Hippocrates 370BC	blood	black bile	yellow bile	Phlegm
Hippocrates 370 BC 4 qualities	hot and Moist	cold and dry	hot and dry	cold and moist
Plato 340 BC	artistic	sensible	intuitive	Reasoning
Aristotle 325BC 'contribution to social order'	'iconic'- artistic and art-making	'pistic' - common-sense and care-taking	'noetic' - intuitive sensibility and morality	'dianoetic' - reasoning and logical investigator
Aristotle 325BC Four Sources of Happiness	'hedone' - sensual pleasure	'propraieteri' - acquiring assets	'ethikos' - moral virtue	'dialogike' - logical investigation
Galen 190AD Four Temperaments or Four Humours	sanguine	melancholic	choleric	Phlegmatic
Paracelsus 1550 'Four Totem	Salamanders - impulsive and	Gnomes - industrious and	Nymph - inspiring and	Sylphs - curious and calm

'spirits'	changeable	guarded	passionate	
Eric Adickes 1905 Four World Views	innovative	traditional	doctrinaire	Skeptical
Eduard Spranger 1914 Four Value Attitudes	artistic	economic	religious	Theoretic
Ernst Kretschmer 1920	manic	depressive	oversensitive	Insensitive
Eric Fromm 1947	exploitative	hoarding	receptive	Marketing
Hans Eysenck 1950's (trait examples from	lively, talkative, carefree, out going	sober, reserved, quiet, rigid	restless, excitable, optimistic, impulsive	careful, controlled, thoughtful, reliable
Myers 1958	perceiving	judging	feeling	Thinking
Myers 1958	probing	scheduling	friendly	tough-minded
Montgomery 2002 on Lung/Myers	SP - spontaneous and playful	SJ - sensible and judicious	NF - intuitive and fervent	NT - ingenious and theoretical
Montgomery 2002 on Keirsey's Four Temperaments	says what is, does what works	says what is, does what's right	says what's possible, does what's right	says what's possible, does what works



HOW KIERSEY CAME TO THE FOUR TEMPERAMENTS

According to Eve Delunas, *Survival Games Personalities Play*, When David Keirsey discovered the work of Isabel Myers, he had already been intrigued by the temperament theory of Ernst Kretschmer, a German psychiatrist who was a contemporary of Jung. Keirsey noted that the NF, NT, SP, and SJ types described by Isabel Myers correlated with the four temperaments that Kretschmer identified. Searching the literature, Keirsey found evidence of the same four types being characterized by Hippocrates in 450 B.C., Paracelsus in 1550 A.D, and Eduardo Spranger and Adickes in the twentieth century. Drawing from these diverse sources, Keirsey began to formulate a model of personality (or temperament) that not only described the normal behavior of the types, but also predicted how and why the different personalities would engage in abnormal behavior. Keirsey's work on survival games the types play was particularly influenced by Kretschmer, who identified both the functioning and malfunctioning personality traits that were characteristic of his four temperament groups .

David Keirsey combined Kretschmer's temperament hypothesis with Jung's behavior description, and with Nietzsche's and Spitteler's Greek typology. Keirsey notes themes in the various observations and the consistent tendency of human behavior. He observed four patterns: Sensing Perceiver (SP), Sensing Judger (SJ), Intuitive Thinker (NT), and Intuitive Feeler (NF). These four patterns are temperaments-the way in which human personality interacts with the environment to satisfy needs.

However Kiersey explained these temperaments with Myers Briggs sixteen(16) characteristics of traits which are illustrated in the table below.

Table 8: THE MBTI 'TYPE TABLE' RELATED TO FOUR TEMPERAMENTS/KEIRSEY GROUPINGS

SP - sensing perceiving	SJ - sensing judging	NF - intuitive feeling	NT - intuitive thinking
ESTP	ESTJ	ENFJ	ENTJ
ISTP	ISTJ	INFJ	INTJ
ESFP	ESFJ	ENFP	ENTP
ISFP	ISFJ	INFP	INTP
sanguine or artisan	melancholic or guardian	choleric or idealist	phlegmatic or rationalist

David Mark Keirsey, divided these temperaments into four (4) personalities which are :

Guardians (SJ) = Sensing (concrete) + Judging (organized)

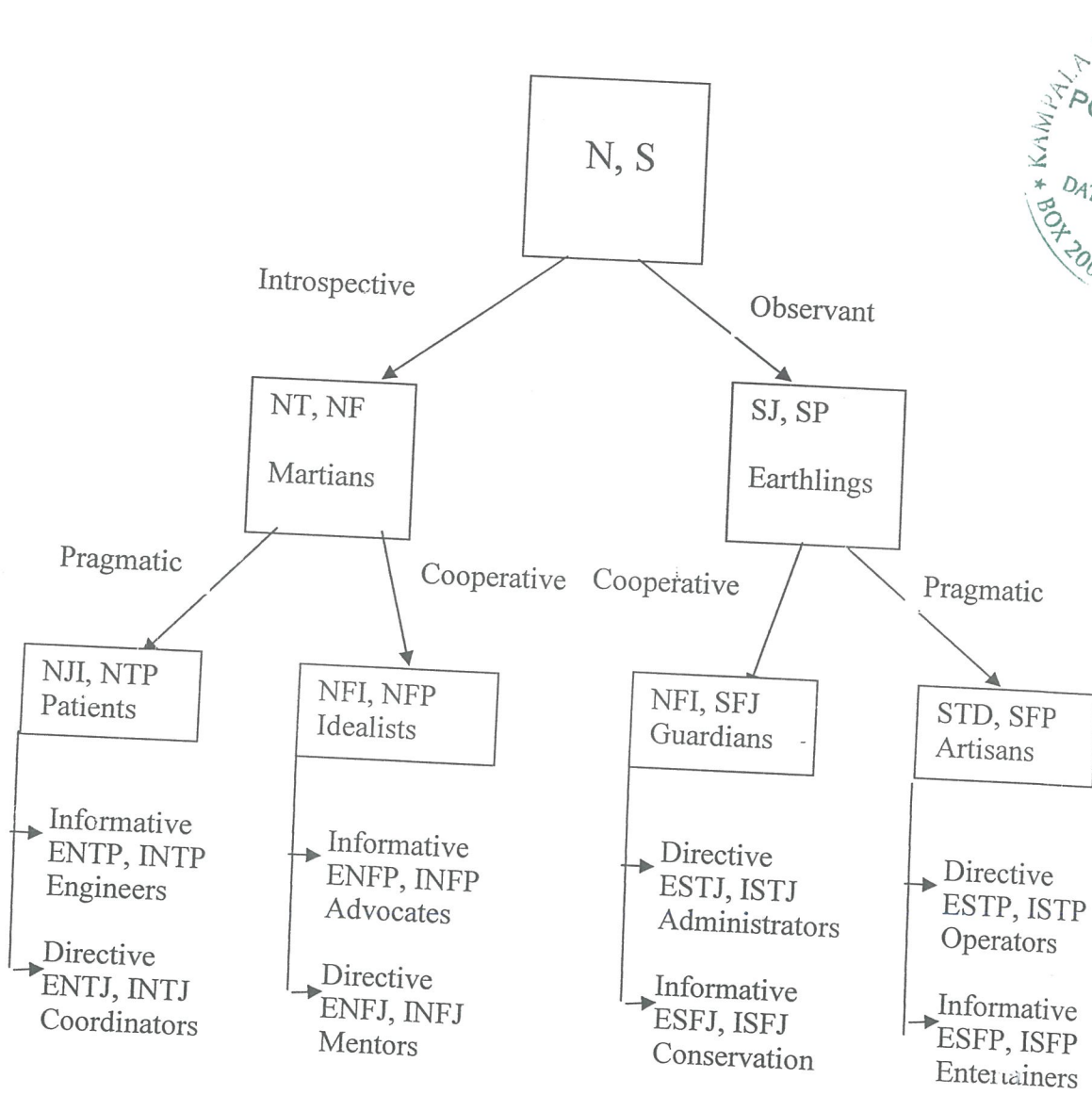
Idealists (NF) = Intuition (abstract) + Feeling (values)

Artisans (SP) = Sensing (concrete) + Perceiving (flexible, easygoing)

Rationals (NT) = Intuition (abstract) + Thinking (logic)



Figure 1: GRAPH SHOWING KIERSEY TEMPERAMENTS IN RELATION WITH MYERS PERSONALITIES



rally the Characteristics required by all four team type include being "credible, dent, committed, energetic, hard-working, and self-starting."

onsulting literature dealing with MBTI team building seems to
st that every personality type has a contribution to make to teamwork. From a
ling practice perspective, this is no doubt highly prudent. However, common
edge of certain undesirable types in society who, by definition of the MBTI must be

found somewhere in the classification, suggests that universal contribution to teamwork is patently unreal.

It is worth describing the MBTI structure in more detail. The MBTI postulates that the four "temperaments" give rise to four separate but interrelated ranges of personal preferences or natural tendencies in a given situation. These ranges may be characterized as "information gathering", "focus", "decision making", and "orientation". The combination of these four ranges results in sixteen possible "characteristic types". Presentation is typically in the form of a 4x4 grid, each cell containing descriptive text. Underlying this layout is a primary X-Y cruciform formed by the first two ranges with each quadrant containing a secondary x-y cruciform formed by the second two ranges. The two sets together, as shown in graph, give rise to the sixteen "types" just referred to. Since the MBTI is intended to encompass every possible type of individual, it is not unreasonable. Below in figure 10 is a grid adopted from Max Wideman (2006).

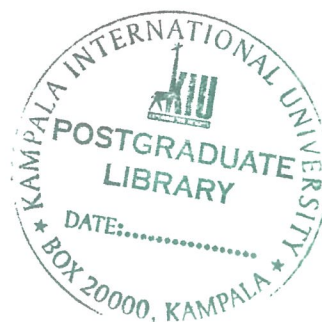
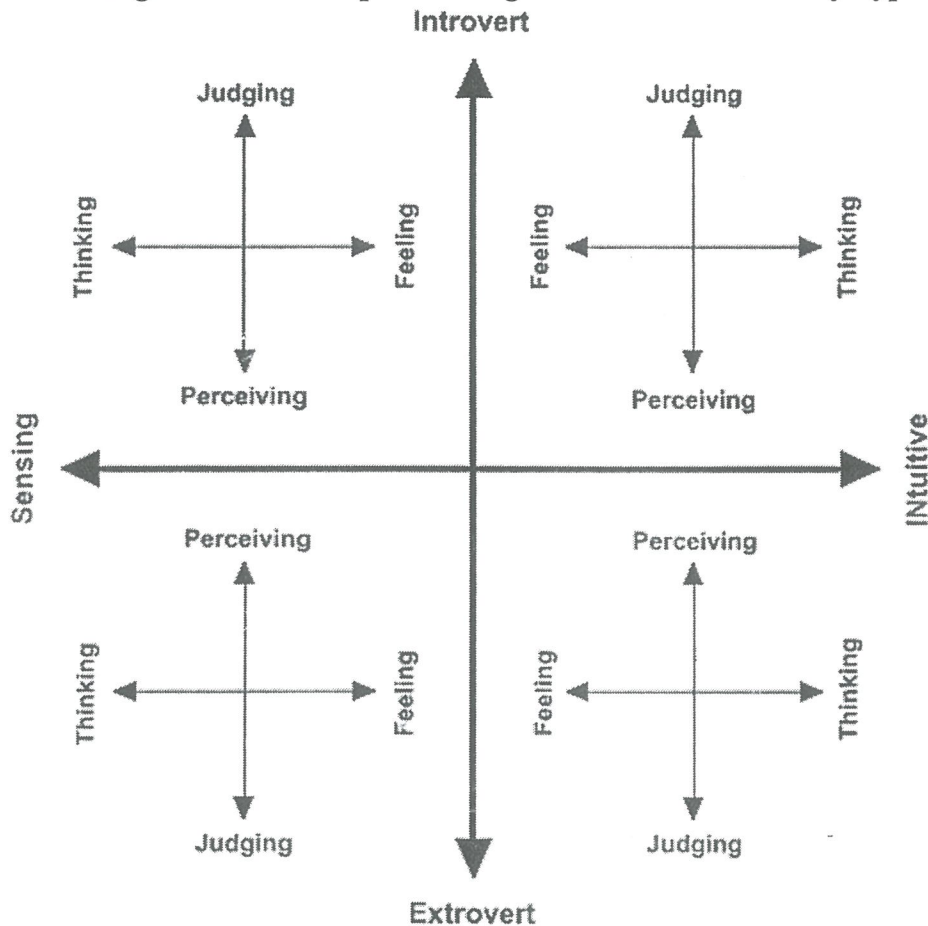


Figure 2 Grid Graph Showing The Sixteen Personality Types



Note: The red capitals in the main and first quadrants refer to the Myers-Briggs Type Indicators (MBTI)

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So according to Kiersey in relation with Myers each individual can be categorized into a very limited set of types, namely one of sixteen types. A person is typed based on four scales or dimensions: Extrovert/Introvert (E/I), Sensing/Intuition (S/N), thinking/Feeling (T/F), and Judging/Perceiving (J/P). Note that each of these dimensions is typically denoted by the first letter of the appropriate types, except for Intuition, which is denoted by an "N." A type is designated by one attribute from each of the four pairs. An individual might be categorized as an ENTP, viz. Extrovert, Intuition, Thinking, and Perceiving. An individual is either an Extrovert or an Introvert, a Sensor or an Intuitionalist, a Thinker or a Feeler, and a Judger or a Perceiver.



Extroversion/ Introversion dimension deals primarily with one's attitude toward the outer or inner worlds. For example, where does the individual get his or her energy, being alone or being around others? One example of a significant difference between an extrovert and an introvert is that an introvert may feel more alone in a room full of strangers than if he or she were truly alone in the room, whereas an extrovert would probably feel more alive and energized simply by being surrounded by so many people.

Extraverts are energized by other people and action. They are talkers, often thinking out loud, interrupting people at meetings, or bursting into a co-worker's office to ask an opinion, and then not really listening to it. Extraverts become drained when they have to spend too much time alone; they need other people to function. Introverts, on the other hand, get their energy from their own thoughts and ideas, rather than heated discussions. Introverts rarely speak up at large meetings, preferring listening to talking. Introverts need alone time, especially after spending a few hours with people. A person whose enthusiasm is more around people, such person will fit in a high performing team, this person will contribute freely and interact freely with team members thus create a healthy performing environment and also an environment which encourages performance and contribution with no fear or pride. These members are crucial in the first stage (forming) and second stage (storming) where a lot of energy is needed and calmness as well as togetherness in all situations. However introverts will also be important in these stages that is they act as plants according to Belbin. They are willing to listen, digest whatever is said and contributed and come up with what to him is best, so with a personality blend like this a team is apt to realize good performance but introverts wanting their alone time and extroverts bumping in anytime this could create anger and later on hatred between them.

The basic difference between the Sensing and Intuition types deals with the balance between perceiving the present realities or envisioning future possibilities. A person described as a Sensing type is primarily concerned with the perception of the senses, whereas an Intuition type is more concerned with perception based on insight, viz. meanings, associations, or possibilities. A better way of interpreting this scale, for the purposes of this research, is in terms of an individual's decision-making process. A Sensing type has a propensity to base decisions on facts, past experiences, or concrete details; that is



he tends to or prefers to gather information by concentrating on facts, Intuition on the other hand is a type that tends to make decisions based on their intuition they prefer to gather information by interpreting patterns, possibilities and meaning. According to Angelica (2006),

"Intuitive see the forest; sensors see the trees. When working with sensors or intuitive, it is important to remember these differences. Sensors prefer to learn through sequential facts; intuitive through random leaps. The task- "Please sort through these surveys" - means something entirely different to sensors and intuitive."

Both people are needed in team building most especially in the decision making and implementing stage .This is because they take caution in deciding and implementing that is before they take action in the action and storming stage they reason and try all means in evaluating the processes so as to produce the best according to Belbin these people can be resource investigators and implementers as well as shaper and plants.

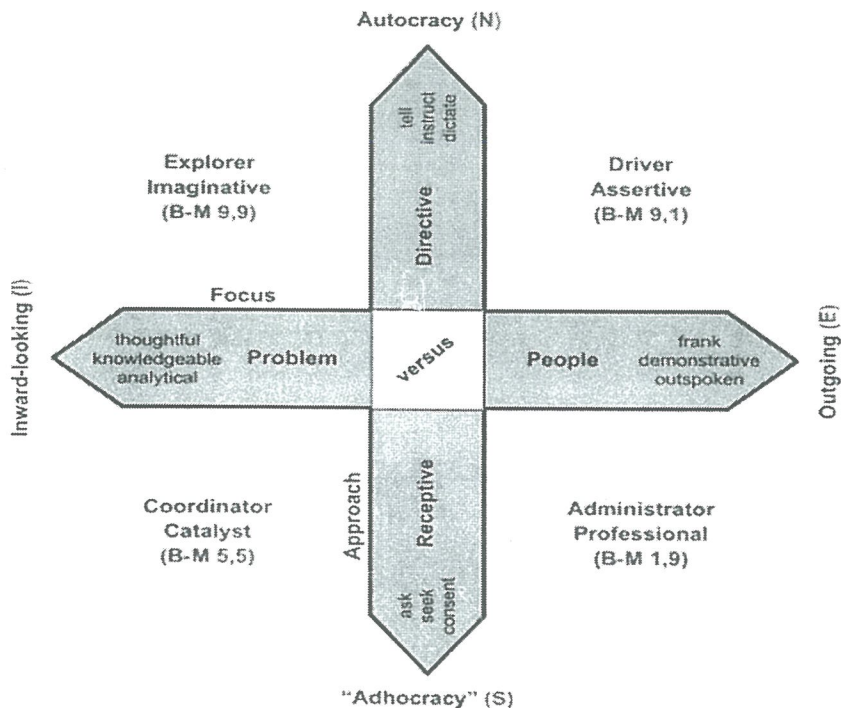
The Thinking/Feeling , the difference between the two is based on the type of decisions that an individual is more comfortable making. The Thinking individual prefers making decisions based on logic, whereas the Feeling individual prefers making decisions that are based on personal values or feelings. For example, one question on the Keirsey Sorter that determines if one is a Thinker or Feeler is "Are you more inclined to be: a) cool headed, b) warm hearted". That is not to say that these two types of decisions cannot be exchanged; some decisions must be made on personal preferences, e.g. What would you like to do tonight? Other decisions naturally tend to be based on logic, e.g. what is the fastest way to get from point A to point B? But the fact remains that some individuals are more comfortable making decisions of one type or the other. Generally this category deals with how we make decisions. Thinkers base their decisions on objective values, and are often described as logical, critical and analytical. Some thinkers are thought of as cold or uncaring because they would rather do what is right than what makes people happy. In contrast, feelers tend to make decisions based on what will create harmony. Feelers avoid conflict; and will overextend themselves to accommodate the needs of others. Feelers will always "put themselves in somebody else's shoes" and ask how people will be affected before making a decision. so interchangeably these type of people and the decisions they make in

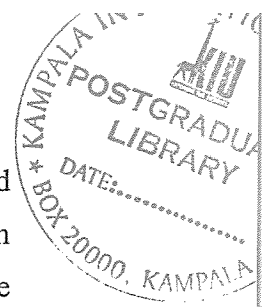
the developing stages are crucial in important and personal decisions that is as one can be too difficult in decisions one is their to soothe the decision based on empathy but most importantly one should note that a thinker will help in making decisions without having to please or accommodate hence reason without a bias.

According to R. Max Wideman (1998), Keirsey and Bates have identified the distribution of personality types through the sixteen cells of the Four-by-four MBTI grid.³ by using this as a basis for comparison, we can gain an interesting insight into the availability of people suited to various roles in work. By deduction, we may also infer which personality types are not at all suited to teamwork.

2.7 RELATING THE PERSONALITIES TO TEAMROLES AND THEIR ROLL ON HIGH PERFORMANCE TEAMS DEVELOPMENT.

Figure 3: Grid Showing the Relationship of Roles and Personalities by R.Wax Wideman





The Explorer -Explorer or entrepreneur type team leaders have a vision of the future and team stepping stones. They are bold, courageous and imaginative. There is a constant search for opportunities and improvements. They are comfortable in the lead, and exude confidence and charisma. They are good at networking and selling ideas. They may, however, have little time for day-today problems which are delegated to others. Their power derives from past experience, enthusiasm, and superior ability to communicate. Such people are needed In teams because they stretch their Input In the performance of the team by going an extra mile I n what ever the task given to them with no fear but determination and completion , such members are crucial I n the performing stage of the group. These are In roles such as shaper, complete finisher, Implementer that is the doing\acting members usually called the doers. In the traits side these are the INTJ ,the most self-confident think in empirical logic decisions come naturally look to the future "builder" if an idea makes sense, it will be adopted the most theoretical of all types natural brain stormers always seeking strategies and tactics of implementing the tasks this type of person is very crucial to the team in the cot throat stage that is executing stage.

The Driver -Drivers are distinctly action-oriented and are both hard-working and hard driving. They are pragmatic, realistic, resourceful and resolute, and their focus is on team mission and precise goals. They are generally well planned and self-disciplined, so for those who have similar traits, they are easy to work with. Conflict is likely with those who are different. Their power is derived from authority and they are quite prepared to use it. They are the ENTJ that is Commandant that gives them the satisfaction of being the basic driving force and need to lead, they have a strong urge to give structure, to harness people to distant goals and establish plans for a task search more for policy and goals and places greater trust in empirical thought these can also be called administrators or coordinators in Belbin theory, these in teams act as the driving force to completion of tasks sometimes they can be irritating to the team members and forceful hence that's why team workers are vital because they can handle such characters being that they are diplomatic and smooth talkers and can manage anger even when pushed to the wall.

The Coordinator -Coordinators are just as important when situation calls for "facilitation". They generally take a more independent and detached view of their surroundings.

Coordinators are responsive to the views of team members who must take responsibility for their own decisions. Therefore, their role is to ensure that team issues are surfaced, discussed and resolved to the team's mutual satisfaction. These individuals tend to be humble, sensitive and willing to compromise. The Coordinator's power is derived from his or her ability to persuade others to compromise. These type of members is really needed in the norming stage where mutual trust is to be built, these are actually people \feeling with an Intention to achieve a goal in the smoothest way possible they are usually manipulative and for a team to proceed it needs a manipulative character to smoothen down what could be hot and lead to team breakdown or failure. Such people are the coordinators, resource investigators and team workers. They are the interweavers of the group and stabilizers.

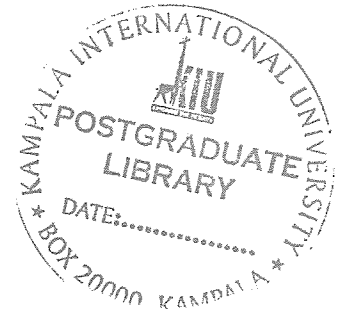
The Administrator -Administrators recognize the need for stability, typically in order to optimize productivity through maximizing repetition to the extent possible to get the work finished. Often, requisite information must be assembled and carefully analyzed, with thought given to the trade-offs and how conflicts and problems can be resolved and disposed of in advance. Work must be carefully scheduled and procedure taken if potential gains are to be realized and "all the pieces are to be carefully put in place". The Administrator's power derives from intellectual logic and organizational achievement. These people actually work well with the coordinators though sometimes their intentions may be undeniably mistaken. The roles usually described by are plant, specialist, and Monitor evaluator. They lead to team's effectiveness through providing solutions to problems, inventive and through evaluation the possible actions taken before implementation. He is an ESTJ in touch with external environment pillars of strength responsible and outstanding at organizing like to see things done correctly they tend to judge in terms of standard operating procedures realistic, matter-of-fact loyal to institutions.

In conclusion one can say that, Keirse and Bates provide extensive and detailed descriptions of all types of which are going to be looked when analyzing date. Of course, few people fall neatly and exactly into each and some don't but even if they do, they probably have a significant bias one way or another.



CHAPTER THREE

METHODOLOGY



3.0 INTRODUCTION

The methods used in measuring the roles and personalities of the team members was originally formed by Belbin and Kiersey bates which are known as the self perception Inventory and Kiersey temperament sorter though have made changes I've made some changes with it to suit my research .

The research was carried out in the faculty of education Kampala International University. As a department it needs team players which lead to the success in the completion of tasks. The question is do they have the right team players? Can it be turned into a high performing team? That is how the Belbin Inventory comes in to measure if these team players exist or not in the department.

3.2 RESEARCH INSTRUMENTS

The researcher used methods namely: questionnaires, and observation.

Observation

This retrieved the information needed for a successful research report by watering carefully and getting to prove something right or wrong through physical visits to the faculty.

I saw what the staff members do rather than what they say.

Questionnaires

For this case, I provided a set of well-typed questions for answering from the selected group of people to respond through writing.

It explained to the respondent that the research is all about to help him/her the required answers.

It was be easier to distribute the questionnaire via hand delivery and collect them at an agreed data to the population I will have chosen as suitable to answer these questions.

3.3 STUDY AREA

This study particularly focused on the department of Education in Kampala International University. The study aims at finding out, how personality contributes to team development, what personalities play a major role in team development, Does the relationship between personalities and team roles exist?

3.4 Sampling: Design procedure and size

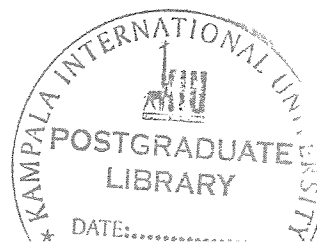
The survey population composed of department of education Kampala international university staff. The study randomly selected 45staff members to whom questionnaires were given. Simple random method was chosen because it is simple and cost effective and with random sampling every member had an equal chance of being selected and is bias free.

3.5 SECONDARY DATA

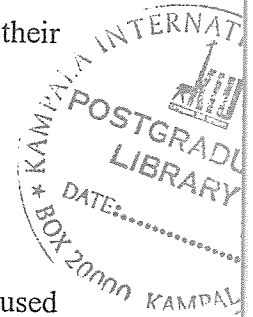
A literature review was carried out focusing on areas that are relevant to the topic and objectives of the study. It is through this review that the researcher was able to make comparison between the various writers and also could get the current knowledge on the subject. However as Alan Wilson (2003) said that information obtained from secondary data is not always designed specifically to meet the objectives of the study.

3.5 PRIMARY DATA

Primary data was collected through the use of observation and personality psychometric questionnaires, presentations and newsletters. Observation was used because it presents the natural personality of people first hand in line with the questionnaires, observation included physical observation of working conditions and also how they socialize Interact ,the researcher goes on to observe the behaviors and activities of the respondents under



research so as to back up the Information given on questionnaire by respondents although this may be affected by misunderstanding the roles and personalities with their performance.



3.5.1 KIERSEY SCORE SHEET

To predict the personalities that exist on the department under research, the researcher used the Kiersey temperament sorter which is psychometric personality trait it is based on the Four Preference Scales, for the researcher to arrive to the actual personality he adds up the scores according to the scale and adds the scales with highest number to get the personality type. Each question on the questionnaire answered derives 1 mark.

The Kiersey temperament sorter uses four scales to sort candidates into one of Keirsey's four Temperaments and one of sixteen Character types according to Myer Briggs. The four preference scales measure a respondent's preference for:

E- EXTROVERTS	S- SENSORS	J- JUDGERS
I- INTROVERTS	N- INTUITIVE	P- PERCIEVERS

The Four Temperaments:

Artisans prefer jobs where they can troubleshoot, respond to crises and negotiate. They also enjoy identifying and responding to opportunities.

Guardians prefer jobs that demand responsibility. They enjoy improving the efficiency of processes and setting up standardized procedures

Rationals enjoy jobs that demand a high level of expertise and high standards of competence. They enjoy designing and understanding systems.

Idealists enjoy jobs that allow them to support and encourage others. Their tendency to be enthusiastic can energize and improve the moral of others.

See appendix A for the temperament sorter and score sheet as well as the results from the research respondents and a sheet which explains each type derived.

3.5.2 BELBIN SELF PERCEPTION INVENTORY

On the inventory the subsequent columns represent the members' data for the Belbin roles: Chairman (CH), Shaper (SH), Plant (PL), Resource Investigator (RI), Monitor-Evaluator (ME), Company Worker (CW), Team Worker (TW), and Completer-Finisher (CF).

For each section the researcher distributes a total of 70 points among the sentences which you think best describe your behaviour. These points may be distributed among several sentences: In extreme cases they might be spread among all the sentences or ten points may be given to each single sentence.

The researcher then transposes the scores of each question from the Belbin questionnaire onto the score sheet proforma, entering them section by section in the sequence prescribed in the table. Then add up the points in each column to give a total team-role distribution score.

3.5.3 GRAPHS

The researcher then inputs data in the Microsoft excel data sheets from which she is to derive graphs to explain her interpretations and findings.

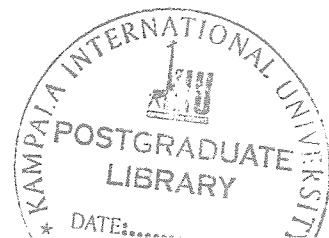
Using Microsoft excel the researcher will derive a mean with a formular

$$M = \text{INT} + (\text{average})$$

And also the correlations of Kiersey temperament sorter personalities and Belbin roles.

3.6 CONFIDENTIALITY AND ANONYMITY

Confidentiality has been maintained through out the course of this study and the providers of the data have not been mentioned.

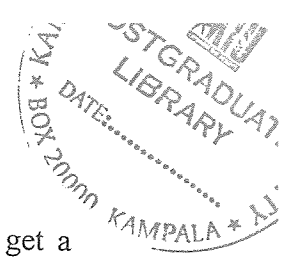


3.7 RESEARCH LIMITATIONS

Out of the 45 questionnaires handed to the respondents the researcher was able to get a feedback of only 25 respondents reason being some lost the questionnaires and the part timers though all never took it seriously so data interpretation may be a little affected. There are no enough books that actually show the correlation between the roles and personalities.

Conclusion

As a result of this methodology the researcher was able to gather enough information for the next chapters of the research and therefore the next chapter will present findings and analyze interpret them.



CHAPTER FOUR

RESEARCH ANALYSIS AND FINDINGS

4.0 INTRODUCTION

This chapter sets out to give the findings of the research instruments used in the study. A detailed analysis, interpretation and discussion of the results is done. The major points of discussion are identification of team roles and personalities in the education department, how they are related to the day to day activities of the faculty and the relationship between roles and personalities.

Elaboration of abbreviations used in the tables

BELBIN ROLES

Chairman (CH), Shaper (SH), Plant (PL), Resource Investigator (RI), Monitor-Evaluator (ME), Company Worker (CW), Team Worker (TW), and Completer-Finisher (CF).

KIERSEY PERSONALITY TYPES

E- EXTROVERTS

S- SENSORS

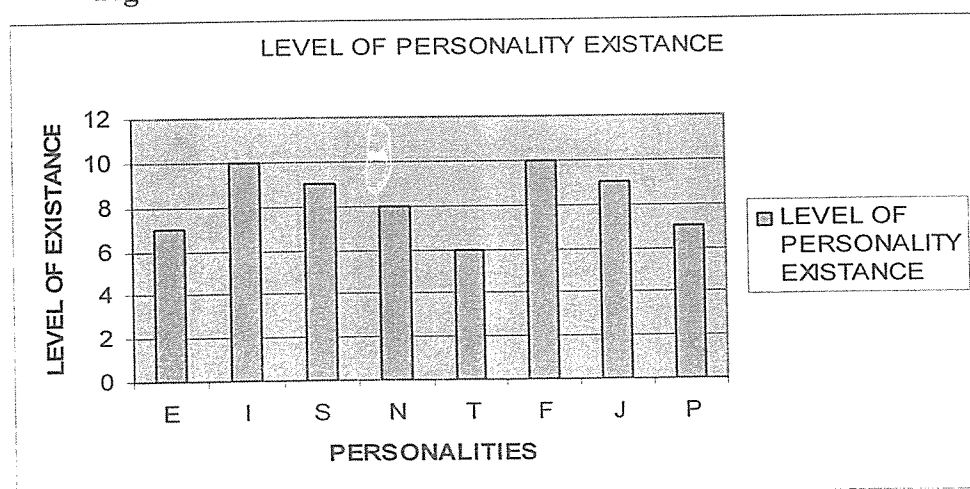
J- JUDGERS

I- INTROVERTS

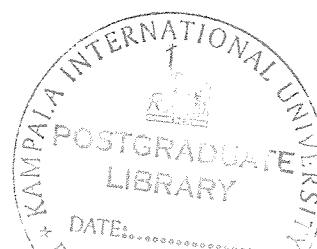
N- INTUITIVE

P- PERCEIVERS

Figure 4: INDENTIFICATION OF EXTREME PERSONALITIES

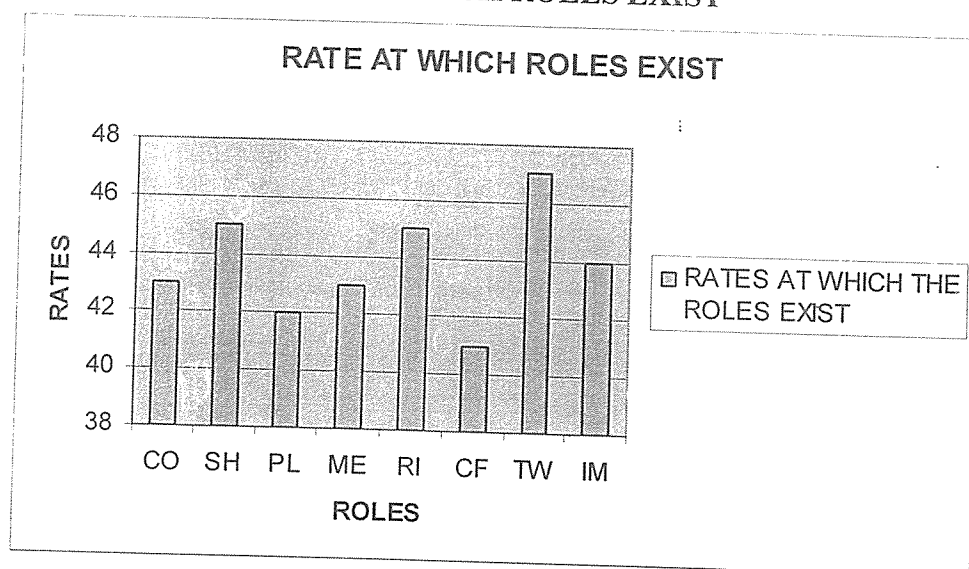


Source: primary data



In the Education Department according to the graph the extremes are introverts, feelers these types usually succeed by perseverance, originality and the desire to do whatever is needed or wanted. They usually put their best efforts into their work and quietly forceful, conscientious as well as concerned for others. People respected them for their firm principles and honoured for their clear convictions. Generally this is as an observation makes a good education staff and it is due these personalities that the education department is able to effectively finish its tasks as team due to the patience and fairness as well as empathy in these personalities hence the existence of these personalities in a team can lead to its high performance because with their best efforts a team achieves.

Figure 5: RATE AT WHICH ROLES EXIST



Source: primary data

In the graph above it clearly shows that a great number of the education department is made up of team workers of which according to Belbin a Team Worker(TW),is Socially oriented, mild, sensitive and has the ability to respond to people and to situations, & to promote team spirit Indecisiveness at moments of crisis . It means that they are aware of individuals' needs and are active internal communicators as well as encourage the others in participation but they dislike personal confrontation.

In the graph also one can see that there is a fair distribution of the roles in the department meaning that all team roles do exist in the education department. So this means that given a task as a team the probability of finishing the tasks in time and accurately is high.



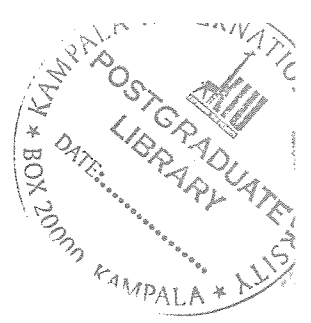
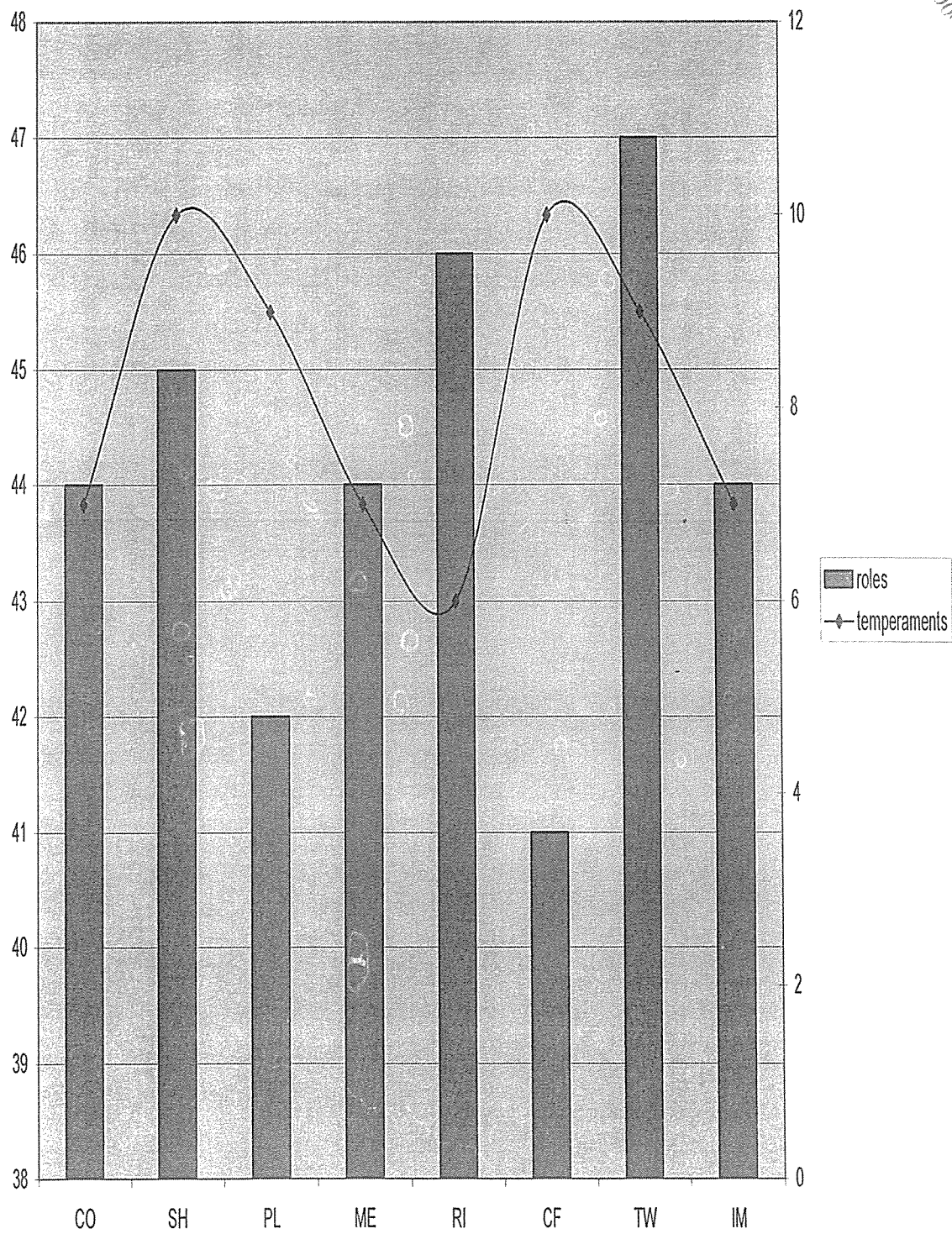


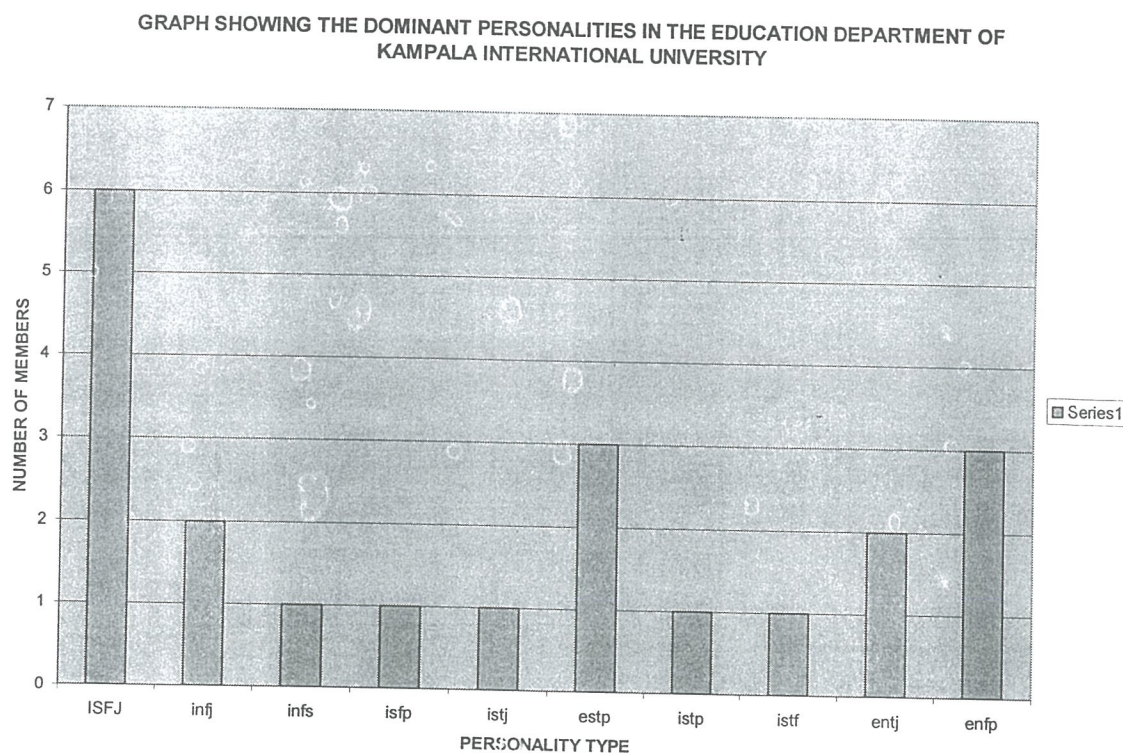
Figure 6: CORRELATION OF THE ROLES AND PERSONALITIES



Source: primary data

The graph above shows the correlation between the team roles and Kiersey temperaments. As the graph is it shows that there is a relationship between the Belbin roles and Kiersey temperaments for example if you looked at the coordinator role it is almost on the same scale as extrovert personality basically this also explains that coordinators who are usually successful are extroverts with other personality compliments that is they are out going, team builders and they steer the group in the right direction.

Figure 7: GRAPH SHOWING THE DOMINANT PERSONALITIES IN THE EDUCATION DEPARTMENT OF KAMPALA INTERNATIONAL UNIVERSITY

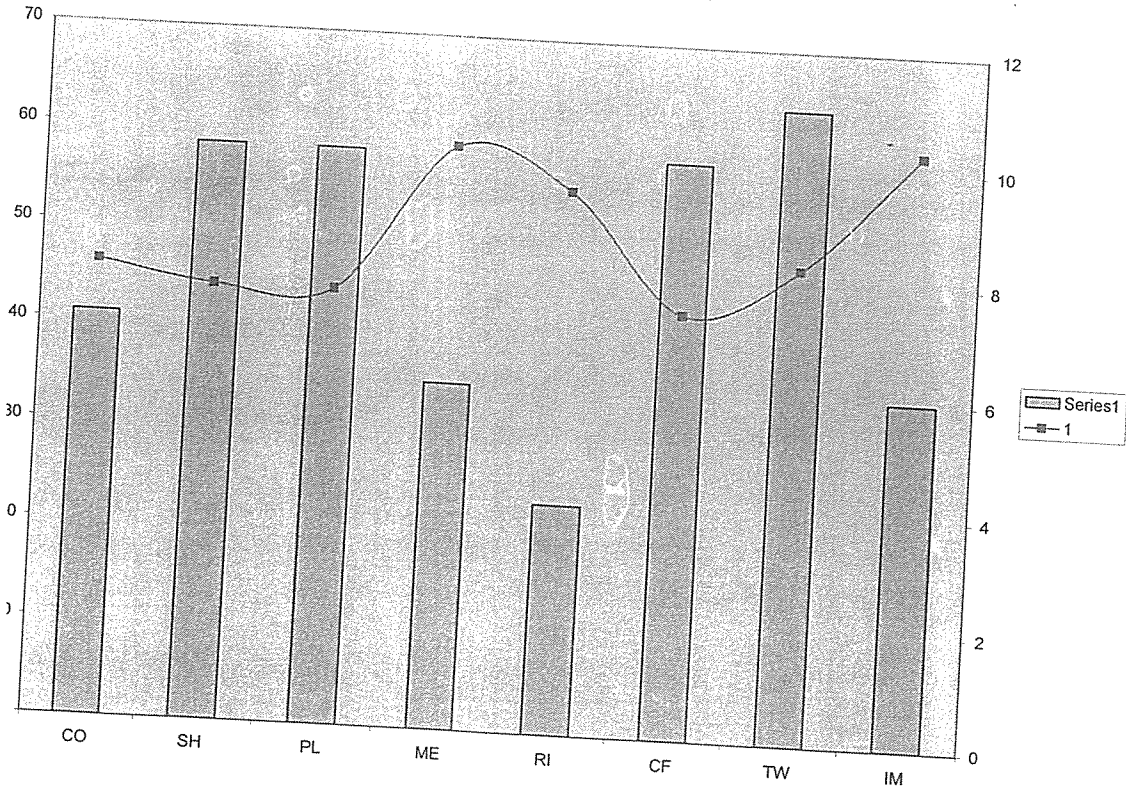


Source: primary data

The above shows that the department is dominated by the introverts complimented with sensing, feeling, judging types of personalities, this kind of personality is of service and carries a sense of history, continuity with past events, values, traditions and the conservation of resources, the least hedonistic of all of the types to them work is good and are willing to work long, long hours when assigned tasks and tasks will be

Completed in time. They adhere to established ways of doing things, which is not often Questioned but are annoyed by others who do not adhere to standard operating Procedures but are super-dependable because they are so persevering hence are able to work in good, air and worst situations as long as the light at the end of the tunnel is hopeful so one can say that they have an extraordinary sense of responsibility, talent for executing routines, devoted and loyal to a boss, they identifying with the individual rather than the institution, aware of status, aware of material resources, values saving, prepares for emergencies However they dislike being in a position of authority; and are in most case misunderstood and undervalued this actually is based on introverts. This if you looked at the true definition of an educator is a true personality of an educator therefore one can say that the department of education has the majority of personalities of which if turned into a high performing team in the education world good results would be seen and achieved.

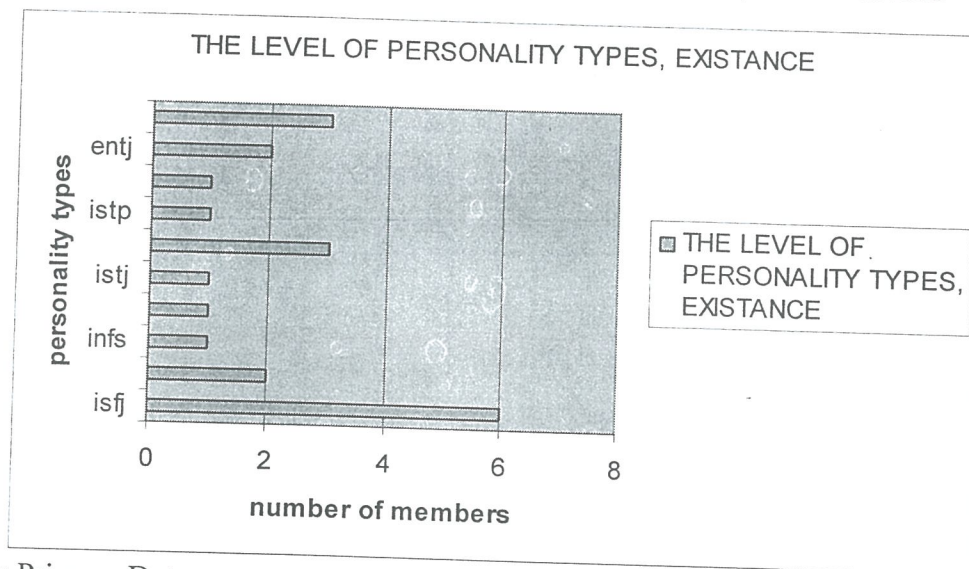
Figure 8: Correlation of roles to personalities



Source: primary data

According to the graph above it clearly shows that there is a fair relationship between roles and personalities for example if you looked at the graph above it shows that monitor evaluators are high intuitives and that is true on the ground where by for an evaluator to be good he has to reason out all possibilities before making a conclusion so on general overview it shows that we have team workers and implementers complemented by the INFJ (See appendix b for clarification) personalities, this shows that team development in the education department would be fruitful and successful.

Figure 9: THE LEVEL OF PERSONALITY TYPES, EXISTANCE



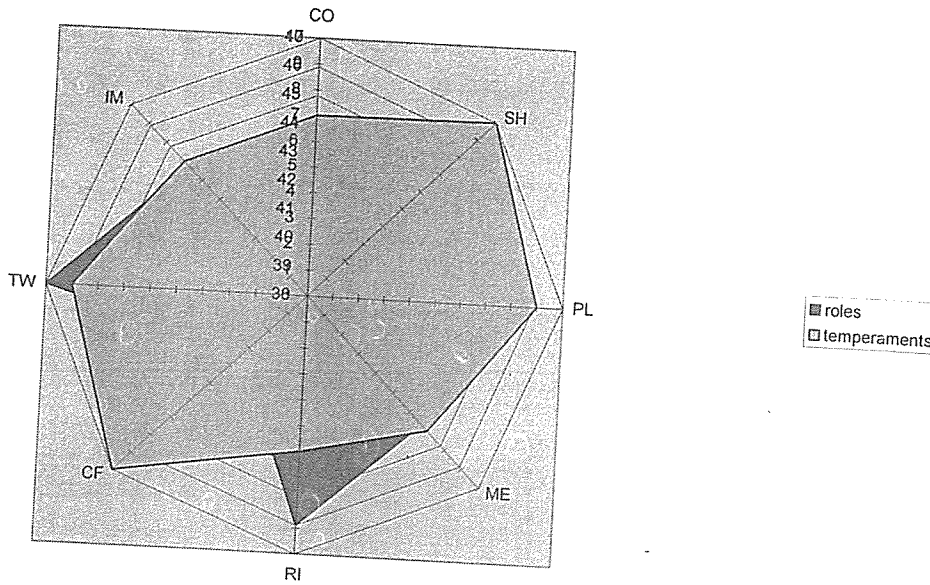
Source: Primary Data

The graph above shows the existing personality types in the faculty, it shows that the introverts complemented by sensing, feeling and judging personalities are many in this faculty. This according to the description of these type of people implies that the faculty actually performs basing on these people. However, if there could be more extroverts to increase on the performance of the faculty in inter relationships as well as to smoothen the on going activities with their touch of personality. In the graph the level of extroverts is lower than the introverts basically the introverts are more and if on ground observation this observation is true in this sense that as much as these members are some what outgoing,

some of them have the characteristics which are introverted that is in most cases they think in wardly pound on it and if all goes well they will air it out with caution .

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Figure 10: RADAR GRAPH SHOWING THE EXTREMES IN ROLES AND PERSONALITIES OF THE EDUCATION DEPARTMENT



The radar above proves that apart from the knowledge skills and abilities ,other attributes like personality is an important predictor of performance ,this is basically because if you look at the general overview of the existence of personalities and roles in the education department and the description that follows all the majorly existing personalities according to Kiersey, these personalities have the capacity to perform and follow through the tasks through all calmness and storm stages as well as implementation with perseverance and conscientiousness , so the conclusion that in the education department there is a predictive relation ship between personality and job

CHAPTER FIVE

RECOMMENDATIONS AND GENERAL CONCLUSIONS

5.0 SUMMARY

Being a high performing team is not that easy, and since the majority of staff in the education department is employed in groups of one kind or another attention to personality and team roles is a crucial activity that is it takes more than just picking randomly the cream to make a team. According to what I have learned in my research many factors lead to high performing teams and there is no single way to go about the design process and that is why Upon my findings that is that the education department has actually got the right mix of personalities in line with the roles though one should not forget that nothing is perfect but what makes it look perfect is its ability, skills and the attitudes and all these can be manipulated to achieve the best.

5.1 RECOMMENDATIONS

So based on my research I can only recommend that given the fact that education and technical skills are looked at while recruiting in the education department there is still some negligence in the execution of tasks in the department that is some staff members do not hand in all the course materials per subject needed results are not brought as per time asked they are asked for and also that some do not actually take work seriously.

So with the fair existence of the roles and personalities in the education department of KIU which are crucial in team building, development and its effectiveness, I can only recommend starting with, that:

The dean should first all carry out the roles and personality evaluation process so as to specify certain personalities, according to the information gathered in the evaluation process, the dean and associates should be able to rearrange the duty teams accordingly and based on the capabilities of the personalities and the roles to be given.

After allocating these personalities accordingly the dean should take these teams into orientation stage, dean should ensure that the vision of the department and other task



sections is clearly understood and by all means taken by the staff, this vision must be tied to solid education activities which are output driven, people focused and value based.

Secondly the staff should understand the concepts, benefits and challenges involved in the formation and working in a team and also what it requires for one to be a team member. This can be done through continually developing, strengthening and reinforcing the members towards the department goals and objectives.

Roles for each team member must be clearly explained. There must be no role ambiguity, conflict or confusion especially if a team member has multiple tasks. Priorities need to be identified. Aims and objectives of individual tasks must be clarified. The six Kipling honest men of What, Why, When, How, whom and who are useful reminders for establishing guidelines for developing a team member's objectives.

Procedures should be set in place to enable the team to make quality decisions on day to day activities and tasks that may be given to the group in other words the procedure should not be bureaucratic it should include empowering and delegation which requires a minimum consultation however every group should be responsible for its own actions.

Relationships should be formed whenever a team of people works closely together. It is important to ensure all team members are complementary to the mix and feel comfortable with one another because this will influence the way they work together. This in some way will increase on the levels of motivation and due to this involvement there will be developing talent out of those personalities that are extremists on people dependability the extroverts.

Team environment needs to be a favourable one to foster a positive, sharing and supportive working climate. Consider factors like a high level of autonomy or power sharing. These environments also bring about a degree of belief in each other and create an atmosphere of encouragement not competition.

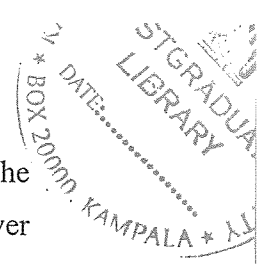
Team Leaders should have responsibilities to the team, the individual team members and the



wider department. A good team leader is one who leads by example, and has both the support and respect of the team members, and the immediate department leaders, however in these teams titles should matter so as to create a certain climate of responsibility and coordination.

5.2 CONCLUSION

In conclusion with the knowledge in this research one should be able to form and develop a team, and that in assigning of tasks and responsibilities it is useful to be able to identify, understand and maximize the interactive personality traits of the individual team members. Clearly differentiated types of personalities and roles are identified in the research review and also the existing personalities are identified in the analysis of data but take into account that sometimes individuals can share a mix of the personalities and roles identified



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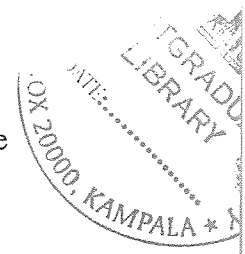
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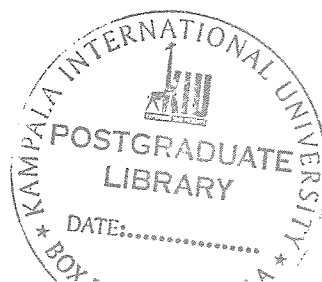
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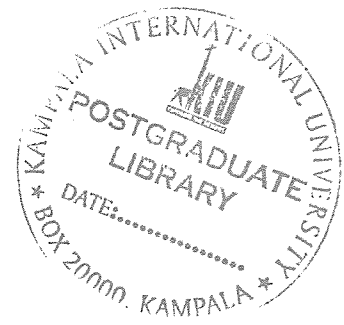
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APPENDIX A: Questionnaire



The Keirsey Temperament Sorter

The questionnaire is from

Please Understand Me, Character & Temperament Types,
by David Keirsey and Marilyn Bates (Keirsey and Bates, 1984),
ISBN 0-9606954-0-0

Get the book if you want more detailed information.

This program is based on

mb.pl by Jonathan Magid (jem@sunsite.unc.edu)

His test is located at

<http://sunsite.unc.edu/jembin/mb.pl>

1. Are you more attracted to

- a) Imaginative people ☐
- b) Sensible people ☐

2. Do you

- a) Speak easily and at length with strangers ☐
- b) Find little to say to strangers ☐

3. Is it preferable mostly to

- a) Just let things happen ☐
- b) Make sure things are arranged ☐

4. Do you want things

- a) asettled and decided ☐
- c) bunsettled and undecided ☐

5. Are you drawn more to

- a) overtone ☐
- b) fundamentals ☐

6. Is it harder for you to

- a) identify with others ☐
- b) utilize others ☐

7. Are you more

- a) leisurely ☐
- b) punctual ☐

8. Are you more impressed by

- a) principles ☐
- b) emotions ☐

9. Do you see yourself as basically

- a) soft-hearted ☐
- b) hard-headed ☐

10. Which rules you more

- a) Your head ☐
- b) Your heart ☐

11. Do you value in yourself more that you are

- a) Devoted ☐
- b) Unwavering ☐

12. Common sense is

- a) Rarely questionable ☐
- b) frequently questionable ☐

13. Are you more frequently

- a) a fanciful sort of person ☐
- ☐





)a practical sort of person

4. Are you more inclined to be

) easy to approach

☐

)somewhat reserved

☐

5. Are you more comfortable

) before a decision

☐

)after a decision

☐

6. In doing ordinary things are you more likely to

) do it the usual way

☐

)do it your own way

☐

7. Are you a person that is more

) whimsical than routinized

☐

)routinized than whimsical

☐

8. In relationships should most things be

)renegotiable

☐

)random and circumstantial

☐

9. Are you more interested in

) design and research

☐

)production and distribution

☐

10. Are you more

) realistic than speculative

☐

)speculative than realistic

☐

11. Which person is more to be complimented: one of

) strong feeling

☐

b) clear reason ☐

22. At parties do you

a) stay late, with increasing energy ☐

b) leave early, with decreased energy ☐

23. In judging others are you more swayed by

a) circumstances than laws ☐

b) laws than circumstances ☐

24. Do you tend to be more

a) deliberate than spontaneous ☐

b) spontaneous than deliberate ☐

25. Which is more satisfying

a) to arrive at agreement on an issue ☐

b) to discuss an issue thoroughly ☐

26. Which is the greater fault:

a) being indiscriminate ☐

b) being critical ☐

27. Are you more comfortable with work that is

a) done on a casual basis ☐

b) contracted ☐

28. Are visionaries

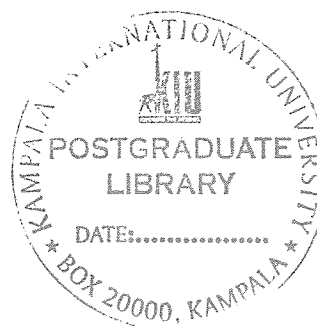
a) somewhat annoying ☐

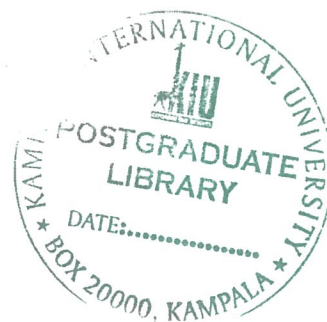
b) rather fascinating ☐

29. At a party do you

a) interact with few, known to you ☐

b) interact with many, including strangers ☐





0. Are you inclined more to be

a) fair-minded

☐

b) sympathetic

☐

1. Are you more often

a) a warm-hearted person

☐

b) a cool-headed person

☐

2. Does it bother you more having things

a) incomplete

☐

b) completed

☐

3. Facts

a) illustrate principles

☐

b) 'speak for themselves'

☐

4. Do you feel better about

a) having purchased

☐

b) having the option to buy

☐

5. Are you more likely to trust your

a) hunch

☐

b) experience

☐

6. In phoning do you

a) rarely question that it will all be said

☐

b) rehearse what you'll say

☐

7. Do you put more value on the

a) open-ended

☐

b) definite

☐

8. Do you feel

☐

a) more practical than ingenious

b) more ingenious than practical

☐

39. In company do you

☐

a) wait to be approached

☐

b) initiate conversations

☐

40. Are you more likely to

a) see how others are useful

☐

b) see how others see

☐

41. Are you more comfortable in making

a) value judgments

☐

b) logical judgments

☐

42. In approaching others is your inclination to be somewhat

a) objective

☐

b) personal

☐

43. Do you tend to choose

a) somewhat impulsively

☐

b) rather carefully

☐

44. Are you more interested in

a) what is actual

☐

b) what is possible

☐

45. Would you say you are more

a) easy-going

☐

b) serious and determined

☐

46. Do you tend to look for

- a) the orderly ☐
- b) whatever turns up ☐

47. Do you prefer the

- a) unplanned event ☐
- b) planned event ☐

48. Do you more often prefer the

- a) final and unalterable statement ☐
- b) tentative and preliminary statement ☐

49. In your social groups do you

- a) get behind on the news ☐
- b) keep abreast of other's happenings ☐

50. Do you prize more in yourself

- a) a strong sense of reality ☐
- b) a vivid imagination ☐

51. Are you more

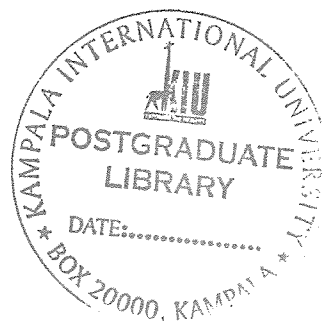
- a) gentle than firm ☐
- b) firm than gentle ☐

52. Do you prefer to work

- a) to deadlines ☐
- b) just 'whenever' ☐

53. When the phone rings do you

- a) hope someone else will answer ☐
- b) hasten to get to it first ☐





54. Which situation appeals to you more:

- a) the structured and scheduled ☐
- b) the unstructured and unscheduled ☐

55. Which do you wish more for yourself

- a) strength of compassion ☐
- b) clarity of reason ☐

56. Which seems the greater error

- a) to be too passionate ☐
- b) to be too objective ☐

57. Do you prefer

- a) a few friends with more lengthy contact ☐
- b) many friends with brief contact ☐

58. Do you go more by

- a) facts ☐
- b) principles ☐

59. Are you more drawn toward the

- a) touching ☐
- b) convincing ☐

60. Which is more admirable:

- a) the ability to organize and be methodical ☐
- b) the ability to adapt and make do ☐

61. In writings do you prefer

- a) the more figurative ☐
- b) the more literal ☐

62. Which is more of a compliment

- a) 'There is a very logical person' ☐
- b) 'There is a very sentimental person' ☐

63. Is it worse to

- a) be 'in a rut' ☐
- b) have your 'head in the clouds' ☐

64. Which appeals to you more

- a) consistency of thought ☐
- b) harmonious human relationships ☐

65 Children often do not

- a) exercise their fantasy enough ☐
- b) make themselves useful enough ☐

66. Does new and non-routine interaction with others

- a) stimulate and energize you ☐
- b) tax your reserves ☐

67 Writers should

- a) express things more by use of analogy ☐
- b) 'say what they mean and mean what they say' ☐

68 In making decisions do you feel more comfortable with

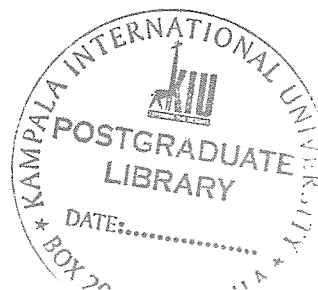
- a) standards ☐
- b) feelings ☐

69. Should one usually let events occur

- a) randomly and by chance ☐
- b) by careful selection and choice ☐

70. Is it worse to be

- a) unjust ☐
- b) merciless ☐



APPENDIX B



Belbin Self-Perception Teamrole Test

SELF-PERCEPTION INVENTORY - Belbin

DIRECTIONS: For each section distribute a total of ten points among the sentences which you think best describe your behaviour. These points may be distributed among several sentences: In extreme cases they might be spread among all the sentences or ten points may be given to a single sentence.

1 What I believe I can contribute to a team is that:

- a I can quickly see 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 I have an ability to draw people out when I detect they have something of value to contribute to group objectives. ()
- e I have a capacity to follow through. ()
- 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 am offer a reasoned case for alternative courses of action without bias or prejudice. ()

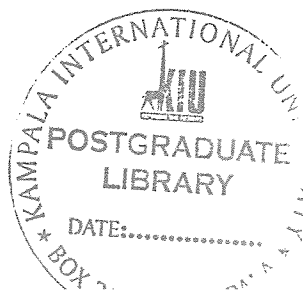
2 If I have a possible shortcoming in teamwork, it could be that:

- a I am not at ease unless meetings are well structured and controlled and generally well conducted. ()
- b I am inclined to be too generous towards to others who have a valid viewpoint that has not been given a proper airing. ()
- c I have a tendency to talk a lot once the group gets onto new ideas. ()
- d My objective outlook makes it difficult for me to join in readily and enthusiastically with my colleagues. ()

- e I am sometimes seen as forceful and authoritarian if there is a () need to get something done.
- f I find it difficult to lead from the front, perhaps because I am () over-responsive to group atmosphere.
- g I am apt to get caught up in ideas that occur to me and so () lose track of what is happening.
- h My colleagues tend to see me as worrying unnecessarily over () detail and the possibility that things may go wrong.

3 When involved in a project with other people:

- a I have an aptitude for influencing people without pressurising () them.
- b My general vigilance prevents careless mistakes and omissions () being made.
- c I am ready to press for action to make sure that the meeting () does not waste time or lose sight of the main objective.
- d I can be counted on to contribute something original. ()
- e I am always ready to back a good suggestion in the common () interest.
- f I am keen to look for the latest in new ideas and developments. ()
- g I believe my capacity for cool judgement is appreciated by () others.
- h I can be relieved upon to see that all essential work is () organised.





- 4 **My characteristic approach to group work is that:**
- a I have a quiet interest in getting to know people better. ()
 - b I am not reluctant to challenge the views of others or to hold a minority view myself. ()
 - c I can usually find a line of argument to refute unsound propositions. ()
 - d I think I have a talent for making things work once a plan has to be put into operation. ()
 - e I have a tendency to avoid the obvious and to come out with the unexpected. ()
 - f I bring a touch of perfectionism to any team job I undertake. ()
 - g I am ready to make use of contacts outside the group itself. ()
 - h While I am interested in all views I have no hesitation in making up my mind once a decision has to be made. ()

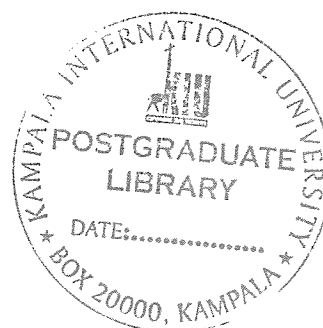
- 5 **I gain satisfaction in a job because:**
- a I enjoy analysing situations and weighing up all the possible choices. ()
 - b I am interested in finding practical solutions to problems. ()
 - c I like to feel I am fostering good working relationships. ()
 - d I can have a strong influence on decisions. ()
 - e I can meet people who may have something new to offer. ()
 - f I can get people to agree on a necessary course of action. ()
 - g I feel in my element where I can give a task my full attention ()
 - h I like to find a field which stretches my imagination. ()

- 5 **If I am suddenly given a difficult task with limited time and unfamiliar people:**
- a I would feel like retiring to a corner to devise a way out of the impasse before developing a line. ()
 - b I would be ready to work with the person who showed the most positive approach, however difficult he might be. ()
 - c I would find some way of reducing the size of the task by establishing what different individuals might best contribute. ()

- d My natural sense of urgency would help to ensure that we did not ()
fall behind schedule.
- e I believe I would remain cool and maintain my capacity to think ()
straight.
- f I would retain a steadiness of purpose in spite of the pressure. ()
- g I would be prepared to take a positive lead if I felt the group was ()
making on progress.
- h I would open up discussions with a view to stimulating new ()
thoughts and getting something moving.

7 **The problems I have in working in groups can be that:**

- a I am apt to show my impatience with those who are obstructing ()
progress.
- b Others may criticise me for being too analytical and insufficiently ()
intuitive.
- c My desire to ensure that work is properly done can hold up ()
proceedings.
- d I tend to get bored rather easily and rely on one or two stimulating ()
members to spark me off.
- e I find it difficult to get started unless the goals are clear. ()
- f I am sometimes poor at explaining and clarifying complex points ()
that occur to me.
- g I am conscious of demanding from others the things I cannot do ()
myself.
- h I hesitate to get my points across when I run up against real ()
opposition.



TEAMWORK

SELF-PERCEPTION INVENTORY ANALYSIS SHEET



Enter your points section by section in the table below. Then add up the points column to give a total-role distribution score.

Section	CO	SH	PL	ME	RI	CF	TW	IM	Check Total
1	d	f	c	h	a	e	b	g	10
2	b	e	g	d	c	h	f	a	10
3	a	c	d	g	f	b	e	h	10
4	h	b	e	c	g	f	a	d	10
5	f	d	h	a	e	g	c	b	10
6	c	g	a	e	h	d	b	f	10
7	g	a	f	b	d	c	h	e	10
Total									70

APPENDIX C

**RESULT TABLE FOR THE PERSONALITY TEMPERAMENT SORTER OF
THE SAMPLE EDUCATION STAFF**

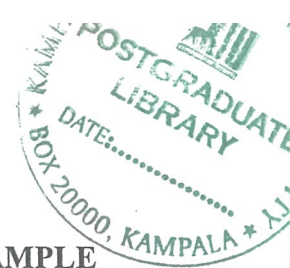
MEMBER	E	I	S	N	T	F	J	P	
1	7	10	10	6	4	10	11	6	ISFJ
2	7	11	11	7	4	11	11	6	ISFJ
3	5	13	8	10	5	12	14	3	INFJ
4	7	11	8	9	6	11	10	7	INFS
5	4	10	11	7	5	11	13	4	ISFJ
6	6	9	13	3	4	13	8	10	ISFP
7	7	10	11	7	10	7	10	7	ISTJ
8	10	8	9	8	10	9	8	10	ESTP
9	7	10	12	7	9	7	8	11	ISTP
10	5	12	12	6	6	11	12	5	ISTF
11	5	13	7	11	6	11	10	7	INFJ
12	5	12	11	4	4	10	9	5	ISFJ
13	9	8	12	11	9	7	8	10	ESTP
14	10	9	7	12	11	6	10	8	ENTJ
15	10	8	7	10	4	12	5	12	ENFP
16	11	7	6	11	13	9	9	10	ESTP
17	2	16	12	6	3	14	14	2	ISFJ
18	10	11	9	8	7	10	13	4	ISFJ
19	11	8	8	10	6	8	9	10	ENFP
20	7	12	14	4	8	10	11	7	ENTJ
21	5	14	9	10	5	13	2	9	ENFP
Average	7	10	9	7	6	10	9	7	



APPENDIX D

RESULT TABLE FOR THE BELBIN ROLES INVENTORY FOR ALL SAMPLE EDUCATION STAFF MEMBERS

MEMBERS	CO	SH	PL	ME	RI	CF	TW	IM
1	46	44	44	59	55	43	48	60
2	58	43	37	46	44	46	47	35
3	42	48	42	26	50	50	56	50
4	46	41	34	36	57	51	56	55
5	25	30	43	36	48	45	40	49
6	52	32	42	46	39	35	68	47
7	57	65	44	52	40	42	39	36
8	54	48	53	60	57	51	56	38
9	51	56	37	45	40	41	40	43
10	48	50	43	43	50	36	53	45
11	36	42	36	30	34	24	29	20
12	22	26	35	26	21	32	32	24
13	46	53	36	53	45	32	40	34
14	53	44	41	36	40	40	31	45
15	39	44	51	44	49	40	46	54
16	43	39	42	44	47	40	49	43
17	44	45	43	46	45	44	52	39
18	43	52	46	47	52	51	47	41
19	46	47	51	49	42	48	52	54
20	39	49	49	55	56	48	60	57
21	49	47	39	56	51	32	49	66
22	58	56	47	52	51	48	44	49
23	25	51	41	40	46	39	50	40
Average	44	45	42	44	46	41	47	44



APPENDIX E

Characteristics Frequently Associated with Each Type

INTROVERTS

I S T J

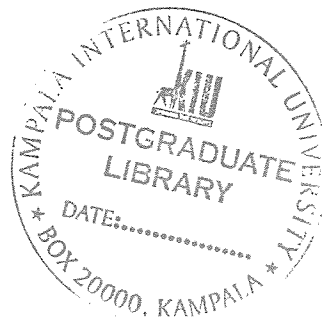
Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily. Regardless of protests or distractions.

I S F J

Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations and serve their friends and school. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.

I N F J

Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.



INTJ

Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.

INTROVERTS

ISTP

Cool onlookers—quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Exert themselves no more than they think necessary, because any waste of energy would be inefficient.

ISFP

Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.

INFP

Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.



INTP

Quiet, reserved, brilliant in exams, especially in theoretical or scientific subjects. Logical to the point of hair-splitting. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interest. Need to choose careers where some strong interest can be used and useful.

EXTRAVERTS

ESTP

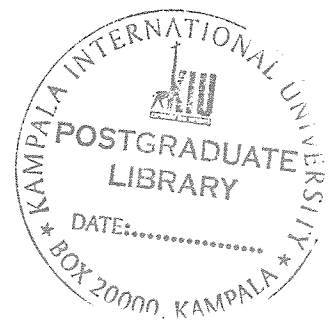
Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Can do math or science when they see the need. Dislike long explanations. They are best with real things that can be worked, handled, taken apart or put together.

ESFP

Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.

ENFP

Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interest them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find



compelling reasons for whatever they want.

ENTP

Quick, ingenious, good at many things,. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.

EXTRAVERTS

ESTJ

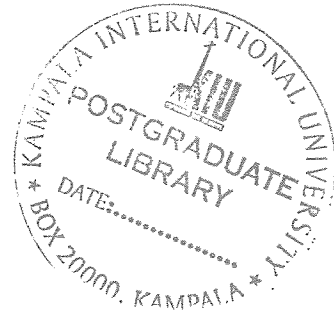
Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.

ESFJ

Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives.

ENFJ

Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other people's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, active in school affairs, but put



time enough on their studies to do good work.

ENTJ

Hearty, frank, able in studies, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well-informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.

