

MENAGEMENT IN HEALTH CARE PRACTICE A Handbook for Teachers, Researchers and Health Professionals	
Title	TEAM BUIDING
Module: 4.2	ECTS (suggested): 0.5
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Keywords	Team building, formal/informal groups, team roles, group development, teamworking
Learning objectives	After completing this module students and public health professionals should: <ul style="list-style-type: none"> • Differentiate between group and team; • Recognise different types of groups • Be aware of and identify possible roles within a team • Understand the group development process • Be aware of both advantages and disadvantages of teamworking
Abstract	<p>Because there are no pure formal or informal organisations in real world, one may conclude that an organisation is a mix of formal and informal groups. Thus, its performance depends on the management ability to recognise the existence of these groups, to transform them from groups into working teams, to motivate and stimulate them to achieve organisation's goals.</p> <p>We must differentiate the concept of group versus the concept of team. A simple definition of the group can be: two or more persons who come into contact for a purpose and who consider the contact meaningful. A team has to accomplish bigger goals than any individual group. The purpose of a team is to perform, achieve results and be successful in the organisation or marketplace.</p> <p>The literature describes several types of groups according to a set of criteria.</p> <p>Formal groups (work team) is created by an organisation in order to achieve a certain goal, being recognised and receiving full support from the organisation. Informal groups arise from natural attractions among individuals for social reinforcement or other benefits.</p> <p>They seldom share the organisational objectives and have a temporary basis.</p> <p>The roles within a team actually represent tasks and functions in</p>

	<p>the self-management of the team's activities. Belbin developed a test to identify individual team roles.</p> <p>Many teams go through a life-cycle of stages, firstly identified by Bruce Tuckman in 1965 as: forming, storming, norming and performing. This model has become the basis for further models of group development, principally adding the 5th phase of adjourning.</p> <p>If there are many advantages of the teamworking, there are also disadvantages that should be considered by a manager when building a team.</p>
Teaching methods	<p>Teaching methods include: lectures, group discussions, group assignments (2). First assignment consists in self-evaluation of the roles played in a team by each student, based on Belbin questionnaire. For the second assignment, the students will be split in groups of 4-5 persons and asked to solve the "Survival" exercise. Each group should evaluate the performance of the team in the process of decision-making versus the individual performance.</p>
Specific recommendations for teachers	<p>60% work under teacher supervision / 40% individual students' work</p> <p>No special facilities or equipment, Belbin questionnaire and Survival game should be distributed during the course.</p>
Assessment of Students	<p>Assessment could be based on multiple choice questionnaire (MCQ), structured essay, seminar paper, case problem presentations, oral exam, etc.</p>

TEAM BUILDING

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THERORETICAL BACKGROUND

Introduction

Generally, either formal or informal organizations constitute together the organizational setting where work is performed. As described by Organization Design theory, a formal organization is characterized by approved authority-responsibility relationships, clear division of work and separate departments and, usually, a hierarchical structure. The formal organization is the planned interrelationship of people, material resources and activities (1).

By contrast, the informal organization is characterized by dynamic behaviour and activity patterns taking place within formal structures due to human interrelationship and interaction.

Because there are no pure formal or informal organizations in real world, one may conclude that an organization is a mix of formal and informal groups. Thus, its performance depends on the management ability to recognize the existence of these groups, to transform them from groups into working teams, to motivate and stimulate them to achieve organization's goals.

Nevertheless, to build an effective team is a resource consuming process and requires a complex activity.

Group versus team

We must differentiate from the very beginning the concept of group versus the concept of team. Thus, a simple definition of the group can be: two or more persons who come into contact for a purpose and who consider the contact meaningful (2). The purpose of a group may be implicit rather than stated. Another definition of a group is: two or more persons who communicate and share common values, norms and needs (3). To conclude, there are three minimal requirements to form a group:

1. group members are sharing common needs or objectives
2. there is a strong interpersonal communication component within the group
3. there is a minimal or even absent hierarchy within the group.

A team represents a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable (4).

A team has to accomplish bigger goals than any individual group. The purpose of a team is to perform, achieve results and be successful in the organization or marketplace. A good manager is those who can assemble a group of individuals and transform them into a team. There were described ten key differentials to help a manager to shape a group of people into a pro-active and productive team (5).

1. **Understandings.** In a group (usually in formal groups), members think they are put together for administrative purposes only. Individuals sometimes cross purpose with others. In a team, members recognize their independence and understand that both

personal and team goals are best accomplished with mutual support. Time is not wasted attempting personal gain at the expense of others.

2. **Ownership.** In a group, members rather tend to focus on themselves because they are not sufficiently involved in planning the organizational objectives. In a team, members feel a sense of ownership for their jobs and unit, because they are committed to values-based common goals that they previously established.
3. **Creativity and contribution.** In a group, members are told what to do rather than being asked what the best approach would be. Suggestions and creativity are not encouraged. In a team, members contribute to the organization's success by applying their skills, knowledge and creativity to team objectives setting.
4. **Trust.** In a group, members distrust the motives of colleagues because they do not fully understand the role of other members. Expressions of opinion or disagreement are considered troublesome or non-supportive. In a team, members work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements and feelings.
5. **Common understandings.** In a group, members are so cautious about what they say, that real understanding is not possible. Game playing may occur and communication traps be set to catch the innocent. In a team, members practice open and honest communication. They make an effort to understand each other's point of view.
6. **Personal development.** In a group, members receive good training but are somehow limited in applying it to the job either by the manager or other group members. In a team, members are encouraged to continually develop skills and apply what they learn on the job.
7. **Conflict resolution.** In a group, if members find themselves in conflict situations they do not know how to deal with it. Their supervisor/leader may postpone intervention until serious damage is done, i.e. a crisis situation. In a team, members realize that conflict is a normal aspect of human interaction but they view such situations as an opportunity for new ideas and creativity. They try to manage conflict quickly and constructively.
8. **Participative decision making.** In a group, members may or may not participate in decisions affecting the team. Conformity often appears more important than positive results. In a team, members participate in decisions affecting the team but understand their leader must make a final verdict whenever the team cannot decide, or an emergency exists. Positive win/win results are the goal at all times.
9. **Clear leadership.** In a group, members tend to work in an unstructured environment with undetermined standards of performance. In a team, members work in a structured environment, they know what boundaries exist and who has final authority. The leader sets agreed high standards of performance and he/she is respected via active, willing participation.
10. **Commitment.** In a group, members are uncommitted towards excellence and personal pride. Performance levels tend to be average. Staff turnover is high because talented individuals quickly recognize that:
 - (a) personal expectations are not being fulfilled;
 - (b) they are not learning and growing from others; and
 - (c) they are not working with the best people.

In a team, only those committed to excellence are hired. Everyone works together in a harmonious environment.

Why people join groups or work teams

People naturally tend to join groups, being usually surrounded by others with comparable values, this fact reinforces their own value system.

Another reason to join groups might be that groups give people an informal status, which can be the feeling of belonging to a distinct unit. Group membership also provides a level of individual security; members feel that they are equal with the others. Individuals are better listened within a group. Recognition, participation and communication needs are higher satisfied in a group.

To conclude, specific needs of group members are better met in a group than in the whole organization.

The literature describes several types of groups according to a set of criteria.

Formal groups (work team) is created by an organization in order to achieve a certain goal, being recognized and receiving full support from the organization. Under this category, several forms of groups may exist:

- *Functional group* – consisting of a manager and all its subordinates. In a formal organization, each department may be considered a functional group.

- *Operational or task-dedicated group* – specially created to achieve a clear task, has a temporary basis and the group is suspended once the task is finished.

- *Permanent Committee* – it is actually an operational committee having the responsibility to solve problems that appear periodically in a certain field of activity. A committee is not specific only to an organization; there are also inter-organizational committees (for instance inter-ministerial committees).

- *Consultative Group* – a temporary group having as main task to make recommendations for a certain topic. Usually includes persons from different sectors.

- *Self-managed group* – it represents the group that has to achieve a certain task without being regularly monitored. Its members have full responsibility, being governed by a spirit of solidarity. They make their own decision on the distribution of tasks inside the group, they establish the working hours, and they are doing the performance self-evaluation.

- *Project teams* – nowadays, projects often require that people work together in order to accomplish the project goal. Members of these teams might belong to different groups, but receive clear assignment to activities for the same project; thereby outsiders may view them as a single unit.

Informal groups arise from natural attractions among individuals for social reinforcement or other benefits. They seldom share the organizational objectives and have a temporary basis. This type of group is created by people and not by organizations. Informal groups are not formally recognized by the organization and do not represent a unit in the organizational chart.

There are several types of informal groups:

- *Group of interests* – created usually to facilitate the achievement of group goals

- *Group of friends* – created most frequently to satisfy the social needs of its members

- *Group of support* – members are supporting each other to meet common needs

- *Virtual group* – it's the most modern type, facilitated by the computer and INTERNET connection. This is a group of people who work interdependently and with shared purpose across space, time, and organization boundaries using technology to

communicate and collaborate. Virtual team members can be located across a country or across the world, rarely meet face-to-face, and include members from different cultures (6).

When a group in an organizational context embarks upon a process of self-assessment in order to estimate its own effectiveness and thereby improve performance, it can be argued that it is engaging in team building process.

The process of team building includes:

- clarifying the goal, and building ownership across the team; and
- identifying the inhibitors to teamwork and removing or overcoming them.

To self-assessment meant that a team is trying to find out both:

- its current strengths as a team;
- its current weakness.

Roles within a team

Belbin's book *Management Teams* (7) presents the conclusions from his work, studying how the members of teams interacted during business games run at Henley Management College. One of his key conclusions was that an effective team should have members that cover nine key roles in managing the team.

Based on Belbin's model of nine team roles, managers of organizations that are building working teams would be advised to ensure that each of the roles can be performed by a team member. Some roles are compatible and can be more easily carried out by the same person; some are less compatible and are more likely to be done well by people with different skills.

The roles actually represent tasks and functions in the self-management of the team's activities. Belbin developed a test to identify individual team roles. This test is presented as Exercise 1, in this way the students can evaluate their own skills in fulfilling Belbin's roles.

The nine roles described by Belbin are:

1. *Co-coordinator*

The Co-coordinator ensures that all members of the team are able to contribute to discussions and decisions of the team. Their concern is for fairness and equity among team members. Those who want to make decisions quickly, or unilaterally, may feel frustrated by their insistence on consulting with all members, but this can often improve the quality of decisions made by the team.

2. *Shaper*

The shaper is full of drive to make things happen and get things going; a dynamic team-member who loves a challenge and thrives on pressure. In doing this, they are quite happy to push their own views forward, do not mind being challenged and are always ready to challenge others. The shaper looks for the pattern in discussions and tries to pull things together into something feasible, which the team can then get to work on. This member possesses the drive and courage required to overcome obstacles.

3. *Plant*

This member is the one who is most likely to come out with original ideas and challenge the traditional way of thinking about things. Sometimes they become so imaginative and creative that the team cannot see the relevance of what they are saying. However, without the plant to scatter the seeds of new ideas the team will often find it

difficult to make any progress. The plant's strength resides in providing major new insights and ideas for changes in direction and not in contributing to the detail of what needs to be done. Although they sometimes situate themselves far from the other team members, they always come back to present their 'brilliant' idea.

4. *Resource investigator*

The resource investigator is the group member with the strongest contacts and networks, and is excellent at bringing in information and support from the outside. Whatever the team needs, the Resource Investigator is likely to have someone in their address book that can either provide it or know someone else who can provide it. This member can be very enthusiastic in pursuit of the team's goals, but cannot always sustain this enthusiasm. Being highly driven to make connections with people, the Resource Investigator may appear to be flighty and inconstant, but their ability to call on their connections is highly useful to the team.

5. *Implementer*

The individual who is a company worker is well organized and effective at turning big ideas into manageable tasks and plans that can be achieved. The Implementer is the practical thinker who can create systems and processes that will produce what the team wants. Such individuals are both logical and disciplined in their approach. They are hardworking and methodical but may have some difficulty in being flexible. Being strongly rooted in the real world, they may frustrate other team members by their perceived lack of enthusiasm for inspiring visions and radical thinking, but their ability to turn those radical ideas into workable solutions is important.

6. *Team worker*

The team worker is the one who is most aware of the others in the team, their needs and their concerns. He is concerned to ensure that interpersonal relationships within the team are maintained. They are sensitive and supportive of other people's efforts, and try to promote harmony and reduce conflict. They may be the first to approach another team member who feels slighted, excluded or otherwise attacked but has not expressed their discomfort. Team workers are particularly important when the team is experiencing a stressful or difficult period. The Team Worker's concern with people factors can frustrate those who are keen to move quickly, but their skills ensure long-term cohesion within the team.

7. *Completer Finisher*

As the name suggests, the completer finisher is the one who drives the deadlines and makes sure they are achieved. They usually communicate a sense of urgency, which push other team members into action. They are conscientious and effective at checking the details. Completer finisher has a great eye for spotting flaws and gaps and for knowing exactly where the team is in relation to its schedule. Team members who have less preference for detail work may be frustrated by their analytical and meticulous approach, but the work of the Completer Finisher ensures the quality and timeliness of the output of the team.

8. *Monitor evaluator*

A sober, a strategic and discerning member, tries to see all options and judge them accurately. They have a strategic perspective and can judge situations accurately. The monitor evaluator can be overcritical and is not usually good at inspiring and encouraging others. However, this member contributes a measured and dispassionate analysis and, through objectivity, stops the team committing itself to a misguided task.

9. Specialist

This person provides specialist skills and knowledge and has a dedicated and single-minded approach. They can adopt a very narrow perspective and sometimes fail to see the whole picture.

Group development process

Many teams go through a life-cycle of stages, firstly identified by Bruce Tuckman in 1965 as: forming, storming, norming and performing. This model has become the basis for further models of group development, principally adding the 5th phase of adjourning.

Forming

The process of team formation calls for the individuals to come together. During this phase, group members are exploring new relationships and receiving new responsibilities. The team meets and learns about the opportunity and challenges, and then agrees on goals and begins to tackle the tasks. Team members tend to behave quite independently. They may be motivated but are usually relatively uninformed of the issues and objectives of the team. Team members are more likely to be characterized by formality, politeness, silence and tentative interactions. Mature team members begin to model appropriate behaviour even at this early phase. Sharing the knowledge of the concept of "Teams - Forming, Storming, Norming, Performing" is extremely helpful to the team. Supervisors of the team tend to need to be directive during this phase.

The forming stage is important because in this stage the members get to know each other and make new friends. This is also a good opportunity to see how each member of the team works as an individual and how they respond to pressure.

Storming

Due to the fact that the group members become more and more comfortable with the idea of belonging to a certain group, they start to identify their own place within the group. They want to start influencing the group norms, roles (e.g. leadership) and procedures.

In this stage different ideas compete for consideration. The team addresses issues such as what problems they are really supposed to solve, how they will function independently and together and what leadership model they will accept. Team members open up to each other and confront each other's ideas and perspectives.

In most of the cases storming can be resolved rather quickly. However, there are cases when the team never leaves this stage. The wisdom of some team members usually determines the end of this stage. Immature team members will begin the "show" to demonstrate how much they know and convince others that their ideas are the best.

The storming stage is necessary to the growth of the team. It can be controversial, unpleasant and even painful to members of the team who are against the conflict. Without tolerance and patience the team will fail. This phase can become destructive to the team and will lower motivation if allowed to get out of control.

During this phase supervisors of the team may be more accessible, but tend to still need to be directive in their guidance of decision-making and professional behaviour.

Norming

The group becomes more cohesive during this phase because they begin to recognize and respect each other contribution. Team members start to adjust their behaviour to the others

as they develop work habits that make teamwork seem more natural. Team members often work by agreeing on rules, values, professional behaviour, shared methods and working tools. During this phase, team members begin to trust each other. Motivation increases as the team gets more acquainted with the project.

Two categories of norms develop within the team: behavioural and performance. Behavioural ones establish how a person is expected to act and relate to the others. These norms are developed by the group in order to allow conflict resolution, to determine expectations for group-think or to allow divergent thinking and to identify conformity expectations (e.g. be on time, talk in turn etc.). Performance norms are those expectations that are requested by the group from each individual and may include expected contributions to the work. Both types of norms are set to facilitate group process, problem solving and decision making.

Teams in this phase may lose their creativity if the norming behaviours become too strong. Supervisors of the team during this phase tend to be participative more than in the earlier stages. The team members can be expected to take more responsibility for making decisions and for their professional behaviour.

Performing

Once the rules were established and recognized, the group can concentrate on the tasks. The high-performing teams are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. Team members have become interdependent. By this time they are motivated and knowledgeable. The team members are now competent, autonomous and able to handle the decision-making process without supervision. The focus of the group should be now on results rather than on process, even if work plan revisions might be necessary.

Supervisors of the team during this phase are almost always participative. The team will make most of the necessary decisions. Nevertheless, a change in leadership may cause the team to revert to storming as the new people challenge the existing norms and dynamics of the team.

Adjourning

Once the task(s) for which the group was formed is accomplished, the group can adjourn. It is important to arrange during this phase a formal recognition of the task completed. This might motivate people to embark other tasks and/or groups.

Advantages versus disadvantages of the teamworking

If there are many advantages of the teamworking, there are also disadvantages that should be considered by a manager when building a team.

Generally, a team can better find the best solutions for a complex task than an individual or even a small group of people. Grouping the individual judgments increases the chance of success in solving a problem due to a higher degree of objectivity and to elimination of individual errors.

A definite benefit of working in teams is the positive synergy, meaning that the results achieved by the team are better than the sum of individual results.

However, there are also obstacles that might be encountered during the process of teamworking. Some of the most common are: different organizational practice (when

members are coming from different organizations); socio-economic inequalities between the members (age, gender, statute), team objective unclear stated, etc.

The literature is describing the main dysfunctions of a team (9):

1. Absence of Trust

This dysfunction stems from teams unwillingness to be vulnerable. Team members who are not genuinely open with one another about their mistakes and weaknesses make it impossible to build a foundation for trust.

2. Fear of Conflict

This failure to build trust is dangerous because it sets a brick for the second dysfunction: fear of conflict. Teams that lack trust are not able to engage in vivid debate of ideas. Instead, they resort to roundabout discussions and guarded comments.

3. Lack of Commitment

A lack of healthy conflict might be a problem because it induces the third dysfunction of a team: lack of commitment. Without having expressed their opinions in the course of passionate and open debate, team members rarely, if ever, commit to decisions, though they may simulate agreement during meetings.

Avoidance of Accountability

Because of this lack of real commitment, team members develop an avoidance of accountability, the fourth dysfunction. Without committing to a clear plan of action, even the most focused and driven people often hesitate to call their peers on actions and behaviours that seem counterproductive to the good of the team.

Inattention to Results

Failure to hold one another accountable creates an environment where the fifth dysfunction can thrive. Inattention results occurs when team members put their individual needs (such as ego, career development, or recognition) or even the needs of their divisions above the collective goals of the team.

There are several factors that can influence the effectiveness of a team. Among them, some are worthy to be mentioned:

- Organizational environment – may shape the way of interacting both between team members themselves and between the team and the rest of the organization;
- The nature of the task – may influence the way of action, as well as the focus of team efforts. The more complex the task is, the interactions with external environment are more intense and focused;
- Team size – there is not a magic number for a team to be effective. It was noticed that increasing the number of members may lead in the first stage to a higher performance. Nevertheless, a continuous increasing of the number of members may lead to the limitation of the team performance or even to a decreased performance.

Examples of successful teams

Sports offer some of the best examples of teamwork. For example a football running back and quarterback's ability are totally dependent on the strength of their offensive line. A basketball player's ability in scoring is mainly dependent on his team's willingness to pass.

Students that succeed in group efforts understand that they must do team projects rather than group projects. There are subtle but very important differences between group

and team projects. A team project is when members of the teamwork work interdependently towards the same goal. It is also a team project, when every member in the group feels a sense of ownership of their role. In a group project, members work independently and are often not working towards the same goal. The members in the group also focus a lot on themselves because they are not involved in the planning of their goals.

Teamwork has also become increasingly acknowledged as an essential skill for employees in companies either small or large. Nowadays increasingly global economy places a premium on teamwork in the work setting. Teamwork has become so valued that many large corporations have developed specific tests to measure potential employees' teamwork abilities. Many companies are even acknowledging this in their job titles by changing the designation of supervisors or managers to "team leader."

EXERCISE

Task 1

Distribute Belbin questionnaire together with the instructions sheet to the students for the self-assessment of the roles they may have in a team.

Instruction sheet: How to fill-in the questionnaire

1. The purpose of this questionnaire is to assist you in analyzing the role you may play when you work in a team. Be honest with yourself! Without spending too much time on the task, mark the answers to that situation which are true for you at present.
2. Seven situations appear below: sections A-G. After each of them, eight answers are given. You are asked to tick the answer(s) that better describe your behaviour under the circumstances provided at the beginning of the section. You can tick *maximum 3 answers* in each section (you can tick only one if this one is the only one describing your behaviour). Repeat this step for each of the seven sections A-G.
3. Come back to section A, and evaluate the relative importance (weight) of each of the ticked answers. You should distribute *10 points* (no more than 10!) for the answers that you ticked in a section.
4. For example, if you have ticked answers 1, 7 and 8 in section A, but you consider that answer 1 is your predominant behaviour you can give 5 points for answer 1, another 2 points for answer 7 and finally 3 points for answer 8 (in total: 10 points). If you have ticked only one answer in a section, it automatically receives 10 points.
5. Allocate 10 points for each of the seven sections A-G.
6. When you finished step 4, go to the page containing a summary table.
7. Transfer all the points you allocated under each section in the summary table. Identify your points in the summary table, item by item. The first row is dedicated for section A: considering the example above, you should write 5 in the cell 1___, then 2 in the cell 7___ and 3 in the cell 8___. In this step don't pay attention to the abbreviations from each column. Each line should have a total of 10.
8. After completing step 6, make the total for each of the columns. The highest score in the columns represents the role that better describes your behaviour in a team.

Belbin questionnaire

SECTION A

When I am involved in a group project:

- a. _____ I can be relied upon to see that all essential work is organized.
- b. _____ My general vigilance prevents careless mistakes and omissions being made.
- c. _____ I am ready to press for action to make sure that we do not waste time or lose sight of the main objective.
- d. _____ I can be counted on to contribute something original.
- e. _____ I am able to objectively analyze other ideas, both good and bad ones.
- f. _____ I am keen to look for the latest in new ideas and development.
- g. _____ I have an aptitude for organizing people.
- h. _____ I am always ready to back a good suggestion in the common interest.

SECTION B

I gain satisfaction in a group task because:

1. _____ I like to have a strong influence on decisions.
2. _____ I feel in my element where I can give a task my full attention.
3. _____ I like to feel I am fostering a good working relationship.
4. _____ I enjoy analyzing situations and weighing up all the possible choices.
5. _____ I like to find a field that stretches my imagination.
6. _____ I can get people to agree on a necessary course of action.
7. _____ I am interested in finding practical solutions to problems.
8. _____ I can meet people who may have something new to offer.

SECTION C

When the team has to solve a complex problem:

1. _____ I usually keep an eye on the fields where difficulties might occur.
2. _____ Producing ideas with wider applications is one of my natural assets.
3. _____ I enjoy analyzing situations and weighing up all the possible choices.
4. _____ I am able to coordinate and make effective use of people's skills and capacities.
5. _____ I am always supporting a systematic approach despite possible pressures.
6. _____ I am able to contribute with a new approach for a long-term problem.
7. _____ I am not reluctant to challenge the views of others or to hold a minority view myself.
8. _____ I am always ready to help.

SECTION D

My characteristic approach to daily work in groups is that:

1. _____ I usually want to detect my unclear tasks and objectives
2. _____ I am always ready to express my point of view during the meetings.
3. _____ My ability rests in being able to work with different people whenever I detect they have something of value to contribute to the group.
4. _____ I am keen to detect interesting ideas/people.
5. _____ I can usually find a line of argument to refute unsound propositions.
6. _____ I am able to find possible associations between elements where others cannot detect them.
7. _____ Being very busy produces me a real satisfaction.
8. _____ I have a strong interest in getting to know colleagues better.

SECTION E

If I am suddenly faced with a difficult task with limited time and unfamiliar people:

1. _____ My imagination is often frustrated due to my team work.
2. _____ I believe I have the abilities to reach the consensus.
3. _____ My feelings rarely interfere with my judgment.
4. _____ I am striving to build an effective structure.
5. _____ I am able to work with very different people, despite their personal skills or look.
6. _____ I am ready to face temporary unpopularity if it leads to worthwhile results in the end.
7. _____ I usually have good professional contacts.
8. _____ I feel that I have a natural sense of urgency.

SECTION F

When a sudden new project appears:

1. _____ I start searching possible ideas and perspectives.
2. _____ I am anxious to finalize in the best way my current tasks before starting the new project.
3. _____ I start studying the new project in a careful and analytical way.
4. _____ I am ready to take the lead in involving other people if necessary.
5. _____ I have an independent and innovative position related to most of the possible situations.
6. _____ I would be prepared to take a positive lead if I felt the group was making no progress.
7. _____ I have a positive reaction to all the initiatives of my colleagues.
8. _____ e) I find it difficult to get started unless goals are clear.

SECTION G

What I believe I can contribute to a work team or group:

1. _____ I have the capacity to design a good action plan to achieve a complex task.
2. _____ I might be perceived too analytical, but I usually get very close to achieve the task.
3. _____ A wide network of contacts is important for my work.
4. _____ I am apt to go into details.
5. _____ I am trying to influence the group meetings.
6. _____ I have a clear vision on good ideas and tools that might help the work.
7. _____ I believe my capacity for judgment can help to bring about the commonly agreed decisions.
8. _____ I have good relations with everybody and work hard for the team.

Summary scoring table

	SH	CO	PL	RI	ME	IMP	TW	CF
A	3	7	4	6	5	1	8	2
B	1	6	5	8	4	7	3	2
C	7	4	6	2	3	5	8	1
D	2	3	6	4	5	1	8	7
E	6	5	1	7	3	4	2	8
F	6	4	5	1	3	8	7	2
G	5	7	6	3	2	1	8	4
TOTAL								

At the end discuss the results. Advise the students are to repeat Belbin test after 1 year when they can be involved in another group or project. Results may be different.

Task 2: Group Survival Scenario Exercise “Lost at Sea”

With your private yacht slowly sinking after a fire of unknown origin, you are adrift in the South Pacific, “Lost at Sea,” approximately 1000 miles south-southwest from the nearest land. You have a serviceable rubber life raft with oars large enough for yourself and crew. You and crew together have 1 package of cigarettes, several books of matches and 5 one dollar bills. You all also have 15 additional items. The exercise problem to be solved is to rank these 15 additional items by considering their survival value.

Survival items to be ranked:

1. a sextant
2. a shaving mirror
3. a quantity of mosquito netting
4. a 5 gallon can of water
5. a case of army rations
6. maps of the Pacific Ocean
7. a floating seat cushion
8. a 2 gallon can of oil/petrol mixture
9. a small transistor radio
10. 20 square feet of Opaque plastic sheeting
11. shark repellent
12. one quart of 160 per cent proof rum
13. 15ft nylon rope
14. 2 boxes of chocolate bars
15. a fishing kit

Student’s tasks:

The class of students should be divided into groups of 4 and then given 10 minutes to individually score the items.

After this time, the team members should discuss and decide on the team’s priority list. A maximum of 20 minutes should be allocated for the section.

When the second phase is complete a pre-prepared answer sheet should be revealed and they should score their individual and teams answers.

A discussion should then take place where individuals should compare their individual score against the team looking at why the scores are different; what changed their minds, how were they influenced etc.

Then, the score of experts should be exposed and see if individual scores were closer to the experts opinion or the team scores were better.

The list of priority items given by the experts was the following:

- According to the experts (US Coastguard), the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and articles to aid survival until rescue arrives. Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for the requisite amount of time.
- Without signalling devices, there is almost no chance of being spotted and ultimately rescued. Furthermore, most rescues occur within the first 36 hours and a person can survive with only a minimum of food and water during that period.

The following table is the order of ranking the items in their importance to your survival:

Item number	Item description	Comments
1.	Shaving Mirror	Critical for signalling
2.	2 gallon can of oil/petrol mixture	Critical for signalling. The mixture will float on water and could be ignited with one of the £5 notes and a match
3.	5 gallon can of water	Necessary to replenish fluids lost through perspiration
4.	One case of army rations	Basic food intake
5.	20 square feet of opaque plastic	Can be utilized to collect rain water and provide shelter from the elements
6.	2 boxes of chocolate bars	Reserve food supply
7.	Fishing kit	Ranked lower than the chocolate as 'a bird in the hand is worth two in the bush'. There is no guarantee you will catch any fish
8.	15ft of nylon rope	Could be used to tie people or equipment together to prevent it being washed overboard
9.	Floating seat cushion	A life preserver if someone fell overboard
10.	Shark repellent	Enough said
11.	One quart of 160 per cent proof rum	Contains 80% alcohol, which is enough to be used as an antiseptic for any injuries, otherwise of little value – would cause dehydration if ingested
12.	Small transistor radio	Of no use without a transmitter. You would also be out of range of any radio station
13.	Maps of the Pacific Ocean	Worthless without navigation equipment. It does not matter where you are but where the rescuers are!
14.	Mosquito netting	There are NO mosquitoes in the midpacific ocean
15.	Sextant	Useless without the relevant tables and a chronometer

Pre-prepared answer sheets:

Objects	Stage I Individual order	Stage II Team order	Stage III Experts' order	Stage IV Difference between I-III	Stage V Difference between II-III
Sextant					
Shaving mirror					
Mosquito netting					
5 gallon can of water					
Army rations					
Maps of the Pacific Ocean					
Floating seat cushion					
2 gallon can of oil/petrol mixture					
Transistor radio					
20 square feet of Opaque plastic sheeting					
Shark repellent					
One quart of 160 per cent proof rum					
15ft nylon rope					
2 boxes of chocolate bars					
Fishing kit					
				Sum of column IV scores (do not take into account +/- signs)	Sum of column V scores (do not take into account +/- signs)

To evaluate your team performance, fill-in the last sheet:

Stage VI. <i>Individual mean score</i> (divide the Sum of column IV scores with 15)	
Stage VII. <i>Team mean score</i> (divide the Sum of column V scores with 15)	
Calculate the <i>GAIN</i> – compare VII and VI. If VII is smaller than VI, then the gain of the team is positive. If VII is higher than VI, then the team gain is negative, your individual thinking was better.	

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