

How to feed back a Belbin GetSet Team Role report

Belbin GetSet reports are designed to help young people understand their strengths and what they might have to offer at work or in a team. Each Belbin Team Role represents a distinct behavioural style contribution. Understanding these contributions – and playing to their strengths – helps people work more effectively.

The report is set in a workbook with key points and questions designed to provoke reflection and increase self-understanding. This exercise guides you through the pages of the workbook step-by-step, enabling you to feed back a GetSet report with confidence.

How you see yourself

The first two pages of the report present the results of the individual's GetSet Self-Perception Inventory (SPI) – the 15-20 minute questionnaire they answered about their own Team Role preferences.

Each graph in the report shows the individual's score for each Team Role in terms of percentiles – the individual's propensity towards that role, in relation to the rest of the population who have completed the GetSet SPI.

It's important not to become preoccupied with the numbers, but to focus on the top Team Roles (on the left), the least preferred role (on the right, this may have a score of zero) and the overall shape of the graph.

Does the individual show a strong propensity towards one or two roles (a graph with steep steps down)? In this case, the individual is likely to have clear preferences for certain behaviours and ways of working. Explain that this is likely to give them a clear lead on the sort of approach they like to take, and how to present their strengths to others. However, it's also worth noting that versatility is a useful attribute – it's important to be able to adopt different roles when the circumstances demand.

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If their contributions quite evenly-spread (a flat graph), ask if they see themselves as an all-rounder? Do they enjoy trying out different ways of doing things? On the other hand, a flat graph can indicate that no clear preferences emerged from their responses. It is worth exploring their experiences in completing the questionnaire. Did they feel unsure about how to respond and “hedge their bets”?

On the following page, the “What does this mean?” section relates to the top two Team Roles. Using this and the general descriptions on the “Team Role Summary” page, encourage the student to reflect on their strengths in the box entitled “How do you think you can best show your strengths?”. Can they identify themselves from the picture that emerges? Which activities and areas of work enable them to show their strengths? How does it feel when they are playing to those strengths?

Discuss the idea that playing to strengths results in positive reinforcement: more engagement in the task, greater accomplishment and greater recognition.

If the individual feels that the graph and statements do not reflect their styles adequately, it’s important to discuss why this might be.

Are there clear preferences? If not, explore reasons why. Did the student find the questionnaire difficult to complete or were they anxious about the results? Did their mood affect their responses, or were they thinking about their behaviour in one particular situation, rather than in general?

How others see you

These two pages represent the views of those the individual asked to complete peer feedback, or Belbin “Observer Assessments”.

Again, it’s more important to look at overall similarities and differences, rather than focus on scores or positions on the graph.

Are there any surprises? It’s important to note that the Team Roles shown here might be different to those the individual identified. It’s much more common to see these differences amongst young people rather than in a professional context, since young people have less experience of teamworking (especially in a professional context) and are more likely to try out different working styles early on in their career.

Tip: Appendix 1 at the back of the report gives a breakdown of individual Observer responses, so you can see whether Observers were broadly in agreement or not.

Looking at Appendix 2 in conjunction with the box “What do they all agree on?”, help the individual to build up a picture of how they are projecting themselves to others? Is this a view they wish to project? If so, how can they build on their strengths to project them even more clearly? If not, can they identify reasons why others might not see the same strengths they see in themselves?

If Observers agreed, make the point that sometimes others can see strengths that we ourselves cannot. Can the student think of times when they might have observed these behaviours?

If Observers didn’t agree, it’s worth exploring:

- Were the Observers were all from the same context? We recommend asking friends, rather than teachers or parents, for a more coherent result.
- Does the student feel s/he is able to adapt behaviour relatively easily?
- Do they like trying out different behavioural styles and ways of doing things?

The complete picture

These two pages of the report combine the Team Role views of the individual and their Observers. The combination isn't a straightforward average of the two – we analyse all the responses carefully and apply weightings, checks and balances to ensure the most accurate and meaningful results.

If the complete picture corresponds strongly with the individual's own view:

- Discuss the ways in which the individual is able to project his/her strengths and how effective these methods are.
- Look at the roles in the middle of the graph. Are any of these behaviours ones that the student would like to try out? Can s/he think of an opportunity to do that, when working in a team?

If you have any questions about any of the above, or if you'd just like to have a chat about how GetSet can help give us a call on +44 1223 264975 or email team@belbingetset.com The team look forward to hearing from you.