**PERSONAL TEAM
STYLE PROFILE**

PERSONAL TEAM STYLE PROFILE
TRAINER'S GUIDE

Introduction

You will find this questionnaire very easy to use. The only requirements needed by a trainer to run a session using the questionnaire are:

- 1. A knowledge and understanding of the principles of team building which is explained in this document.

- 2. The necessary sensitivity that a tutor needs in the everyday handling of such courses where observation, analysis and critiques are part of the course structure.

Before going into a recommended chronology for the use of the questionnaire, there are some general points which should be made about the use of this form of training aid.

Experimentation

Obviously you should complete a Personal Team Style Profile and then score it - strictly to the instructions! This will give you a feel for the questionnaire and an understanding of its mechanics.

Having completed the questionnaire in exactly the same way as a trainee will, you will find it useful to read through it again - alongside the chronology which follows.

When interpreting your score, remember to read ALL the different types of profile. The explanatory paragraph is fairly brief for each profile. You will find it useful to read through all of them in order to prepare the input session where necessary.

Timing

Within a course of 12-15 trainees, you may find a difference of five minutes or more between the quickest and slowest at completing the questionnaire. Sometimes it is necessary to have the trainees complete it during the course time, but when it is possible two other methods can be better:

- 1. The questionnaire can be sent out as pre-work with the course joining instructions so that all course members arrive with it completed.

- 2. The PTSP can be given out on the course itself - but as homework. This proves to be the most reliable method but its disadvantage is that it eliminates the first day of the course for the session.

Trainers Chronology for the use of the PTSP.
This is a step-by-step guide to using the PTSP. Any deviation from this order will reduce the effectiveness of the questionnaire.

1. Completion

- Ensure that the course members complete the questionnaire. As already mentioned this can be done either in course time, as pre-work or as homework during a course evening.

- Briefing the trainees on how to complete the questionnaire should be done verbally where possible. When this is not possible the written instructions can be followed.

- In either case it is worth emphasising that the seal must not be broken before being instructed to do so.

2. Theory Input

- When everyone has completed the questionnaire, you will conduct a session explaining the theory against which it is going to be scored.

- If the PTSP is being used as a 'follow-up' or with people who have previous knowledge of the team building model, then a brief recap session should be used.

3. The Scoring Process

- At the end of the 'Input' session you can now instruct the trainees to break open the seal on their questionnaire - and open up the back cover. The instructions for scoring are written on the questionnaire. Most trainees prefer to have these instructions verbally. It is as well to monitor this scoring process by walking around the training room. While some trainees will finish the mathematics or scoring faster than others, the time difference does not matter at this stage. Once everybody has finished you can interpret the scores.

4. Interpreting the Scores

- You will need to have prepared a short input session giving guidelines on how to interpret the scores. You will find a brief paragraph describing some classic profiles on the inside back cover of the questionnaire. Interpreting these profiles will not be difficult for the experienced management development tutor and the composition of this input session should obviously be done in your own style.

5. Conclusion

- With a course of up to 10 trainees there should follow a general discussion in plenary. If the course is large enough, then there should be group discussions. Where possible these groups should be made up from people who know each other and can therefore comment on the accuracy of each individual score.

- N.B. The profile obtained by each person should be regarded as private. It is certainly personal to the trainee who has completed the questionnaire. Experience suggests that if you ever have a trainee refuse to discuss his profile, it is because he agrees with it, but does not like it too much. Do not force the issue. The person has almost certainly learned from the experience.

Understanding Team Role Styles

The Personal Team Style Profile is based on the work of William Moulton Marston who was an American psychologist. In 1928 he published Emotions of Normal People which established the DISC Theory that is popularly used in many psychometric profiles today. Marston said people's behaviour was aligned along two axes, focusing on being either passive or active. This depends on the individual's perception of his or her environment of being either favourable or antagonistic. When the axes are placed at right angles, they form four quadrants which each represent a behavioural pattern.

Dominance Involving control, power and assertiveness and has the drive to accomplish tasks in the face of opposition or antagonism.	Influence Involving social situations and communication and is able to influence others to react positively.
Conscientiousness Involving structure and organisation and complies with high work standards to avoid trouble or error.	Steadiness Involving patience, persistence, thoughtfulness and is suitable for performing routine or repetitive work.

Importance of Team Balance

The importance of the team has been established in the work of Professor John Adair, the first professor of leadership in the world. When he was a lecturer of military history at Sandhurst Military Academy, he was asked to try and create the ideal list of qualities required to be a good leader. To do this he studied groups of soldiers in action and rather than finding qualities he discovered that every work group he observed each had three areas of need in common. First was the need to achieve a task, secondly the need to work well as a team and thirdly the need to be recognised as an individual within the team. He concluded that it was not the qualities that a leader possessed were important, but the actions he/she took to achieve the task, build the team and develop the individual. This initial work led to Adair's development of Action Centred Leadership where the good leader recognises task, team and individual as three areas of need.

The Personal Leadership Profile helps an individual to understand his/her leadership skill in relation to Action Centred Leadership. The Personal Team Style Profile aids a further understanding of the team and individual needs.

The benefit of the Personal Team Style Profile is that it establishes the style of a team member and helps a leader to understand the balance of a team as well as the needs of each individual. When a team is being formed, it is advisable to employ a variety of team styles to ensure a balanced team profile. Successful sports teams make sure that the right person is playing the correct position. Too many forwards in a football team will create gaps in the defence. In the work situation the same principle applies. Too many of one style will create

gaps in other areas of the team. For example, it is useful to have someone in the team with a DC Creative style but it has to be balanced with a SDC Evaluator/Perfectionist who searches for oversights and errors but also wants to achieve things on time or SIC Trainer/Adviser who likes to turn ideas into actions. But if you have too many people coming up with ideas without anyone to evaluate them or ensure they are put into action, then nothing will be achieved. On the other hand, it is useful to know an individual's style so that they are not delegated the wrong job. The DS Investigator prefers to work alone and would not be happy doing the job of I Promoter who likes to be out and about making contacts.

The ideal team will have a balance of all these team styles. However, in the real world most teams do not have a complete set of roles. It is important to recognise where the gaps are and try to ensure someone fulfils the role. Sometimes people have to fulfil that role even though it is out of character.

A useful exercise on a course is to get course members to work together on a project, and then afterwards, analyse whether the team makeup had any affect on the outcome of the task.

References:

1. Emotions of Normal People, William Moulton Marston, 1989 Thomas Lyster Ltd

2. Effective Leadership, John Adair, 1993 Gower Publishing

3. Effective Teambuilding, John Adair, 1993 Gower Publishing