



Feedback Explorer Report

# Managing Team Roles Indicator™

Version 1

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# introduction

When people work well together, there is little that can give greater satisfaction. But when they work badly together, there is little that is more dispiriting. Wherever you and your team or colleagues are on this continuum, this report is designed to help you take steps that can lead to greater satisfaction, efficiency, productivity and impact.

The Managing Team Roles Indicator (MTR-i) is a questionnaire which attempts to discover what you feel you personally contribute to a particular group or team (the group or team which you focused on when completing the questionnaire). The results of the questionnaire, as described in the following pages, are expressed in terms of those particular roles where you feel you contribute most when working with this group or team.

The fact that you may prefer particular roles when working with this group does not however mean that you are unable to make other kinds of contributions, perhaps in different types of situations. In principle, we can all adopt different kinds of roles if we are inclined to do so. However, in practice, most people tend to restrict themselves to particular roles and these are determined more by our own particular personality style and preferences rather than what the situation at hand might actually require of us.

This report will help to bring your own contributions into focus. And if other members of your team are also able to focus on their own contributions, this can help you all to understand your strengths and weaknesses, which is a necessary precursor to better collaboration, highlighting what you each need to keep doing and what you each need to change.

There are eight contributions or 'roles' identified in this report. They are presented as a hierarchy from highest to lowest, corresponding to what you believe are your most important contributions. One of the first things to do with the results is to see whether they make sense to you. Then it is useful to check how others see you because sometimes what we believe about ourselves is not confirmed by how others see us. This report will then provide you with some ideas of how to proceed with a process for increasing awareness and collaboration.

Remember the behaviours that are identified in this report are based on your answers to the indicator and represent your perception of yourself.

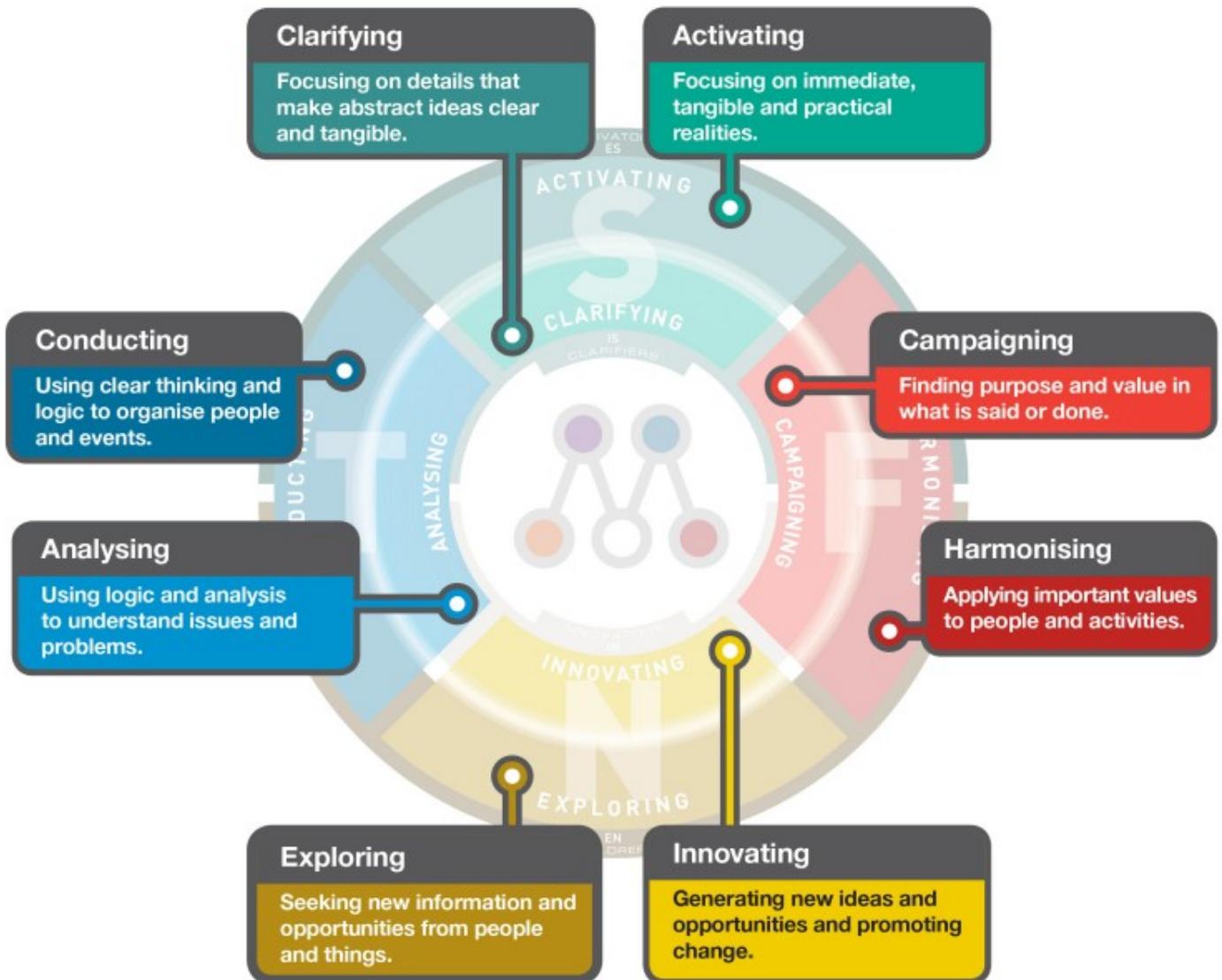
Remember that the roles you play will depend on both the situation and your underlying personality. This report cannot identify how appropriately you adapt your style to meet the demands of different situations.

# what's in this report



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# The eight team roles



The Type Mapping system describes eight key ways in which people make their contributions. These are referred to as the eight 'team roles' and are illustrated in the diagram above.

The Managing Team Roles Indicator questionnaire asked you to think about the team or teams which you currently work with and to consider which activities or processes you normally give most of your attention to. Your responses to the questionnaire will help you to see which of these eight roles you appear to value most.

Although you may have already developed a preference for particular roles, the theory which underlies Type Mapping recognises that each person has the capacity to take on different roles according to the circumstances. For example a competitive athlete may adopt a quite different style of interaction when with his or her own children than when they are competing with other athletes.

Adapting to different circumstances is easier if people are more aware of what they do and why they do it and your questionnaires results presented later in this report will help you to become aware of which roles appear currently to be your preferred ones. Firstly though, the eight roles will be described in detail.

### **Clarifying**

Focusing on details that make abstract ideas clear and tangible

Clarifying involves listening and asking the right questions so that general ideas become clearer and more detailed. It converts vague and abstract concepts into clear and understandable steps. By putting detail around targets and goals, it enables the building of a clearer pathway to the achievement of those goals. Clarifying means valuing previous experience and creating a bridge between the old and the new.

### **Analysing**

Using logic and analysis to understand issues and problems

Analysing involves using logic to provide explanations of how and why things happen. It takes complex issues and seeks to understand them at a more fundamental level. This analysis takes the form of formulating hypotheses, providing explanations and gathering evidence to assess those explanations. Analysing produces theoretical models that replicate how the world works. These may sometimes have a penetrating simplicity but can also be highly convoluted and complex.

### **Innovating**

Generating new ideas and opportunities and promoting change

Innovating involves using the imagination to create new and different ideas and perspectives. The stimulation can come from a deep intuition or from observing what is happening in the world. This is then considered from a number of different perspectives which can lead to new ideas and insights. Innovating often produces radical solutions to problems based on a different understanding of the current issues and views which can create a new and different longer-term vision.

### **Campaigning**

Finding purpose and value in what is said or done

Campaigning involves making sure that what is done has purpose and meaning. It identifies what is important and brings a sense of priority that is derived from strong personal values and convictions. The emphasis is on ideas and thoughts that have inherent value and significance. Campaigning often builds people's commitment and motivation but it also creates the 'rule book' that can help people make decisions and guide their actions.

### **Harmonising**

Applying important values to people and activities

Harmonising involves trying to create harmony in the world around you by building rapport with people, creating a positive team atmosphere, looking after people's welfare, motivating people and/or providing a service to the satisfaction of others. This role involves valuing people's contributions, seeking to develop the role that others play and investing a lot of effort in building positive relationships. Harmonising is an attempt to overcome differences of opinion and find ways in which people can agree.

### **Exploring**

Seeking new information and opportunities from people and things

Exploring involves finding new and better ways of doing things. This means keeping the antennae open with the aim of uncovering hidden potential in people, things or situations. It involves breaking new ground by looking one step beyond the current situation and pursuing unexplored avenues, until all the possibilities have been exhausted. Exploring often challenges the status quo by experimenting to see if the situation can be improved or new potential uncovered.

### **Conducting**

Using clear thinking and logic to organise people and events

Conducting involves creating a logical structure for what needs to be done. Its focus is on creating plans so that things are more organised, systematic and ready for implementation but it also helps to set the milestones that enable progress to be monitored and followed through. Conducting contributes by defining roles and responsibilities and ensuring that the appropriate skills and resources are available to undertake the work assigned.

### **Activating**

Focusing on immediate, tangible and practical realities

Activating involves bringing things to fruition by getting things done, and getting them done now! This means being action-oriented and dealing with whatever tasks the current situation presents – which often spurs others into action as well. Activating means being very pragmatic and utilising tools or processes that already exist in order to reduce inefficiency and avoid re-inventing the wheel.



# before looking at your results

For each of the eight team-roles set out below, write down in the boxes one or more examples of things you often do when working with your team which fit under that particular heading. You can check back to the definitions on the previous pages to see what each heading means. Don't worry if you can't think of any examples for some of the roles.

**Clarifying**

**Analysing**

**Innovating**

**Campaigning**

**Harmonising**

**Exploring**

**Conducting**

**Activating**

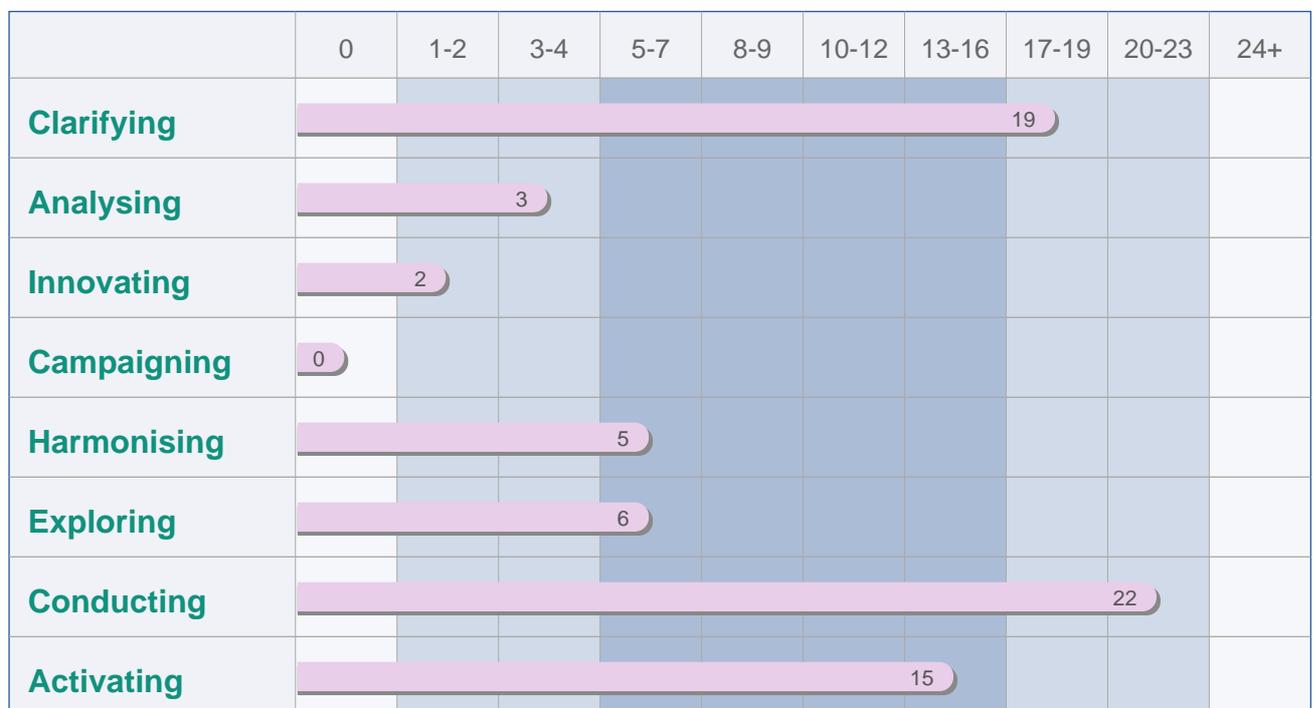
Now take a look at what you have written in the boxes above. Which of those things do you think your colleagues in your team value most highly from you?

Is there anything you have written down above which you feel your colleagues should appreciate you more for? And is there any role above where you think they would expect more of you than you currently offer them?

# a graphical summary of your results



The graph below shows your numerical results from the MTR-i questionnaire. The bars in the chart indicate how many points you allocated to each of the roles. The roles with the most points (longest bars) are those which you tend to see yourself fulfilling most when working with your team.



Your most highly ranked role was Conducting. This suggests that within the context of this particular team, you see your main contribution as being to introduce organisation into the way things are done.

Remember however that this may not be the only contribution you make to this team. You can see from the chart above the other contributions you may also make. Bear in mind also that the fact that you prefer to make a particular type of contribution to the team does not necessarily mean that you make it in an appropriate or skilful way. It is not possible to determine this from the MTR-i questionnaire alone.

Your three most highly ranked roles will now be described in detail in the following pages.



# conducting

When Conducting you are trying to introduce order and structure to the way things are done. You like to establish plans and milestones which are well thought through and have a clear and logical foundation. This means that your decisions in any task or situation tend to be guided by your perception of what is correct and logical.

When you are effective in this role, your Conducting approach creates an implementation strategy that may be essential for eventual success. You tend to focus on the overall plan, define the critical path, clarify the timescales and identify the resources that may be needed along the way. You like to establish people's roles and responsibilities and you can appear to take charge when these things are not in place – all of which can gain you a reputation for clear thinking and good organisation.

The Conducting role not only makes work and activities more systematic but it also creates a business-like approach to relationships. Indeed, friendships with others are more likely to be based on mutual respect stemming from an appreciation of each other's competence. This means that relationships that develop from this approach become more professional and business-like rather than 'warm and fuzzy' as some others might prefer.

Conducting is most effective when logistics are complicated and there is a need to organise both ideas and activities in a clear and logical way to achieve greater efficiency and effectiveness. Conducting is less effective where there is a need for constant improvisation and where being more expedient could be acceptable. People who find Conducting is their natural style love to take charge and can feel compromised when things are only 'acceptable' rather than fully 'correct and justifiable'.

A Conducting style can be hugely beneficial by creating coherence where there is chaos and focusing energy in the right direction without unnecessary duplication of effort or letting milestones slip by. However not all situations require a high level of organisation: a more relaxed approach can allow the emergence of the unusual and the creative – things that often happen outside of formal systems and processes.



When Clarifying, you are seeking to identify relevant information that helps to establish a better understanding of the situation. You focus on practicalities and details using your experience and perspective to guide you – until you have properly understood the what, where, how and when. Your contribution can help to ground people in terms of realities and practicalities by focusing on the here-and-now.

When you are effective in the Clarifying role, your contribution should help a team to achieve a clearer picture of what is involved, what you are all aiming for and what needs to be done. You help people take notice of information that is in danger of being overlooked and you help them link it to what is already known and understood.

This Clarifying role not only helps focus on the present but also helps clarify goals and processes. Clarifying questions are sometimes interpreted as a resistance to change since some people consider questions to be objections. However, if the questioning is done well, it can ensure that any changes are based on the clearest possible understanding of what is required. Once such understanding is achieved, the Clarifying role becomes the one that encourages conscientious monitoring of progress towards implementation based on a good understanding of what must be done and by when.

Clarifying is most effective when it identifies neglected details and draws links between different bits of information – and then relates it to the individual's or the team's experience. People who find this role natural become the gatekeepers to an organisation's wealth of experience – either their own experience or other people's. This helps prevent any 're-invention of the wheel' by reducing the loss of information and highlighting the value of previous experience. In turn, this can bring a sense of continuity which is in danger of being lost in today's fast-paced and changing world.

A Clarifying style will be particularly useful when a discussion becomes rambling and the team is going from one tangent to another. But this is precisely when you may find things most frustrating – perhaps making you disengage or even withdraw!



# activating

When Activating, you are trying to bring things to fruition: in other words, getting things done and getting them done now! This makes you very action-oriented, tending to take an immediate view of the situation, seeing what needs to be done and getting on with it. This means that you focus on delivering results, especially in situations where time is of the essence.

When you are effective in this role, your Activating approach injects a sense of urgency which can spur people into action and ensure that progress is made. You make achieving the task the main priority. You deal with the here-and-now and are willing to utilise whatever tools and resources you have at your disposal. This involves a very 'can-do' attitude and a clear focus on goals and delivery.

The Activating role involves not only getting things going but also valuing previous experience and knowledge and not feeling the need always to reinvent the wheel. People who use this role can therefore be very pragmatic and will happily propose tried and tested solutions that are known to work. Experimentation with innovative approaches can be given short shrift unless those approaches can be justified and shown to work better than existing approaches.

Activating is most effective when things are urgent and there are tangible products and clear goals which benefit from prior experience or when people are spending too much time on background activities. Activating can help focus attention on the immediate tasks. Activating is less effective when there is ambiguity about the solutions or processes or when the goal cannot be clearly visualised from the outset.

People who find Activating is their natural style may become frustrated if they are asked to do things that are unclear or where they are not given the freedom to address issues as and when they arise.



# a narrative summary of your results

Your main focus in your current role is introducing organisation into the way things are done. You use processes and systems to organise the world around you.

You are making a secondary contribution to the team in the areas of

- introducing change to uncover new potential and improve how things are done.
- taking action on immediate needs, to get things done and deal with today's issues.
- Improving the clarity of information, to identify clear goals and have clear communication between team members.

You are also tending to notice, though perhaps not influencing,

- relationships and harmony in the team.
- others' perspectives and radical ideas.
- explanations that others provide of how things work.

You are not paying a lot of conscious attention to the most important values and beliefs. As a result, you may be trying to do too much, and not focusing on what is most important.

The behavioural style you are currently using often works best in environments where success depends upon order and efficiency, whether it is in organisation and planning or in the following or enforcement of procedures and rules. Such situations need to be tackled dispassionately, in an orderly and structured way.

The behavioural style you are currently using may not always be effective in situations where you should be focusing your attention on particular causes or building team identity.



# thinking more about your results

Having read your results in the previous section there are likely to be some areas that you agree with wholeheartedly but others where you are less sure. This is not unusual and is captured in a model called the ‘Johari Window’ which suggests that there are things we know about ourselves and other things which we don’t know. Similarly there are things other people know about us and things which they don’t know. This idea can be summarised as four window panes as follows:

	What I know about myself	What I don’t know about myself
What others know about me	<p><b>The PUBLIC ARENA</b></p> <p>This is what you and others recognise and agree about. Misperceptions and misunderstandings can be the source of frustration and conflict and so bringing more of your thoughts and feelings into the PUBLIC arena can be helpful.</p>	<p><b>The BLIND SPOT</b></p> <p>This is what you do not recognise but others around you do. Although perception is in the eye of the beholder, there are often important things to be learnt from how others see you, especially when their perceptions are different to your own. Understanding your blind spots can help you recognise unintentional sources of conflict.</p>
What others don’t know about me	<p><b>The HIDDEN ARENA</b></p> <p>This is what you choose to keep private – some of which is quite appropriate. However, the less people know about you, the more they will invent and this can be a source of misunderstanding leading to a lack of cooperation and conflict.</p>	<p><b>The UNKNOWN DEPTHS</b></p> <p>This is the part of yourself yet to be discovered. There are many things you have not yet experienced and which may reveal parts of your character that are unknown to you or others and which are yet to emerge.</p>

# Understanding your MTR-i results in the context of the Johari Window

To get the most benefit from your MTR-i results it is useful to check your own perceptions with those of your colleagues. A process for doing this is presented in the next section entitled 'A team exercise to enhance collaboration'. Once you have obtained your colleagues' perceptions you can use this information to decide which of your behaviours fall into each of the four panes of the Johari window on the previous page. To guide you in this process consider:

- If your colleagues agree with your highest team roles then this places them in the Public Arena.
- If they do not agree, then decide whether this means that they are in the Hidden Arena (they do not recognise what you really do) or that they are in the Blind Spot (you have an unrealistic perception of what your contribution really is).

Some ideas for how your roles may be working in this team are as follows:

## The Public Arena and Hidden Arena

These areas of the Johari window relate to those things which you know about yourself: i.e. things that you are 'conscious' of.

Your results suggest that your conscious behaviours in this team are oriented towards organising the world around you in a logical and structured fashion. You establish plans, identify appropriate procedures and implement them. You may also be trying to ensure that roles and responsibilities are properly defined and that resources are available to undertake the work assigned.

## The Blind Spot

This area of the Johari window relates to those things you probably do not know about yourself (i.e. things you are 'unconscious' of) but which others may be aware of.

You might not be paying attention to your own beliefs and convictions, or determining what is important for the team. As a result, you may be trying to do too much - to do everything - and not concentrating your efforts on just those things that are important.

This may be in the Johari window 'blind spot' for your behaviour in this team. So, although you may not recognise it in yourself, it may be how some other people currently perceive you, in this context.

The exercise on the following pages will help you to gain feedback from your colleagues about how they perceive your contribution to the team and may help you

understand more about which of your behaviours fall into each pane of the Johari window.



# a team feedback exercise

It is often the case that difficulties which people have in working with each other stem from a lack of understanding of each others' strengths and limitations. As a general principle therefore, the more a group of people know about each other, the better they are likely to work together.

In terms of the Johari window discussed in the previous pages, what this means is that collaboration between members of a team can be enhanced if they each try to ensure that as many of their individual attributes and potentialities fall into the Public Arena part of the Johari window. To put this differently, it will help the team if

- (a) each member of the team is fully aware of his / her own strengths and potential contributions
- (b) each member of the team is fully aware of the strengths and potential contributions of each of the other members of the team.

An exercise which can help to achieve this objective is provided on the following pages. Part 1 of the exercise involves each member of your team rating each of the other members on each of the eight team roles. In Part 2 of the exercise, each team member then collates the scores on the eight team roles which they received from the other members.

The instructions are provided on the following two pages and each team member who agrees to participate will need a copy of these two pages. Preferably, each person should have taken the MTR-i questionnaire and have available a copy of their report, although this is not absolutely necessary.

If the team are not participating, then you can get this feedback by asking team members individually about how they see your contribution.

# Exercise Part 1

- Write the initials of the other members of your team in the grey boxes at the top of the table below.
- For each team role and colleague, give the colleague a score from 1 to 5 indicating how much you see them exhibiting that team role. A score of 1 indicates 'very little' and a score of 5 indicates 'a great deal'.

My view of other team members	Team members' initials							
<p><b>Clarifying</b> involves listening and asking the right questions so that general ideas become clearer and more detailed. It converts vague and abstract concepts into clear and understandable steps. By putting detail around targets and goals, it enables the building of a clearer pathway to the achievement of those goals. Clarifying means valuing previous experience and creating a bridge between the old and the new.</p>								
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(Continued overleaf . . .)

My view of other team members	Team members' initials							
<p><b>Harmonising</b> involves trying to create harmony in the world around you by building rapport with people, creating a positive team atmosphere, looking after people's welfare, motivating people and/or providing a service to the satisfaction of others. This role involves valuing people's contributions, seeking to develop the role that others play and investing a lot of effort in building positive relationships. Harmonising is an attempt to overcome differences of opinion and find ways in which people can agree.</p>								
<p><b>Exploring</b> involves finding new and better ways of doing things. This means keeping the antennae open with the aim of uncovering hidden potential in people, things or situations. It involves breaking new ground by looking one step beyond the current situation and pursuing unexplored avenues, until all the possibilities have been exhausted. Exploring often challenges the status quo by experimenting to see if the situation can be improved or new potential uncovered.</p>								
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## Exercise Part 2

- Write the initials of the other members of your team at the top of the table below.
- For each team member and for each of the team roles, enter the score they gave you when completing Part 1 of the exercise.
- Once you have completed the above, see the instructions beneath the table

Other team members' view of me	Team members' initials								Total	Rank	My MTR-i rank
Clarifying											
Analysing											
Innovating											
Campaigning											
Harmonising											
Exploring											
Conducting											
Activating											

Now complete the last three columns of the table as follows:

- For each row, find the total of the scores for each of the 8 roles and enter this in the Total column.
- Then rank the total scores. For example if the total for Clarifying was the highest, then enter the number 1 (for Rank 1) in the Rank column for Clarifying and then similarly enter the ranks for the remaining roles.
- Finally, in the final column, enter the rank for each role which is shown in the chart showing your MTR-i results on Page 7 of this report. (Any team member who has not completed the MTR-i can skip this step.)
- Look at the scores your colleagues gave you on each of the team roles. Are the scores fairly consistent for any given team role or do they vary a lot? If they vary, that means that your colleagues differ in their opinion of you in respect of that team role.
- Now compare the last two columns. Are the two sets of rankings similar or different? If they are very different, this suggests that your own perception of your contributions to the team differs to your colleagues' perception of your contributions. Perhaps contributions you feel are important are less important from their perspective or, conversely, contributions which you feel are less important are viewed by them more positively. These are issues which you might want to talk about with your colleagues.



# final remarks

We hope that you have found this report useful. It should act as a mirror – reflecting back some of the implications that arise from the way you answered the questionnaire and then collecting the views of others in your team in order to check/challenge your own views. It can be useful to spend some time capturing the learnings from this process and some prompts for doing this are given below.

## Reflections and learnings from this report:

1. What is the most useful contribution you now think you bring to this group or team?
2. What could you do more of that would be helpful?
3. What do you do that is not always useful or helpful?
4. What could you do differently?
5. How could you help others to contribute more or more usefully?
6. In summary, what do you think you have learnt?

You may also like to consider how much your behaviour is a reaction to your current circumstances and how much it reflects your underlying personality preferences. If this is a useful avenue for further reflection then you may like to complete the Type Dynamics Indicator (TDI) which helps to identify your fundamental personality preferences. Since we all make different contributions in different circumstances the TDI can help you to better understand the difference between feeling stretched and stimulated versus feeling pressured and stressed.

If you would like to do this, we suggest that you discuss with your facilitator – the person who introduced you to the MTR-i. If you would like more information then please contact [teamfocus@teamfocus.co.uk](mailto:teamfocus@teamfocus.co.uk)

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