ASSESSMENT OF BEHAVIOR OF MEDICAL STUDENTS WHEN WORKING IN A TEAM.

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Abstract:

Objectives:
1– To assess behavior of medical students when working in a team.
2– To identify behavioral strengths and weaknesses among them.

Study design: Cross sectional study.

Place and duration of study: Muhammad Medical College Mirpurkhas September 2014

Methodology: Study was conducted among 50 students of MMC using Belbin self perception inventory questionnaires. At the end of questionnaire data of each student were self analyzed

Results: In our study we have found that most common role in our students was **complete finishers** who ensure details thoroughly and are timely task achievers with a weakness of getting doubtful and worried. 2nd most common role was found to be **Implementers** who are learners and organizers but with major weakness that they want others to value their perspectives. 3rd common role was **Shapers,** who are challenging, dynamic but a weakness of getting frustrated and offended when their work is not recognized. 4th common role was **Resource investigator** who are opportunity explorers, develop contacts and enthusiastic but with a weakness of losing interest soon, 5th common role was **Monitors evaluator** who analyses situations accordingly but they are somewhat strategic and judgmental. 6th role was **Plant** who is imaginative; creative with a weakness of being pre occupied which affects communication. 7th role was **Co ordinates** that delegates effectively but remains unsatisfied with their own contributions. 8th role was found to be **Team workers** who lack communication and cooperation ability. 9th role was **Specialist** who is dedicated and self started and ready to provide knowledge regarding their specialized skills.

Conclusion: In our study we have found that majority of our students are Action oriented or task performers, intermediate number of students are people oriented or communicators and very few ones are thought oriented or thinkers.

key words: Assessment of behavior, working in a team, behavior.

Introduction:
Process of creating an effective team is called team building. Belbin divided the questionnaire into 9 sections. On the basis of these, he discovered 9 roles, predicting contributions and weaknesses of each. He further grouped these 9 team roles into categories predicting those who were action oriented (task performers); peoples oriented (communicators) and thought oriented (thinkers). Belbin devised a questionnaire to identify people's behavioral strengths and weaknesses at the work place.

Methodology:
Study was conducted among 50 students of MMC using Belbin self perception inventory questionnaires. At the end of questionnaire data of each student were self analyzed and assembled highlighting specific "individual's strength" and "weakness". Study was approved by the Hospital research and ethics committee of Muhammad medical college (serial number).

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Results:
The Belbin Self-Perception Inventory (SPI) is a behaviour , based question naira. There sponses, via the SPI, are analysed by the Belbin Team Role system Inter place. This produces feed back in both scripted and graphical form.

Please spend about 15-20 minutes completing the Belbin SPI. Please note that there are no rights or wrong answers; try to respond on the basis of which you are, not who you would like to be. Work at your own pace, taking care not to over-analyses your responses.

The Belbin SPI consists of eights actions and each section contains 10 statements. Within each section, you have to allocate appoints to the statements based on how you feel they apply to you; the sum total of points for these action must be 10.

For example, if you think that one statement applies strongly and two others apply just a little, you might distribute the points as 6 for "strongly applies" and 2 each for the other two statements. Or if two statements apply equally strongly you might allocate 5 points to each. Alternatively you could give all 10 points to one statement, or allocate one point to each of the 10 statements. However, try to avoid over-liberal use of the see extremes! Please allocate whole numbers only no fractions or decimals.

I	I believe I can make positive contributions to a team because:
1.0	I am quick to see and take advantage of new opportunities.
1.1	I am seen as a natural team player.
1.2	I am happy to take on varied work as and when the team requires.
1.3	I can think later ally to solve problems.
1.4	I am good at identifying and using the potentially fellow team members.
1.5	I am keen to improve things by focusing on the details.
1.6	I am enthusiastic about applying my training and expertise.
1.7	I am ready to speak out in the interests of making the right things happen.
1.8	I ensure that my work is delivered on time.
1.9	I can offer reasoned and balanced judgments of different courses of action.
II	I sometimes encounter difficulties in team work because:
2.0	I can be reluctant for others to change things around, once work is underway.
2.1	I like to influence others, which can cause resentment.
2.2	I can become frustrated if my knowledge of a particular subject is not recognized.
2.3	It ends to lose momentum rapidly once my initial enthusiasm as passed.
2.4	I am inclined to under estimate the importance of my own contributions.
s2.5	It ends to be skeptical, which can d impendent hussies in the team.
2.6	It ends to lose my patience, which can create a tense atmosphere.
2.7	I am inclined to avoid discussions which may lead to conflict.
2.8	I can become distracted by my thoughts at the expense of the business in hand.
2.9	I am concerned to make sure things are done correctly, which can introduce delays.
III	When involved in work with other people:
3.0	I like to take responsibility for bringing the team to a consensus.

3.1	I verify all the details carefully to ensure that no damaging errors are made.
3.2	I will press for action and drive the team towards its objectives.
3.3	I come up with unexplored ideas for the team to develop.
3.4	I am able to offer support and understanding where it is most needed.
3.5	I look for chances to gain personal fulfillment from the work.
3.6	I am quick to discover and develop ideas which could be useful to the team.
3.7	I am keen to learn as much as I can and apply what I have learned.
3.8	I ensure that I remain objective and unbiased.
3.9	I will use structure and organization to achieve productivity.
IV	When approaching team work:
4.0	I am the first to notice and help when people are having problems within the team.
4.1	I can use what I have learned to help the team.
4.2	I have no fear in challenging the views of others.
4.3	I examined as from every angle to ensure that they are viable.
4.4	I focus on finding the best method for working effectively.
4.5	I think of imaginative solutions which haven't occurred to others.
4.6	I bring a touch of perfectionism to any work I undertake.
4.7	I am keen to establish contacts that will be useful to the team.
4.8	I maintain myself belief, regardless of what others are doing.
4.9	I ensure the team progresses by facilitating the decision-making process.

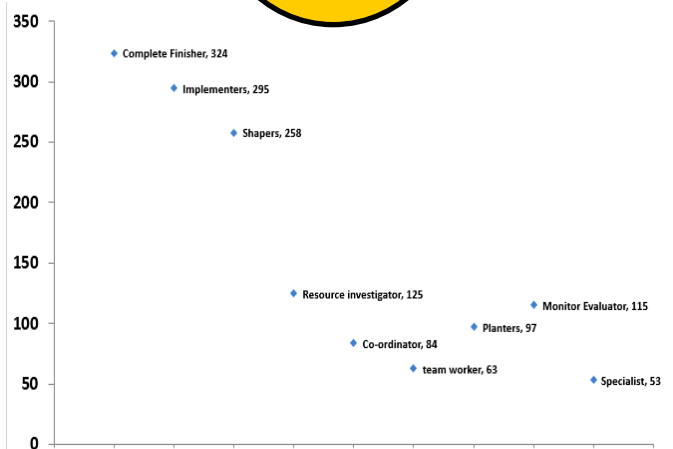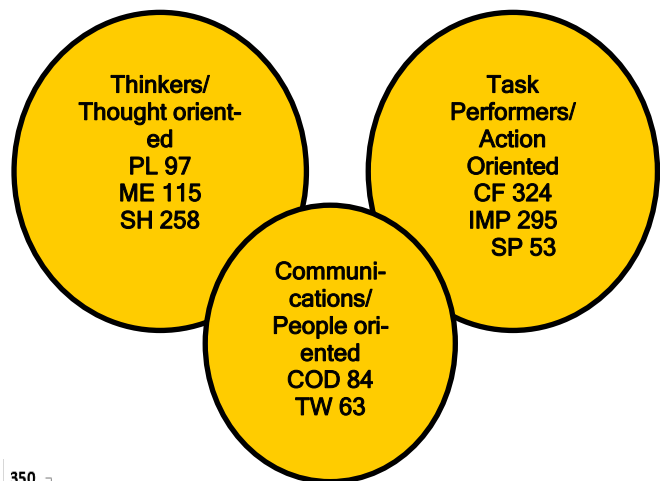| V	My characteristic approach to team work is that:
s5.0	I think logically and tend not to get carried away.
5.1	I work to get things done as efficiently as possible.
5.2	I am discreet and sensitive when handling difficult situations.
5.3	I thrive on working under pressure.
5.4	I am most interested when encountering new people and possibilities.
5.5	I make projects more manage able by working to clarify priorities.
5.6	I strive to achieve the highest possible standards when producing work.
5.7	I relish the opportunity to take an unconventional approach to problems.
5.8	I can see what I need to do and can set work for myself.
5.9	I believe there should be room for having a good time at work.
VI	When engaged in work with others:
6.0	I feel that other team members value what I have to say.
6.1	I am good at finding my own areas of work, independent of other team members.
6.2	I can start with a blank page and make something out of nothing.
6.3	I am willing to get on with a wide range of people and tasks.
6.4	I can identify and promote talent within the team.
6.5	I am good at checking things thoroughly, to avoid mistakes or omissions.
6.6	I ensure that the team uses facts and logic as a basis for decision-making.
6.7	I am prompt at getting on with whatever needs to be done.
6.8	I will spur the team on and drive it forward.
6.9	I explore and make the most of possibilities outside the team.
VII	If I have problems in a team, It could be because:

7.0	I can sometimes upset people when dealing with important issues.
7.1	I can be critical of others' ideas and solutions without suggesting alternatives.
7.2	I am so concerned to get things right that I can struggle to meet deadlines.
7.3	I can sometimes neglect to follow things up if a new project has caught my interest.
7.4	I am inclined to resist changes which upset the way things work.
7.5	I can get caught up in new ideas instead of considering what the team requires.
7.6	I tend to take a generalist view and can over look important details.
7.7	I feel that others often fail to appreciate what I do for the team.
7.8	I find it frustrating when others are dismissive of my expertise.
7.9	I tend to avoid decision-making in case it causes arguments.
VIII	I work well in a team because:
8.0	I place importance on attaining the highest levels of accuracy in my work.
8.1	I am at my best when working to a tight deadline.
8.2	I will always be true to myself, no matter what the situation.
8.3	I ensure that the team under stands and agrees upon priorities.
8.4	I analyses the situation to ensure the team has considered all possible implications.
8.5	I smooth over problems using discretion and understanding.
8.6	I do what is required rather than the work I would prefer to do.
8.7	I can provide information relating to my experience and expertise.
8.8	I can think laterally and move beyond obvious conclusions.
8.9	I can see the potential in new ideas and how to make the most of them.

You should answer the questions after some serious thought but avoids pending too long on any given section. There are eight sections in total. For each section distrib-

ute a total of *exactly* 10 points between the statements that you think most accurately describe your behaviour There are no rights or wrong answers. These points may be distributed between several sentences; in extreme cases they might be spread among all the sentences or 10 points maybe given to a single sentence. However try and avoid it her extreme. Do not allocate more than three statements with a maximum10, or your data cannot be analyzed. Please allocate whole numbers only no fractions or decimals. If you have no points to allocate to a statement, please leave the box blank.

Section I	Points	Section II	Points	Section III	Points	Section IV	Points	Section V	Points	Section VI	Points	Section VII	Points	Section VIII	Points
1.0		2.0		3.0		4.0		5.0		6.0		7.0		8.0	
1.1		2.1		3.1		4.1		5.1		6.1		7.1		8.1	
1.2		2.2		3.2		4.2		5.2		6.2		7.2		8.2	
1.3		2.3		3.3		4.3		5.3		6.3		7.3		8.3	
1.4		2.4		3.4		4.4		5.4		6.4		7.4		8.4	
1.5		2.5		3.5		4.5		5.5		6.5		7.5		8.5	
1.6		2.6		3.6		4.6		5.6		6.6		7.6		8.6	
1.7		2.7		3.7		4.7		5.7		6.7		7.7		8.7	
1.8		2.8		3.8		4.8		5.8		6.8		7.8		8.8	
1.9		2.9		3.9		4.9		5.9		6.9		7.9		8.9	
TOTAL		10		10		10		10		10		10		10		10	80

In our study we have found that most common role in our students was **complete finishers** who ensure details thoroughly and are timely task achievers with a weakness of getting doubtful and worried. 2nd most common role was found to be **Implementers** who are learners and organizers but with major weakness that they want others to value their perspectives. 3rd common role was **Shapers,** who are challenging, dynamic but a weakness of getting frustrated and offended when their work is not recognized. 4th common role was **Resource investigator** who are opportunity explorers, develop contacts and enthusiastic but with a weakness of losing intrest soon, 5th common role was **Monitors evaluator** who analyses situations accordingly but they are somewhat strategic and judgmental. 6th role was **Plant** who is imaginative; creative with a weakness of being pre occupied which affects communication. 7th role was **Co-ordinators** who delegates effectively but remains unsatisfied with their own contributions. 8th role was found to be **Team workers** who lacks communication and cooperation ability. 9th role was **Specialist** who is dedicated and self started and ready to provide knowledge regarding their specialized skills.

Thinkers/
Thought oriented
PL 97
ME 115
SH 258

Task
Performers/
Action
Oriented
CF 324
IMP 295
SP 53

Communications/
People oriented
COD 84
TW 63

♦ Complete Finisher, 324
♦ Implementers, 295
♦ Shapers, 258
♦ Resource investigator, 125
♦ Monitor Evaluator, 115
♦ Planters, 97
♦ Co-ordinator, 84
♦ team worker, 63
♦ Specialist, 53

ACTION ORIENTED (TASK PERFORMERS)	877
PEOPLE ORIENTED (COMMUNICATORS)	272
THOUGHT ORIENTED (THINKERS)	265

Discussion:

A similar study was conducted in RMIT University, Melbourne, Australia 2008-09, in which the most common role was found to be implementor.2nd most common roles were complete finishers and specialists. 3rd role was Co-ordinator.4th role was shaper. 5th role was monitor evaluator.6th role was plant and 7th was resource investigator. In comparison with this study, the top 3 roles which we found in our study were complete finishers, implementers and shapers.

Despite some negative criticism of the model we do not think it is justifiable to suggest that the "team role theory is itself flawed" (Brock and Rendell, 1996, p. 403). Even acknowledging an important limitation of the team role model, namely that Belbin did not report the theoretical foundations of his theory; its empirical formulation can be linked to a well-established role theory base. Neither is it reasonable to state that "Belbin's study of team performance is supported by anecdote alone" (Brock and Rendell, 1996,

p.403), as nine years of studying team building and effectiveness using standardized personality questionnaires and observational methodology constitute far more than just anecdotal evidence (see Dulewicz, 1995).Another area for future research concerns the putting into practice of organizational strategies by top management teams. As team role composition may relate to organizational structure (Jarzabkowski and Wilson, 2002) a further area of research concerns the assessment of team performance

It self. While objective criteria can be used for this purpose they represent only the outcomes of team functioning and they are not always available. A more general measure that assesses the state of team processes and team functioning would assist researchers seeking to explore this domain more widely.

Conclusion:

In our study we have found that majority of our students are Action oriented or task performers, intermediate number of students are people oriented or communicators and very few ones are thought oriented or thinkers.

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