

OKKI ANNEXES: Thumbnail sketches and Bibliography

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This section provides additional material for some of the Okki-map ideas.

If you wish to see how these methods of classifying behaviour and belief apply to you,
please look for the relevant link in the bibliography.

Many of the authors have produced questionnaires that you can follow.

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ANNEX: MYERS-BRIGGS PSYCHOLOGICAL TYPES - 1



Text taken from: Myers-Briggs *Type Indicator*. Consulting Psychologists Press. <http://www.cpp.com/products/mbti/index.asp>

The sixteen types are listed in alphabetical order. The colours of the letters correspond to their position on the Octaikon.

ENFJ

Responsive and responsible. Generally feel real concern for what others think or want and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular and sympathetic. Responsive to praise and criticism.

ENFP

Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.

ENTJ

Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrant.

ENTP

Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.

ANNEX : MYERS-BRIGGS PSYCHOLOGICAL TYPES - 2



Text taken from: Myers-Briggs *Type Indicator*. Consulting Psychologists Press. <http://www.cpp.com/products/mbti/index.asp>

ESFJ

Warm-hearted,
talkative,
popular,
conscientious,
born
co-operators,
active
committee members.
Need harmony
and may be
good
at creating it.
Always doing
something nice
for someone.
Work best
with
encouragement
and praise.
Main interest
is in things
that directly
and visibly
affect people's lives.

ESFP

Outgoing,
easygoing,
accepting,
friendly,
enjoy everything
and make things
more fun for others
by their enjoyment.
Like sports
and
making things happen.
Know what's going on
and join in eagerly.
Find remembering facts
easier than
mastering theories.
Are best in situations
that need
sound common sense
and
practical ability
with people
as well as
with things.

ESTJ

Practical,
realistic,
matter-of-fact,
with
a natural head
for business
or mechanics.
Not interested
in subjects
they see no use for,
but
can apply
themselves
when necessary.
Like to organize
and
run activities.
May make
good administrators,
especially
if they remember
to consider
other's feelings
and points of view.

ESTP

Good at
on-the-spot
problem solving.
Do not worry,
enjoy whatever
comes along.
Tend to like
mechanical things
and sports,
with friends
on the sides.
Adaptable,
tolerant,
generally conservative
in values.
Dislike
long explanations.
Are best
with real things
that can be
worked,
handled,
taken apart,
or put together.

ANNEX : MYERS-BRIGGS PSYCHOLOGICAL TYPES - 3



Text taken from: Myers-Briggs *Type Indicator*. Consulting Psychologists Press. <http://www.cpp.com/products/mbti/index.asp>

ISFJ

Quiet,
friendly,
responsible
and conscientious.
Work devotedly
to meet
their obligations.
Lend stability
to any project
or group.
Thorough,
painstaking,
accurate.
Their interests
are not usually
technical,
Can be patient
with
necessary details.
Loyal,
considerate,
Perceptive,
concerned with
how others feel.

ISFP

Retiring,
quietly friendly,
sensitive,
kind,
modest
about their abilities,
Shun disagreements,
do not force
their options
or values
on others.
Usually do not care
to lead
but are often
loyal followers.
Often relaxed about
getting things done,
because
they enjoy
the present moment
and do not want
to spoil it
by undue haste
or exertion.

ISTJ

Serious,
quiet,
earn success
by concentration
and thoroughness.
Practical,
orderly,
matter-of-fact,
logical,
realistic
and dependable.
See to it that
everything
is well organised.
Take responsibility.
Make up
their own mind
as to what
should be accomplished
and work toward it
steadily,
regardless of
protests
and distractions.

ISTP

Cool
onlookers -
quiet,
reserved,
observing
and
analyzing life
with
detached
curiosity
and
unexpected
flashes of
original humour.
Usually interested
in cause
and effect,
how and why
mechanical things
work,
and in
organizing facts
using
logical principles.

ANNEX : MYERS-BRIGGS PSYCHOLOGICAL TYPES - 4



Text taken from: Myers-Briggs *Type Indicator*. Consulting Psychologists Press. <http://www.cpp.com/products/mbti/index.asp>

INFJ

Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be humoured and followed for their clear convictions as to how best to serve the common good.

INFP

Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language and independent projects of their own, Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings

INTJ

Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent and determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.

INTP

Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.

ANNEX : MOTIVATIONAL GIFTS - 1



Text taken from: Fortune, Don and Katie. *Discover your God-given Gifts*. Chosen Books. 1989. 296pp.



PERCEIVER

MEETS SPIRITUAL NEEDS

*Declares the will of God,
and keeps us centred on spiritual principles.*

- Identifies good and evil quickly
- Sees everything as black or white
- Easily perceives character
- Encourages repentance to do good
- Believes trials help build character
- Has few or no close friendships
- Views Bible as basis for truth, belief
- Works boldly on spiritual principles
- Frank, outspoken, doesn't mince words
- Very persuasive in manner of speaking
- Grieves deeply over sins of others
- Eager to see own blind spots
- Desires God's plan worked in all cases
- Strongly promotes spiritual growth
- Is called to intercession
- Needs to verbalize/dramatize what seen
- Tends to be introspective
- Has strong opinions and convictions
- Has strict personal standards
- Strongly desires to be obedient to God

POSSIBLE WEAKNESSES:

- Tends to be judgmental and blunt
- Forgets to praise progress to goal
- Pushes others to mature spiritually
- Intolerant of others' opinions/views
- Struggles with self-image problems



RESEARCHER

MEETS MENTAL NEEDS

*Researches and teaches the Bible,
and keeps us studying and learning.*

- Presents truth in logical way
- Validates truth by checking facts
- Loves to study and do research
- Enjoys word studies
- Prefers biblical than life examples
- Upset if Bible used out of context
- Concerned that truth reigns always
- Is more objective than subjective
- Easily develops large vocabulary
- Emphasises facts/accuracy of words
- Checks source of others' knowledge
- Prefers teaching than evangelizing
- Feels Bible study is foundational
- Solves problems from Bible principles
- Is intellectually sharp
- Is self-disciplined
- Is emotionally self-controlled
- Has only select circle of friends
- Strong convictions based on facts
- Believes truth has power to change

POSSIBLE WEAKNESSES:

- Neglects practical uses of truth
- Slow to accept others viewpoints
- Tends to develop pride of intellect
- Tends to be legalistic and dogmatic
- Easily sidetracked by new interests

ANNEX : MOTIVATIONAL GIFTS - 2



Text taken from: Fortune, Don and Katie. *Discover your God-given Gifts*. Chosen Books. 1989. 296pp.



ADMINISTRATOR

MEETS FUNCTIONAL NEEDS

*Gives leadership and direction,
keeps us organized and increases our vision.*

- Highly motivated to organise
- Expresses ideas/organisation clearly
- Likes authority so as to delegate it
- Not responsible if no delegation
- Assumes responsibility if no leader
- Enjoys long-term goals and projects
- Visionary with broad perspective
- Easy facilitator to accomplish tasks
- Enjoys delegating and supervising
- Endures criticism to get job done
- Has great zeal and enthusiasm
- Enjoys most accomplishing goals
- Willing to let others take credit
- Prefers new challenge when old done
- Constantly writes notes to self
- Is a natural and capable leader
- Knows when to replace old with new
- Enjoys working with people
- Wants to finish things quickly
- Does not enjoy routine tasks

POSSIBLE WEAKNESSES:

- Upset if same vision not shared
- Develops callousness from criticism
- Can use people to accomplish goals
- Neglects personal and family needs
- Neglects home responsibilities



EXHORTER

MEETS PSYCHOLOGICAL NEEDS

*Encourages personal progress
and keeps us applying spiritual truths.*

- Loves to encourage others
- Wants response when teaching/speaking
- Applies truth rather than research it
- Prefers information of practical use
- Prescribes precise steps for growth
- Focuses on working with people
- Encourages personal ministries
- Finds truth in experience, then Bible
- Loves personal counseling
- Stops counsel if no effort to change
- Fluent in communication
- Trials are opportunities for growth
- Accepts people without judging them
- Loved because of positive attitude
- Prefers witness by action to word
- Makes decisions easily
- Always completes what is started
- Wants to clear up problems quickly
- Expects a lot of self and others
- Needs to bounce ideas off others

POSSIBLE WEAKNESSES:

- Interrupt in eagerness to advise
- Uses Scripture out of context
- Too cut and dried in giving advice
- Is out-spokenly opinionated
- Can become overly self-confident

ANNEX : MOTIVATIONAL GIFTS - 3



Text taken from: Fortune, Don and Katie. *Discover your God-given Gifts*. Chosen Books. 1989. 296pp.



SERVER

MEETS PRACTICAL NEEDS

*Renders practical service
and keeps the work of the ministry moving*

Recognises practical needs and acts

Enjoys manual projects and jobs

Keeps everything in meticulous order

Is a detail person with good memory

Enjoys showing hospitality

Will stay at activity until completed

Hard time saying no to requests

Likes meeting others needs than own

Likes short-term goals than long

Shows love by actions than words

Needs to feel appreciated

Tends to do more than asked

Feels most joy in helping

Does not want to lead others/projects

Has a high energy level

Cannot stand to be around clutter

Tends to be a perfectionist

Views serving as most important gift

Prefers doing job than delegating it

Supports others in leadership

POSSIBLE WEAKNESSES:

Critical of other who do not help

May neglect family's needs

May become pushy in eagerness to help

Finds it hard to accept others' help

Is easily hurt when unappreciated



COMPASSION

MEETS EMOTIONAL NEEDS

*Provides personal support,
and keeps us in right attitudes and relationships.*

Has tremendous capacity to show love

Always looks for good in people

Senses spiritual/emotional atmosphere

Attracted to hurt/distressed people

Acts to remove hurt/distress

Gives priority to mental/emotional

Encourages right relationships

Loves to give preference to others

Chooses words/actions to avoid hurt

Detects insincerity or wrong motives

Drawn to others with compassion gift

Does thoughtful things for others

Is trusting and trustworthy

Avoids conflicts and confrontations

Doesn't like to be rushed in a job

Is typically cheerful and joyful

Is ruled by heart rather than head

Likes others blessed, not hurt

Is a crusader for good causes

Intercedes for hurts and problems

POSSIBLE WEAKNESSES:

Tends to be indecisive

Prone to take up another's offense

Is easily hurt by others

Empathizes too much with suffering

Affectionate nature often misread

ANNEX : MOTIVATIONAL GIFTS - 4



Text taken from: Fortune, Don and Katie. *Discover your God-given Gifts*. Chosen Books. 1989. 296pp.

GIVER



MEETS MATERIAL NEEDS

*Shares material assistance
and keeps specific needs provided for.*
Gives freely money, things, time, love
Loves to give without others knowing
Wants to feel part of ministries
Intercedes for needs and salvation
Delighted if gift answers prayer
Wants gifts to be of high quality
Gives only by leading of Holy Spirit
Gives to support and bless others
Views hospitality as way of giving
Handles finance with wisdom/frugality
Quickly volunteers to help if need
Seeks confirmation on amount to give
Strong belief in tithing (and more)
Focuses on sharing Gospel
Believes God is source of supply
Industrious with tendency to success
Natural and effective business ability
Likes best value for money spent
Is definitely not gullible
Has natural and God-given wisdom

POSSIBLE WEAKNESSES:

May control how contributions used
Tends to pressure other to give
May upset by unpredictable giving
Tends to spoil own children/relatives
Gives money as easy way out

ANNEX: ENNEAGRAM TYPES 1-2-3



Text taken from: Rohr, Richard and Andreas Ebert. *The Enneagram - a Christian Perspective*. The Crossroad Publishing Company. 2004

The word in brackets is the potential pitfall or vice, and is explained at the end of each description.

ENNEAGRAM 1

Reformer, Critic, Perfectionist
[Anger].



This type focuses on integrity.

Ones can be wise, discerning and inspiring in their quest for the truth.

They also tend to dissociate themselves from their flaws and can become hypocritical and hyper-critical, seeking the illusion of virtue to hide their own vices.

The One's greatest fear is to be flawed and their ultimate goal is perfection.

Anger means a frustration in working hard to do things right, while the rest of the world doesn't care about doing things right and doesn't appreciate the sacrifice and effort made.

ENNEAGRAM 2

Helper, Giver, Caretaker
[Pride].



Twos, at their best, are compassionate, thoughtful and astonishingly generous; they can also be prone to passive-aggressive behaviour, clinginess and manipulation. Twos want, above all, to be loved and needed and fear being unworthy of love.

Pride means a self-inflation of ego, in the sense of seeing themselves as indispensable to others - they have no needs yet the world needs them.

ENNEAGRAM 3

Achiever, Performer, Succeeder
[Deceit].



Highly adaptable and changeable. Some walk the world with confidence and unstinting authenticity; others wear a series of public masks, acting the way they think will bring them approval and losing track of their true self. Threes fear being worthless and strive to be worthwhile.

Deceit means the misrepresentation of self by marketing and presenting an image valued by others rather than presenting an authentic self.

ANNEX: ENNEAGRAM TYPES 4-5-6



Text taken from: Rohr, Richard and Andreas Ebert. *The Enneagram - a Christian Perspective*. The Crossroad Publishing Company. 2004

The word in brackets is the potential pitfall or vice, and is explained at the end of each description.

ENNEAGRAM 4

Romantic, Individualist, Artist
[Envy].



Driven by a fear that they have no identity or personal significance, Fours embrace individualism and are often profoundly creative. However, they have a habit of withdrawing to internalize, searching desperately inside themselves for something they never find and creating a spiral of depression. The angsty musician or tortured artist is often a stereotypical Four.

Envy of someone else reminds this individual that they can never be what the other person is, reawakening a sense of self-defectiveness.

ENNEAGRAM 5

Observer, Thinker, Investigator
[Avarice].



Believing they are only worthwhile what they contribute, Fives have learned to withdraw, to watch with keen eyes and speak only when they can shake the world with their observations. Sometimes they do just that. Sometimes, instead, they withdraw from the world, becoming reclusive hermits and fending off social contact with abrasive cynicism. Fives fear incompetency or uselessness and want to be capable above all else.

Avarice means the hoarding of resources in an attempt to minimize needs from a world that takes more than it gives, thus isolating oneself from the world.

ENNEAGRAM 6

Loyalist, Devil's Advocate, Defender
[Fear].



Sixes long for stability above all else. They exhibit unwavering loyalty and responsibility, but are prone to extreme anxiety and passive-aggressive behaviour. Their greatest fear is to lack support and guidance.

Fear often means the form of a generalized anxiety that can't find an actual source of fear yet may wrongly identify one through projection, possibly seeing enemies and danger where there are none.

ANNEX: ENNEAGRAM TYPES 7-8-9



Text taken from: Rohr, Richard and Andreas Ebert. *The Enneagram - a Christian Perspective*. The Crossroad Publishing Company. 2004

The word in brackets is the potential pitfall or vice, and is explained at the end of each description.

ENNEAGRAM 7

Enthusiast, Adventurer, Materialist
[Gluttony].



Eternal Peter Pans,
Sevens flit

from one activity to another.
Above all they fear being unable
to provide for themselves.

At their best
they embrace life
for its varied joys and wonders
and truly live in the moment;
but at their worst
they dash frantically
from one new experience
to another,
being too scared of disappointment
to enjoy what they have.

Gluttony is not
in the sense of eating too much,
but instead,
of sampling a taste of everything
the world has to offer (breadth)
and not taking the time
for richer experience (depth).

ENNEAGRAM 8

Leader, Protector, Challenger
[Lust].



Eights worry about
self-protection and control.

Natural leaders,
capable and passionate
but also manipulative,
ruthless
and willing to destroy
anything and everything
in their way.

Eights seek control
over their own life
and their own destiny
and fear being harmed
or controlled by others.

Lust means
the sense of wanting more of
what this individual
finds stimulating
to the point that
most people
would feel overwhelmed
and say too much.

ENNEAGRAM 9

Mediator, Peacemaker, Preservationist
[Sloth].



Nines are ruled
by their empathy.

At their best they are perceptive,
receptive, gentle, calming
and at peace with the world.

On the other hand
they prefer to dissociate
from conflicts
and indifferently go along
with others' wishes
or simply withdraw, acting via inaction.

They fear the conflict
caused by their ability
to simultaneously understand
opposing points of view
and seek peace of mind above all else.

Sloth or laziness means
discovering a personal agenda
and instead choosing
the less problematic strategy
of just going along
with others' agenda.

ANNEX : THINKING PREFERENCES A and B



Based on: Lumsdaine, Edward and Monika. *Creative Problem Solving: thinking skills for a changing world*. McGraw-Hill International Editions. 1995. 491 pp. ISBN 0-07-113478-6 and Herrman, Ned. You can find more about his ideas in the following PDF article:

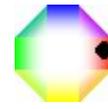
<http://www.herrmann.com.au/pdfs/articles/TheTheoryBehindHBDEI.pdf>



THINKING PREFERENCE A

LOGICAL, FACTUAL, CRITICAL,
TECHNICAL, ANALYTICAL, QUANTITATIVE

Collect data and information.
Organise information logically in framework,
but not to last detail.
Listen to informational lectures.
Read textbooks
(most textbooks written for A thinkers).
Study example problems and solutions.
Think through ideas.
Do library searches.
Do research using scientific method.
Make hypothesis, then test to find if it is true.
Judge ideas based on facts, criteria,
and logical reasoning.
Do technical case studies.
Do financial case studies.
Deal with hardware and things, rather than people.
Deal with reality and present, rather than future.
Travel to cultures to study technological artifacts.



THINKING PREFERENCE B

CONSERVATIVE, STRUCTURED, SEQUENTIAL,
ORGANISED, DETAILED, PLANNED

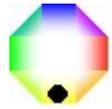
Follow directions - do not do things differently.
Do repetitive, detailed homework problems.
Test theories and procedures.
to find out what is wrong.
Do lab work, step by step.
Write a sequential report on results of experiment.
Use programmed learning and tutoring.
Find practical uses for knowledge - theory not enough.
Plan projects; do schedules,
then execute according plan.
Listen to detailed lectures.
Take detailed notes.
Make time schedules. Schedule important, not people.
Make a detailed budget.
Practice new skills through frequent repetition.
Take a field trip to learn about organizations,
and procedures.
Write How-to manual about project.

ANNEX : THINKING PREFERENCES C and D



Based on: Lumsdaine, Edward and Monika. *Creative Problem Solving: thinking skills for a changing world*. McGraw-Hill International Editions. 1995. 491 pp. ISBN 0-07-113478-6 and Herrman, Ned. You can find more about his ideas in the following PDF article:

<http://www.herrmann.com.au/pdfs/articles/TheTheoryBehindHBDI.pdf>



THINKING PREFERENCE C

INTERPERSONAL, KINESTHETIC, EMOTIONAL,
SPIRITUAL, SENSORY, FEELING

Listen to and share ideas.

Motivate self asking why? - look for personal meaning.

Experience sensory input - moving, feeling, touch etc.

Use group study opportunities and group discussions.

Keep diary to record feelings,
spiritual values not details.

Dramatics - physical acting important, not imagination.

Take people-orientated field trips.

Travel to cultures, meet people;
like to host a foreign student.

Study with classical background music
- make rap songs.

Use people-orientated case studies

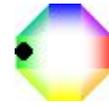
Respect rights and views;
people important, not things.

Learn by teaching others

Learn by touching, feeling, using tool, object, machine.

Read preface to get clues of author's purpose.

Prefer video to audio, to use body language clues.



THINKING PREFERENCE D

VISUAL, HOLISTIC, INTUITIVE,
INNOVATIVE, CONCEPTUAL, IMAGINATIVE

Look for the big picture, not details, of a new topic.

Take the initiative - get actively involved.

Do simulations - ask what-if questions.

Make use of visual aids in lectures.

Do problems with many possible answers.

Appreciate the beauty in the problem
(and in solution).

Lead brainstorming -

ideas, not team, is important.

Experiment - playing with ideas.

Explore hidden possibilities.

Think about trends.

Think about the future.

Rely on intuition, not facts or logic.

Synthesise ideas and information
to come up with something new.

Use future orientated case discussions.

Try a different way of doing something,
just for fun.

ANNEX: LEARNING PREFERENCES - KOLB and MaCARTHY



Based on Kolb and MaCarthy - ref. needed



ASSIMILATORS

Integrators of observation
with existing knowledge.
Conceptualise ideas.
Like to play with new thoughts,
concepts and models.
Use logical,
deductive reasoning.
Prefer
personal intellectual achievement
to teamwork
and social interaction.
Do quite well in
traditional, lecture-based,
text-book driven classroom.
Look to teachers
to provide answers
to "what" questions.
Focus is on facts,
data and knowledge.
Have Herrman's A and D
thinking preferences .



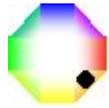
CONVERGERS

Practical, hands-on outlook.
Use both abstract knowledge
and common sense.
Like to test theories and believe
"if it works, use it".
Pragmatic problem solvers.
Want to find out how something works.
School is often frustrating to them -
many subjects are too theoretical,
and do not include
immediate application and
use of what is being taught.
Teachers must emphasise the how,
and demonstrate the
usefulness of the material.
Field trips and lab experiences
are the preferred / ways
of teaching these learners.
The focus is on developing skills.
Have Herrman's A and B
thinking preferences.

ANNEX : LEARNING PREFERENCES - KOLB and MaCARTHY



Based on Kolb and MaCarthy - ref. needed



ACCOMMODATORS

Often learn by trial and error.
They find good solutions intuitively
but may be unable to provide a logical explanation
of how they got the answer.
They are comfortable with people,
and they are frequently natural leaders
and very expressive performers.
They find it difficult to sit still -
they thrive on physical activities.
School for them is too structured
and does not meet their need
for a wide variety of experiences.
Teachers can support these student's interests
in idea synthesis and creative thinking
by asking what-if questions
and giving them independent learning assignments,
not routine assignments.
These students seem to be
the most whole-brained.
They are adaptable and thrive in new situations
since they are risk takers.
Have Hermann's B and C thinking preferences



DIVERGERS

Prefer to listen and share ideas.
Personal experiences and involvement
are important to them.
They are interested in
people, harmony, values, culture,
context (on all sides)
of a problem.
They find the traditional school curriculum
too fragmented,
disconnected
and unable to provide them
with a holistic understanding
of their world.
Teacher must explain
the meaning
- the why -
of the material they are about to teach.
These students thrive on
questioning, brainstorming,
and class discussions;
their focus is on relationships.
Have Hermann's D and C thinking preferences

ANNEX : TEAM MEMBERS - Belbin and Pretty 1



Belbin, Meredith *Team roles.* <http://www.belbin.com/belbin-team-roles.htm>



SPECIALIST

The team's chief source of rare knowledge and skill
A single minded loner
Self-starting
Dedicated
Makes the occasional dazzling breakthrough

Allowable weakness:

Contributes on a narrow front

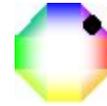


THE MONITOR/ EVALUATOR

The team's rock
Strategic
Sober
Analytical
Introvert
Capable of deep analysis of huge quantities of data
Rarely wrong

Allowable weaknesses

An unexciting plod
Lacks imagination

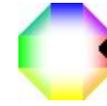


THE COMPLETER/ FINISHER

The teams' worrier and stickler for detail, deadlines and schedules
Has relentless follow through
Chief catcher of errors and omissions

Allowable weaknesses:

Reluctant to let go
Worries about small things



THE SHAPER

Usually the team's self-elected leader.
Dynamic.
Positive.
Out-going.
Argumentative.
A pressuriser.
Seeks ways around obstacles.

Allowable weaknesses:

Not always likeable
Tendency to bully
Provokes opposition

ANNEX : TEAM MEMBERS - Belbin and Pretty 2



Belbin, Meredith *Team roles.* <http://www.belbin.com/belbin-team-roles.htm>

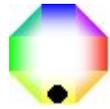


THE IMPLEMENTER

The team's workhorse
Turns ideas into practical action and gets on with them logically and loyally.
Disciplined.
Reliable.
Conservative.

Allowable weaknesses:

Can only adapt if told why
Lacks imagination



THE RESOURCES INVESTIGATOR

The team's fixer.
Extrovert.
Amiable.
Good at making and using contacts
An explorer of opportunities

Allowable weaknesses:

Undisciplined
Short attention span

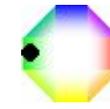


THE ENERGY PLANT

The team's vital spark and chief source of ideas.
Creative.
Unorthodox.
Imaginative.

Allowable weaknesses:

Lacks practicality
A bit of a handful
Up in the clouds

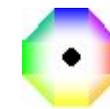


THE TEAMWORKER

The team's counsellor and conciliator.
Social. Perceptive.
Accommodating.
Aware of undercurrents and other's problems
Promotes harmony
Most valuable in times of crisis

Allowable weakness:

Indecisive



THE COORDINATOR

The team's natural chairperson.
Confident. Talks easily.
Listens well.
Promotes decision making.
Able to encourage contributions from all team members
Need not be brilliant intellectually

Allowable weakness:

A bit manipulative

ANNEX : TEAM ROLES - Margerison and McCann 1



Taken from: Margerison and McCann *Team Management Wheel*. <http://www.tms.com.au/tms07.html>



UPHOLDER-MAINTAINERS

Role preference:

Ensuring that standards and processes are upheld

Can be very good at making sure the team has a sound basis for operations.

They take pride in maintaining both the physical side of the work and the social side.

Such people can very well become the conscience of the team and provide a lot of support and help to the team members.

They usually have strong views on the way the team should be run, based on their convictions and beliefs.

If these are upset, such people can become rather obstinate and defend their interests.

However, when they believe in what the team is doing, they can become a tremendous source of strength and energy, and often make excellent negotiators.



CONTROLLER-INSPECTORS

Role preference:

Checking and auditing the working of systems

Are people who enjoy doing detailed work and making sure

that the facts and figures are correct.

They will be careful and meticulous.

Indeed,

one of their great strengths is that they can concentrate for long periods of time upon a particular task.

This contrasts with the explorer-promoter who continually needs a wide variety of tasks.

The controller-inspector, however,

wishes to pursue a task in depth and make sure that the work is done according to plan in an accurate way.

They are extremely valuable in auditing and quality issues, or in dealing with contracts.

ANNEX : TEAM ROLES - Margerison and McCann 2



Taken from: Margerison and McCann *Team Management Wheel*. <http://www.tms.com.au/tms07.html>



CONCLUDER-PRODUCERS

Role preference:

Operating established systems and practices on regular basis

Place emphasis on producing a product or service to a standard. They will do this on a regular basis and feel that their work is fulfilled if their quotas and plans are met. Indeed, they like working on set procedures and doing things in a systematic way. The fact that they produced something yesterday does not mean that they will be bored with producing it tomorrow. This stands in contrast to the creator-innovator who dislike doing similar things day after day and want the variety of doing things differently. The important thing for concluder-producers is to use their existing skills rather than continually changing and learning new ways of doing things. They enjoy producing things and achieving the plans that they set.



THRUSTER-ORGANISERS

Role preference:

Establishing and implementing ways and means of making things work

Are the people who like getting things done. Once they have been convinced that an idea is of interest they will set up the procedures and systems to turn it into a working reality. They have a strong preference to establish clear objectives and to ensure that everyone knows what is expected of them in their role. They will push people and systems to ensure that deadlines are met. They can be extremely impatient but essentially they get things done even if it does mean that on the way certain feathers are ruffled.

ANNEX : TEAM ROLES - Margerison and McCann 3



Taken from: Margerison and McCann *Team Management Wheel*. <http://www.tms.com.au/tms07.html>



ASSESSOR-DEVELOPERS:

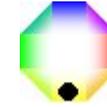
Role preference:
*Assessing and testing the applicability
of new approaches*

Will look for ways and means
which will enable an idea to work
in a practical way.

Their concern is to see
if the market wants the innovation
and they will therefore test it
against some practical criteria.

Very often
they will produce a prototype
or do a market study.

Their interest
is in developing an innovation
to the point where it can work.
However, once they have done this,
they will probably not be interested
in producing it in a regular basis.
Instead, they prefer to move off
and look at another project
which they can assess and develop.



EXPLORER-PROMOTERS

Role preference:
*Searching for and persuading others
of new opportunities*

Are usually excellent
at taking up an idea
and getting people enthusiastic about it.

They will find out what is happening
both inside and outside the organization
and compare new ideas
with what is being done by other people.

They are also good at bringing back
contacts, information and resources
which can help innovations move forward.

They may not always be good
at controlling details,
but they are excellent at seeing the wider picture
and developing an enthusiasm
amongst other people
for new ideas.

They are very capable of pushing an idea forward,
even if they are not always the best people
to organize and control it.

ANNEX : TEAM ROLES - Margerison and McCann 4



Taken from: Margerison and McCann *Team Management Wheel*. <http://www.tms.com.au/tms07.html>



CREATOR-INNOVATORS:

Role preference:

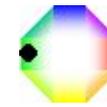
Creating and experimenting with new ideas

These are people who have a number of ideas which may well contradict and upset the existing way of doing things.

Such people can be very independent and wish to experiment and pursue their ideas regardless of the present systems and methods. They therefore need to be treated in such a way that they can pursue their ideas without disrupting the present way of working, until their new approaches have been proven.

Many organizations set up research and development units (often separated from the production units) to allow people who have ideas the chance to see if they can bring them to fruition.

On every team it is important to have people who are ideas orientated and to give them the opportunity to talk through their views, even though at the time they may seem to be disturbing the existing way of operating.



REPORTER-ADVISERS

Role preference:

Obtaining and disseminating information

Are good at generating information and gathering it together in such a way that it can be understood.

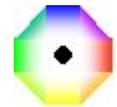
Such people are usually patient, and prepared to hold off making a decision until they know as much as they can about the work to be done.

To other people it may seem that they procrastinate.

However, for this person it is better to be accurate than to put forward advice which is later to be seen in error.

Such people are invaluable as support members of the team, but they are not likely to have strong preferences as organizers.

Their concern is to make sure that the job is done correctly, and that all the relevant information has been provided.



LINKERS

Linking is not a team role but a set of skills. Essentially, people should look towards developing linking skills, whatever the key strengths in the team roles noted round the wheel.

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