

TEAM MEMBER ROLES

You are aiming to establish a core research team who are all going in the same direction based on a shared vision and values. Many research projects focus on the skills that individuals bring without considering whether team members have a compatible vision and values. This road-map invites you to dedicate time exploring together the philosophies and values that you share.

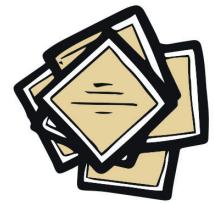
Contained in this resource is:

- / **A team member role map**
- / **Team member role cards, containing qualities and values of the role**

Conversations at an early point will help to avoid conflict later in the process. Particularly if you also agree processes to resolve challenges and the mechanisms that might help support with this process.

PROMPTS & ACTIVITIES

Turn the cards so that the description is facing you. Ask team members to identify which description they most relate to. Note down the number. Is there a second card that team members can relate to?



Turn the cards over and identify which roles you might be able to fill within this project. Using the Team Member Role Map you can make a note of where people fit within the framework and identify any gaps that you might have.

Questions you may wish to ask at this point in the process:

- / Do we have a good spread of roles?
- / Are there any gaps that we might need to fill?
- / How can we ensure that we continue to align to these roles?

CAPTURE

As you are facilitating the activities, it's important that another team member is in charge of capturing the discussions and decisions.

For the team member role activities we have enclosed 2 worksheets to help in capturing an overview and to consider strategies for resolving conflict within the team:

- / **Team Member Role Map**
- / **Resolving challenges**

We suggest that you revisit and adjust your captured notes at every key team meeting to remind and realign the team. You can also re-run the activities to establish changes as a project progresses.

1. COMPLETER / FINISHER

(Organising tasks)

2. SHAPER

(Organising research aims and objectives)

3. PROBLEM SOLVER

(Organising context)

ORGANISING

3. Contribution

Having optimism and positive attitude towards challenges.

More innovative ideas might succeed.

Solves the practical issues of organising the research.

ORGANISING

2. Contribution

Empowers and inspires the team.

Understands the bigger picture.

Brings out the best in people.

Listens critically and shapes the research.

ORGANISING

1. Contribution

Gets things done.

Turns the team's ideas and concepts into practical actions and plans.

Pushes the team to make sure the work is completed on time.

5. MAKER/ EXPERIMENTER

(Building objects)

4. STORYTELLER

(Building narratives)

6. HUMANISER

(Building relationships)

7. EXPERIENCE PROTOTYPER

(Building experiences)

4. Contribution

Communicating someone's story with others in an imaginative way.

Evokes emotions through storytelling.

Putting other people in the heart of the conversation.

BUILDING

5. Contribution

Tests and re-tests potential scenarios to make ideas tangible.

Generates ideas.

Brings positive energy to the team.

Encourages creativity.

BUILDING

7. Contribution

Works between physical and digital platforms.

Makes things to generate and refine ideas.

Communicates ideas to others in a tangible, interactive way.

Has knowledge of various materials and making processes.

BUILDING

6. Contribution

Through empathy, a humaniser works to understand each individual participant and create a relationship.

Being the voice of other people when they are not there.

BUILDING

8. THEORY/ PRACTICE BRIDGER

(Learning from theory)

10. CROSS- POLLINATOR

(Learning from people)

9. CONTEXT- UTILISER

(Learning from context)

10. Contribution

Understands people with different perspectives, needs and expectations.

Draws associations and connections between seemingly unrelated ideas.

Has the ability to share inspiration with others.

LEARNING

8. Contribution

Is able to relate to a concept or theory and visualise how it might inform practice.

Understands theoretical positions from different disciplines.

Combines theories from different disciplines in a novel way to inform design research practice.

LEARNING

9. Contribution

Reframes a problem in a new way.

Understands context.

Seeks inspiration in unusual places.

Has experience in ethnographic practices.

LEARNING

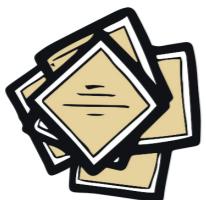
TEAM MEMBER ROLE MAP

CAPTURE

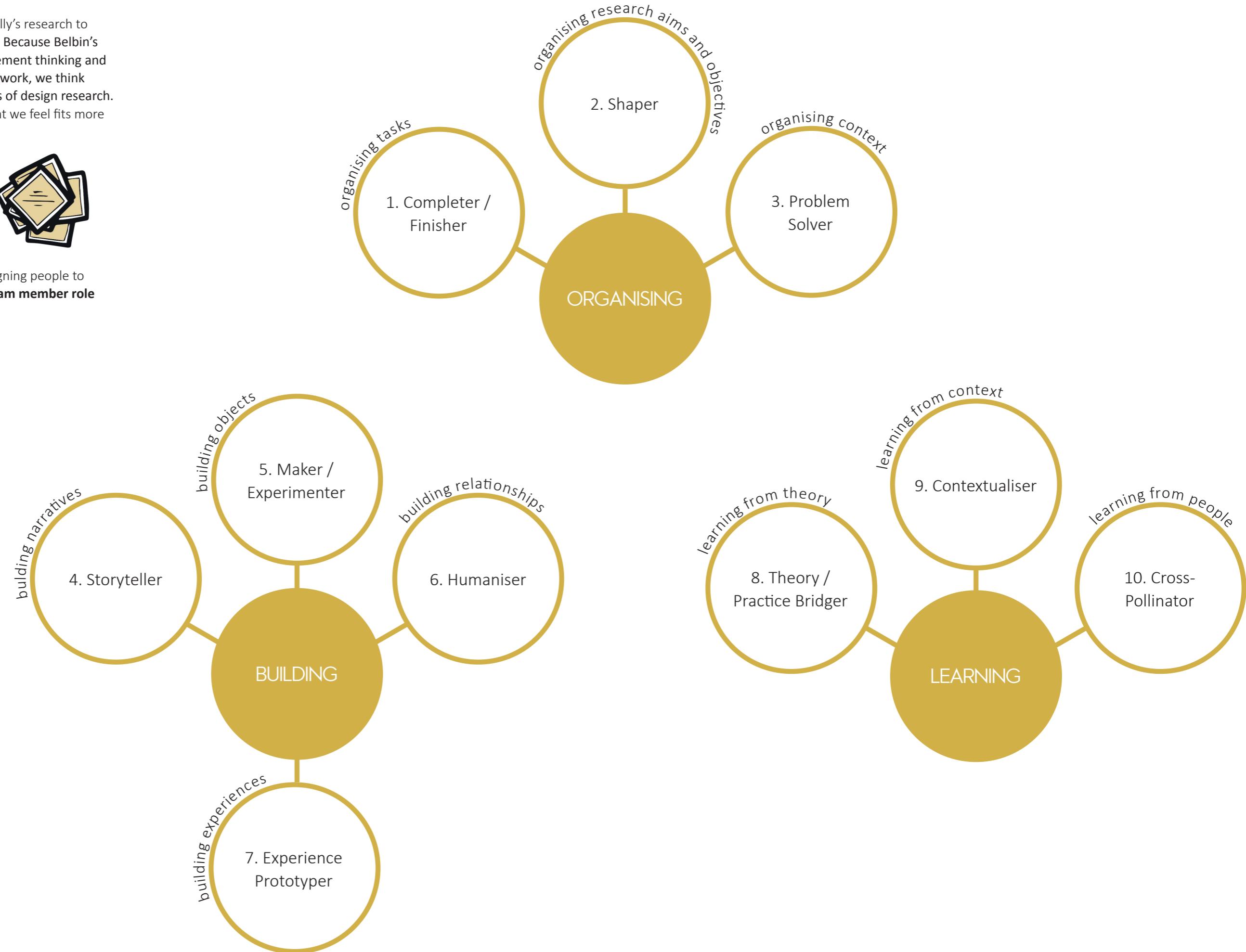
We were inspired by Belbin's and Kelly's research to create our **team member role map**. Because Belbin's categorisation derives from management thinking and Kelly's from a design thinking framework, we think there are still missing some features of design research. We created our team roles cards that we feel fits more with design research as a context.

The roles are catagorised by:

- **Organising**
- **Learning**
- **Building**



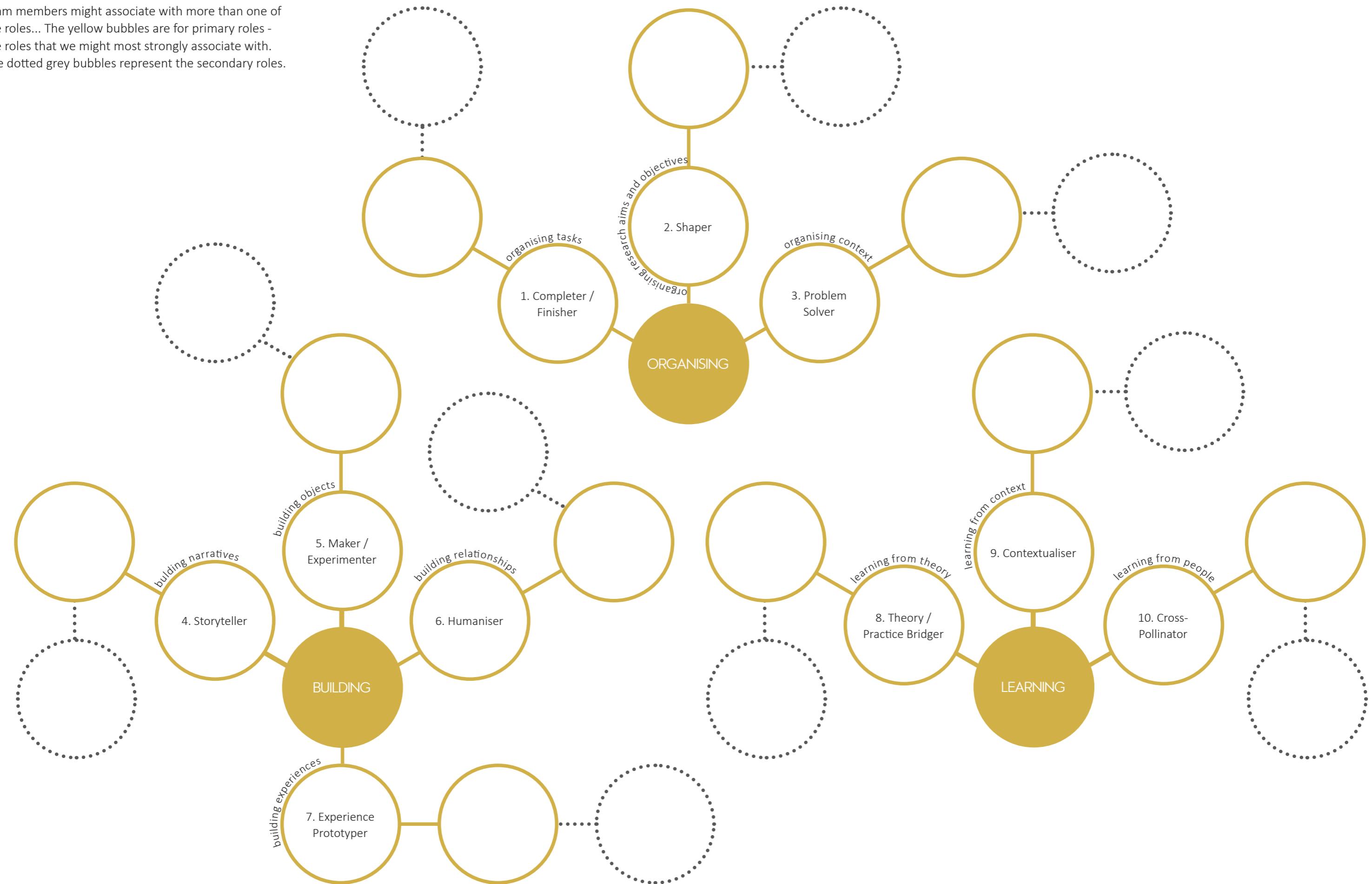
You can use this map for notes, assigning people to roles and in conjunction with the **team member role cards**.



TEAM MEMBER ROLE MAP

CAPTURE

Team members might associate with more than one of the roles... The yellow bubbles are for primary roles - the roles that we might most strongly associate with. The dotted grey bubbles represent the secondary roles.



RESOLVING CHALLENGES

CAPTURE

Conflict within a team can either be a positive catalyst for change or something that is destructive. Spend some time in the group thinking about potential conflicts that might occur, and ways that you might resolve these.

BEHAVIOUR

Team member always dominating the conversation

CONSEQUENCES

Other team members feeling that they don't have a voice and valuable insights are lost

STRATEGY

Create agreed ground rules around turn-taking at the beginning of a meeting