

Creating Teams of Tomorrow

...a double espresso workshop

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BELBIN[®]

International
Team Conference
Cambridge 2024





SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS





INNER DEVELOPMENT GOALS

Transformational Skills for Sustainable Development

1 Being

Relationship to Self

Inner Compass

Integrity and
Authenticity

Openness and
Learning Mindset

Self-awareness

Presence

2 Thinking

Cognitive Skills

Critical Thinking

Complexity
Awareness

Perspective Skills

Sense-making

Long-term
Orientation and
Visioning

3 Relating

Caring for Others
and the World

Appreciation

Connectedness

Humility

Empathy and
Compassion

4 Collaborating

Social Skills

Communication
Skills

Co-creation Skills

Inclusive Mindset
And Intercultural
Competence

Trust

Mobilization Skills

5 Acting

Enabling Change

Courage

Creativity

Optimism

Perseverance



Characteristics	Pedagogy (Teacher-led learning)	Andragogy (Self-directed learning)	Heutagogy (Self-determined learning)
Dependence	The teacher determines what, how and when learning takes place	Learners are independent problem solvers	<p>Learners are <u>interdependent</u> problem-finders</p> <p>Learners plan their own journeys in the knowledge that there is always more to learn</p> <p>Enquiry driven, thriving in complexity and uncertainty</p> <p>Acting as a coach to enable opportunities for emergent learning NOT TELLING!</p>
Motivation for learning	Learners trust the teacher to guide them through the content	Intrinsic motivation boosted by rising to challenges	
Focus of learning	Subject and curriculum centred	Goal-driven and task-focussed	
Role of the teacher	Designing learning process and providing inputs	Setting learning outcomes and facilitating self-learning	

Educational philosophy

Not ...

Students

Teaching

Teachers

Simulations

Control

Regulation

But ...

Co-creators of
knowledge

A safe learning space

Learning

Coaches

Real life context

Personal responsibility

Shared values



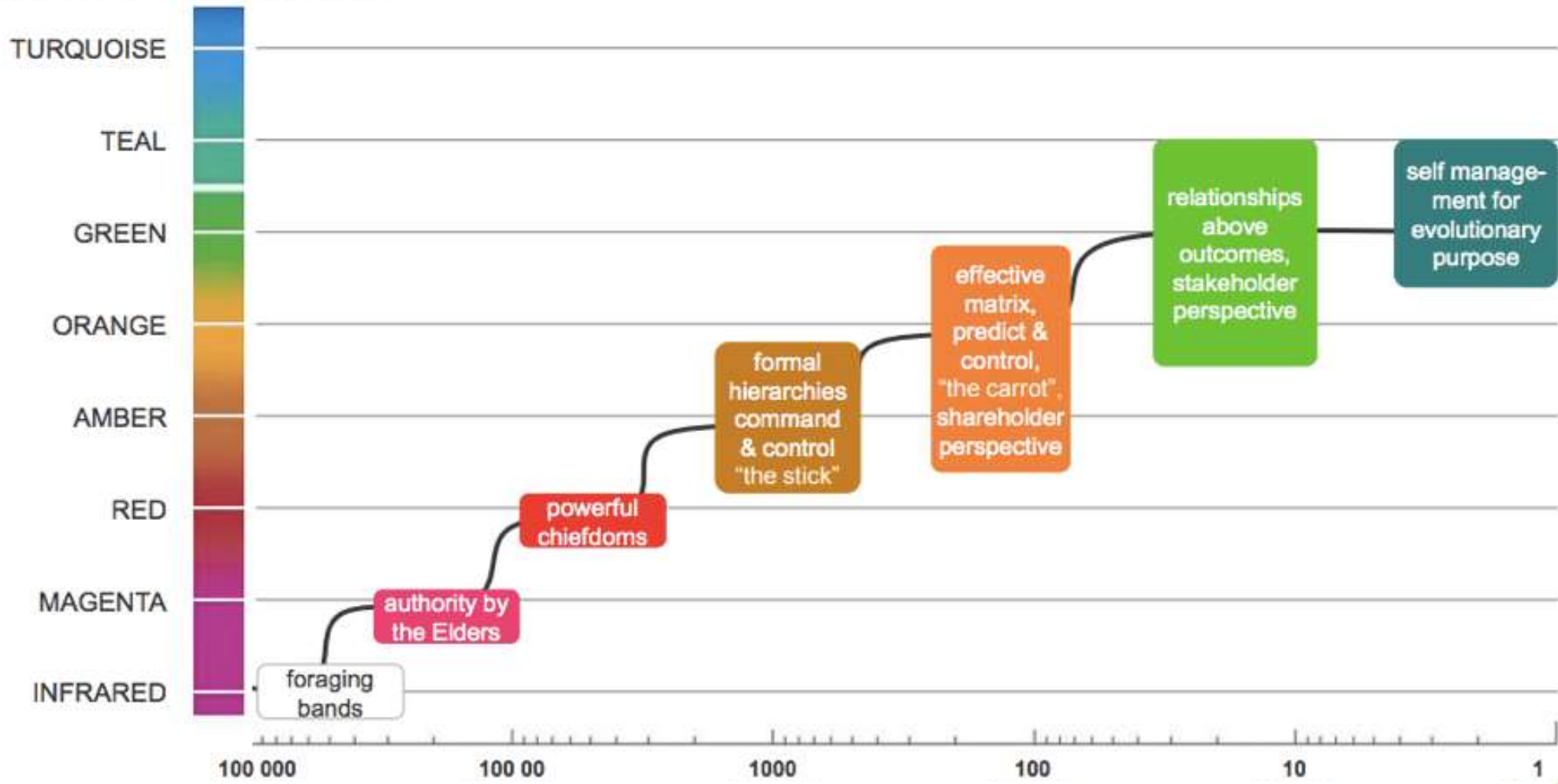
Organisations of the future will be governed by networks of teams




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DeLoitte, 2017

Levels of Consciousness





TO BE

TO BE TOGETHER

TO LEARN

TO DO

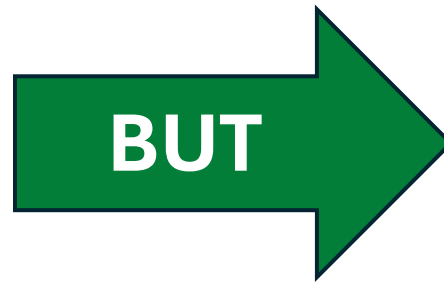
THE FOUR PILLARS OF LEARNING – DELORS, 1996

TEAMS OF TOMORROW

Not connected

Not directed

**Not hoping for
certainty**



INTERconnected

Self - determined

**Navigating
complexity**

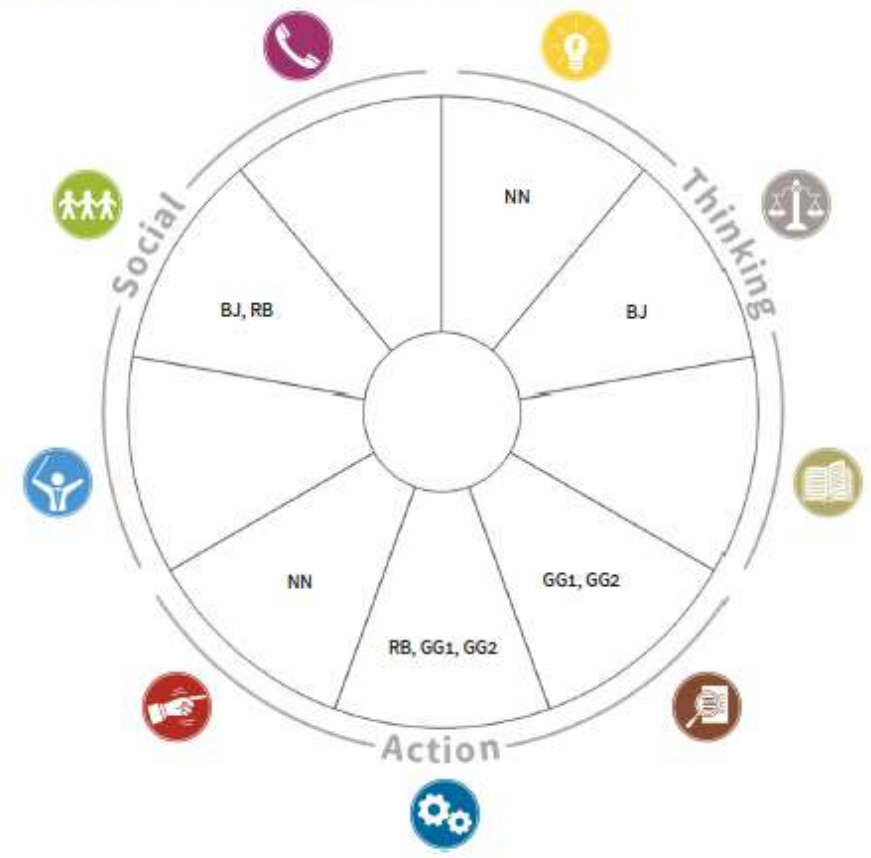


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Based on Self-Perception and Observer Assessments

This page gives an 'at-a-glance' view of the balance and spread of Team Roles within the team. Each team member's **Top Two** roles are shown in the relevant segments of the circle. This helps you to explore which contributions might be missing in the team and where clashes may occur.



- Key:**
- BJ - B Jade
 - RB - R Blue
 - NN - N Navy
 - GG1 - G Grey
 - GG2 - G Gold

RI Resource Investigator	TW Teamworker	CO Co-ordinator	PL Plant	ME Monitor Evaluator	SP Specialist	SH Shaper	IMP Implementer	CF Completer Finisher
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So what?

What's this got to do with Belbin...?



How will you use Belbin to make sure that the teams that you work with are learning what they (and you) don't yet know.....?



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**If you missed this workshop on the day
and would like to know more, contact:**

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