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REVEALING MANAGERIAL COMPETENCES OF MBA STUDENTS USING BELBIN ROLE PROFILE

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ВИЯВЛЕННЯ УПРАВЛІНСЬКИХ КОМПЕТЕНЦІЙ СТУДЕНТІВ МБА З ВИКОРИСТАННЯМ РОЛЬОВОГО ПРОФІЛЮ БЕЛБІНА

The literature points out that to have the more successful response to global competitive needs in business, companies reach for participation that is more effective from their managers. However, this implies not only higher salary, better conditions of work, training and development and, especially a new way of thinking about people within an organization. In short, companies need to rethink their managers and th—6] shows that managerial competence in team management development still focus on an individual approach based exclusively on some training and courses which bring some difficulties to companies in order to make individual competence become organizational competence. This is due to the lack of a collective approach, continuous development and best practices at work.

Modern universities and business schools seek to launch an approach to develop managerial competences of MBA students based on the contribution of the mix of project management tools and organizational learning theory through business simulations. In brief, business simulations stimulate interaction between students, and form process vision and pragmatic matter, which seem to be the main difficulty faced by companies in order to develop their managerial competencies.

This paper aims to reveal managerial competences of Master and MBA Program students of Kyiv National Economic University and Institute of Business Education (Kyiv, Ukraine) and to find the balance between managerial team role diversity and managerial performance, as one of the main assumptions behind the highly cited and used Belbin role profile model and test [1—3, 7].

Methodology and approach. Data were collected among 21 teams of 104 students that participated in different rounds of a management game Zigam/Market and were testing used Belbine role profile.

All students performed a Belbin role self-test in the beginning of the management game. Performance of the teams was measured by the grade they received for the training course — end report written, and the financial results (cumulative net profit) they achieved at the end of the management game.

Nowadays the Team Roles that Meredith Belbin identified are used widely in many organisations [1]. By identifying the Team Roles (among them Plants, Monitor-Evaluators, Implementers, Resource Investigators, Co-ordinators, Completer-Finishers, Team-workers and Finishers) students can ensure that she or he uses their strengths to advantage and can manage their weaknesses as best he or she can. During the research, we found that each of the managerial behaviors in teams were essential in getting the team successfully from start to finish. And we agree with the Belbin approach that the key to team efficiency was balance. As well as the strength or contribution they provide, each managerial team role also has an associated allowable weakness: a flipside of the behavioral characteristics, which is allowable in the team because of the strength which goes with it. For example, according to the Belbin [7]: Plants could be unorthodox or forgetful, Resource Investigators might forget to follow up on a lead, Monitor Evaluators could be overly critical and slow moving, Co-ordinators might over delegate leaving themselves little work to do, Implementers might be slow to relinquish their plans in favour of positive changes, Completer Finishers could be accused of taking their perfectionism to the extremes, Teamworkers might become indecisive when unpopular decisions need to be made, Shapers could risk becoming aggressive and bad-humored in their attempts to get things done.

We could investigate the relationship between team role diversity and team performance, and the level of individual managerial competence of the students. Also, it was found that the well balanced Belbin profile of the team leader was related to team performance as well, because the winners of the game become the more balances teams. The significant relationship was also found between the individual study results of the team members and the grade they received for the financial result and game-end report.

Research limitations/implications. We suspect that results of some aspects of managerial competence might change if team performance

is measured by other indicators, such as the level of in-team collaboration or collective motivation.

To reveal individual managerial competences of students and using a personality-based group dynamics approach, we examine two main types of personality combinations (matching and crashing) on two main types of tasks (collaborative and competitive). In our investigation we did research on such managerial competences as: adaptability, aligning performance for success through planning, organizing and delegation, building relationships/valuing diversity, communication, conflict management/problem solving, developing others/coaching, organizational awareness/strategic thinking and decision making and functional technical skills (according to the Cornell University approach [6].

Our experimental results show that personality compatibility significantly affects the quality of the team's final outcome, the quality of interactions and the emotions experienced by the team members. The present study is the first to examine the effect of personality over team result in crowdsourcing settings, and it has practical implications for the better design of crowdsourced team work and developing managerial competences in governing distance teams.

Practical implications. We think that it should not be expected that creating diversity of roles within teams automatically leads to better performance. But we did insist that such business simulations with economic interests and role testing would develop managerial skills of students, help them to understand better their strengths and weaknesses in team work. Continuous improvement, recognizing the phase team development should also be in place to balance team members and support their performance and improving their competences in management and leadership.

Originality and value. This paper contributes to the empirical testing of assumptions and ideas behind Belbin's model and test. Given its limitations, it provides new triggers to conduct similar empirical research for students of MBA and Master Programs.

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