

# PROFILE ANALYSIS OF THE EMPLOYEES OF COMMERCIAL BANKS IN ROMANIA

**Professor PhD Tudor NISTORESCU**

University of Craiova

Email: tudor.nistorescu@yahoo.com

**Lecturer PhD Cătălin Mihail BARBU**

University of Craiova

Email: catarom@yahoo.com

**PhD Student Valentin STANCIU**

University of Craiova

Email: valentin.stanciu@crediteurope.ro

## *Abstract:*

*In this paper we tried to deliver a profile analysis of the employees from the commercial banks. The banking sector is especially important because it has to finance the entire economy, and therefore it needs competent and well-motivated people. As methodology we realized a survey on a representative number of employees of commercial banks. We used questionnaires measuring motivational factors, the orientation to tasks vs. people questionnaire, the potential leadership questionnaire, the Belbin self-knowledge questionnaire. The results showed that the employee from the Romanian commercial banks has a strong work-ethic and is highly motivated.*

*Keywords: profile of the employee, motivational factors, leadership style*

## **1. Introduction**

People management is an important issue of every large corporation. For any organizations, the employees are a determinant success factor, because their contribution is essential in the production of goods and services. This is especially important for commercial banks, where the motivation and the ethic-profile of the employee must be at high standards. Commercial banks are interested to attract, recruit and train the best persons, that have a strong motivation and a potential for leadership.

The main objective of this research aimed to provide a profile of the banker and to obtain the answer to the question as to whether they meet relatively similar conditions of activity, to build a management model with application to the banking system.

## **2. Research methodology**

The analysis of the Romanian banking environment also reveals a similarity in terms of material and financial resources and that these factors don't have an important influence on the management system. The method used to verify these hypothesis was based on statistical survey, through which several categories of characteristics of the population investigated were registered, such as opinions, attitudes, behaviors, aspirations, needs, motivations, knowledge and aimed to identify, describe, explore and explain the factors that help to verify these hypotheses. In order to accomplish the research, the best choice framework of banks that were included in a first sample was represented by the size of assets. The list initially included all banks active in the Romanian banking system on the date of the research, according to data presented by National

Bank. From this list four banks were chosen which have significant importance in the banking and financial system activity: BCR, Alpha Bank, Piraeus, Credit Europe Bank.

Therefore, research was developed in the Romanian banking system, using a sample of four commercial banks, that represent a third of the banking system reported to the volume of total banking assets, respectively a weight of 10% of the number of banks in the system.

The research was developed at the level of an administrative and territorial unit, respectively Prahova County (county with the largest national population), in order to collect data from the same developing mode of financial and economic activity. Branches were selected in each of the four central banks, and of these, a sample of 36 employees starting from the average employees of a branch.

Given that banks have generalized and uniform regulations to all economic entities (branches) regarding human activity, we can say that sampling is suitable to obtain relevant results. The sample consisting of the 36 subjects is about 5% of the total of employees in banks at county level and 0.05% of all existing employees in the Romanian banking system. Research was conducted over a period of 90 days, sample monitoring was conducted over 24 months, and its completion took place in early 2012.

Data collection instruments included sets of eight questionnaires applied to the 36 participants selected, each of them had to respond with a high volume of questions, respectively 360.

In order to illustrate the motivational elements in the banking system we conducted research on a landmark study on motivation and participation of employees in relation to their needs categories (Appendix 1) and using a tool created by Dave Frances (1984), respectively "Measurement of motivational factors"(Appendix 2).

The research on the orientation of the bankers on tasks or to people (Appendix 3) was performed by using the test "Task and People Orientations" (Gavrilă, Lefter, 2007). In order to establish the potential for leadership of the bank employee, a questionnaire called "Are you a potential leader?" was given (Appendix 4). In order to illustrate the roles performed in the banking system (Appendix 5) the Belbin self-knowledge questionnaire was used (Popescu, Deaconu others, 2008).

In the phase of the construction of the questionnaire procedures for measuring the various concepts involved in research have established. The general rules for constructing the used questionnaires have been observed so:

- all questions covering the interests of the research have been included and have been planned in order to be analyzed;
- the questionnaire was attractive for subjects;
- the questionnaire was as short as possible, insofar as all topics which were intended to be analyzed were covered;
- the instructions were short, but included all the information necessary for the correct completion of the questionnaire.

The objectives of the study were presented honestly, simple enough to be understood by any subject and in a manner that, in one way or another, have revealed the importance of research. The importance of the study reported a call to participation by an altruistic tone, asking the subject to make a gesture of generosity to the researcher by completing the survey. In addition, at the introductory moment the selection pattern of the subjects was indicated and insurances on the keeping the anonymity of responses have been given. Instructions contained all information necessary to complete the forms correct.

### 3. Motivation and career anchors of human resources in the banking system

Motivation, the psychosocial factor determining the implementation performance is the one around which, in practice, the phenomenon of human resources training gravitates. The research of the performance has focused on this factor, and sought to verify the assumption according to which the basic requirements, physiological, psychological and self-esteem are met and that currently there is concern in order to achieve the satisfaction of higher needs (growth and development needs) such as justice, kindness, beauty, unity. In order to illustrate the motivational elements in the banking system we researched (Appendix 1) by Frances questionnaire on motivation and participation of

employees in relation to the categories of their needs.

The results indicate that the basic, physiological, psychological needs, and self-esteem are met and that efforts appeared in order to gain the satisfaction of higher needs (growth and development needs) such as justice, kindness, beauty, unity, but the degree of satisfaction of this need is still an average of 55% of the basic needs (Figure 1). This level can be changed either by a corporate policy type (introduction of programs of social responsibility, environmental responsibility, etc..), but also by encouraging employees regarding the access of higher education programs, volunteer. Thus, the first hypothesis regarding the relatively similar quality standards is confirmed by research results.

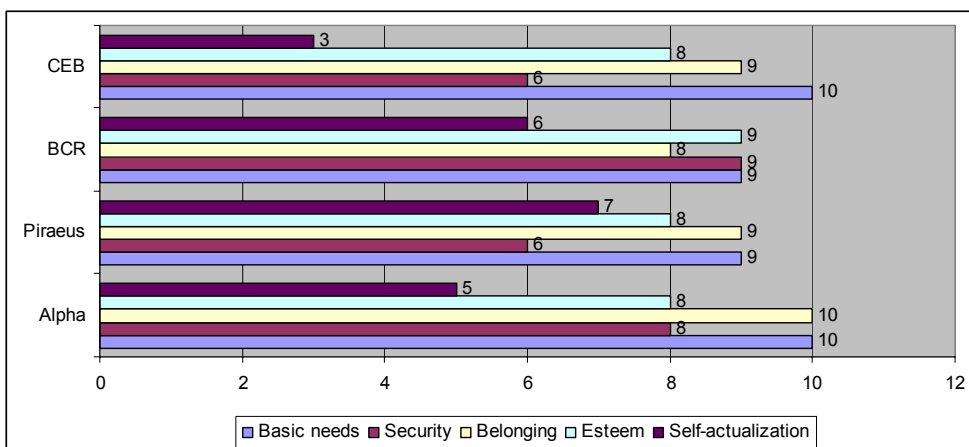


Figure 1. The degree of satisfaction of needs (1-low degree /12- high degree)

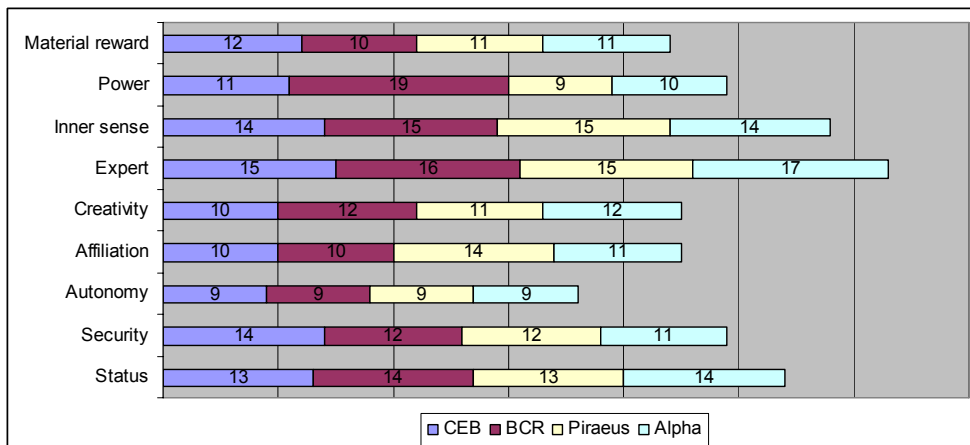
A motivating factor in career is a resort that helps a person to determine what he wants and what he needs in daily professional activity. Motivational elements are energy sources that become obvious as we study the daily activity form. A motivating factor in career is much more than a trend or tendency, it is an interior imperative that strongly influences the individual. Wise people fight tenacious in order to

express their essential motivating factors. A motivating career element is not a superficial characteristic of personality, but a fundamental component of individual identity. Career is closely related to what Schein (2002) calls "its anchors", and it corresponds with what the individual considers most important and non-negotiable in his professional journey, guiding all his decisions in this area. The research of

motivational elements in career showed that people generally have two or three motivational elements (anchors) and only one essential. The motivating element is the key guiding the career development and offers coherence of choices and decisions apparently

unrelated. In this study, nine distinct motivating elements have been identified through the instrument "Measuring motivational factors" -

Appendix 2. Results are included in Figure 2.



**Figure 2. Chart of motivational elements (determined by the highest score)**

As it can be seen, the employee of the Romanian banking system is in the "expert / status" category, being interested in a high achievement in a specialized field, which represents the essential element of his career. The second important area is that of searching the sense (direction), indicating that it is interested in doing those things considered valuable for his own interest. It is noteworthy that the entire sample recorded the same values average for the essential but also for the second, regardless of bank size. It is also important that the bank employee expresses the requirement to be respected and admired by the whole community, revealed in "I-status" category (third motivating element) - Appendix 2.

#### **4. The analysis of leadership style, emotional intelligence and of the role of individuals in the team**

In order to test the intelligence of the bank employee, we have applied

specific questionnaires. The research purpose was to obtain results related to emotional intelligence, as the application of questionnaires of classic IQ test could lead to decisions of non-participation from the subjects. Other questionnaires have focused on orientation to people or bankers tasks, their leadership potential and identifying the leadership styles (Hershey-Blanchard).

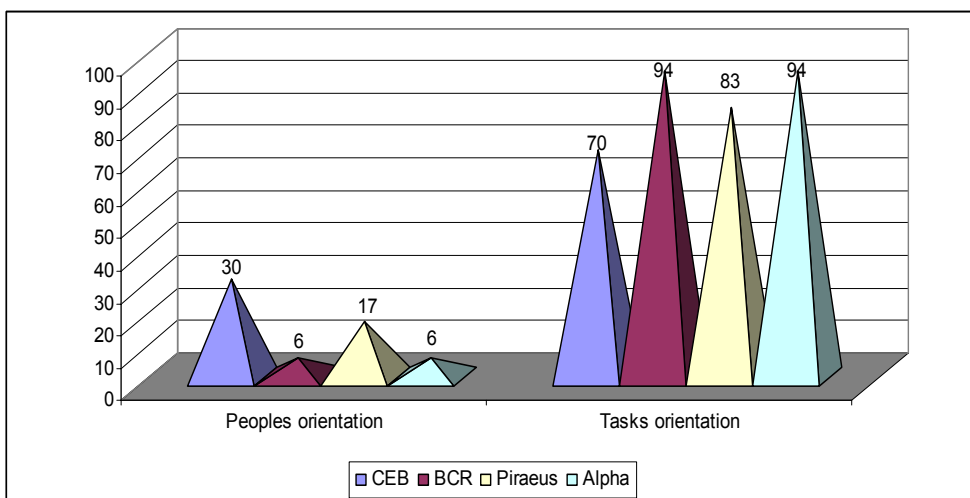
In order to know the role of the team in banking activity, Belbin questionnaire was used, through which the testing of the progress of banking system was desired in this direction, of its potential to assume all the roles needed for the complete customer service and the assumption that the dominant profile of the employee allows continuous improvement of business environment.

The hypothesis from which we started in leadership studies is that the employee Credit Europe Bank (Romania) SA profile has the same dominant profile in the team with the

one encountered in banks subject to research, and emotional intelligence resides in all banks. These conditions are extremely important if you want as a management model the type "balanced performance model", that can be extended to the banking system or a group of banks, emotional intelligence is one of the determinants of success.

A first study of the Romanian banking system, based on the methodology presented in this paper

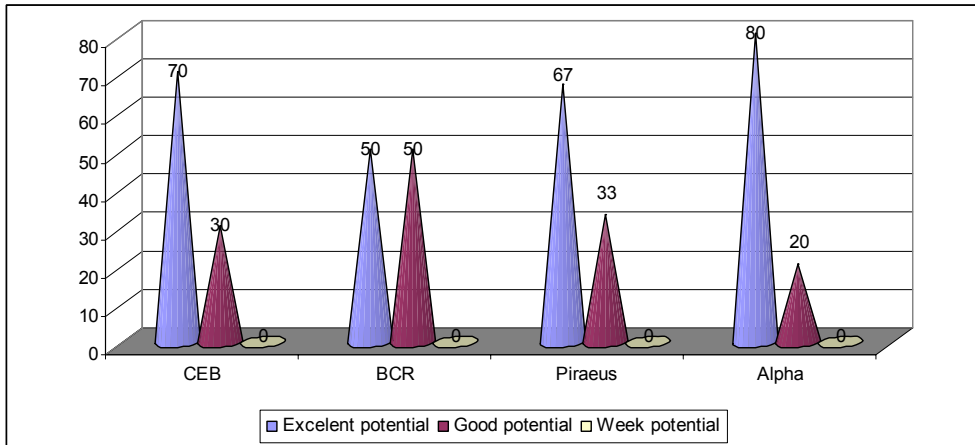
investigates the orientation of the bankers to tasks or to people using study the "Task and People Orientations" (Gavrilă, Lefter ș.a., 2007). In the results summarized in Appendix 3 it is observed that Romanian banker is very involved in solving tasks. In order to develop leadership potential it is necessary to encourage, stimulate development of the human side (Fig. 3).



**Figure 3. Orientation to people or tasks**

The hypothesis on similar quality of human resources is also demonstrated by this study. A special remark can be made to the employee Credit Europe Bank (Romania) SA, who is more prepared as the sample average to assume new responsibilities of the future leader, even if the needs of self-achievement, revealed in the previous study of motivation, have not been fully grown and stimulated.

In order to scientific analyze the potential leadership of the bank employee, the ability to access a career, a survey was conducted in which was given a questionnaire entitled "Are you a potential leader?" (Annex 4) was conducted. As shown in Figure 4, the potential of leadership and access of a Romanian worker's banking career is very good, reaching 58%.



**Figure 4. Leadership potential and access to a career by the employee of the bank in Romania**

From this analysis it shows that the hypothesis on the similar level of the profile and emotional intelligence of the employee of Credit Europe Bank (Romania) SA with the sample studied is confirmed by results obtained, with additional remark that the potential of its leadership is one of the highest,

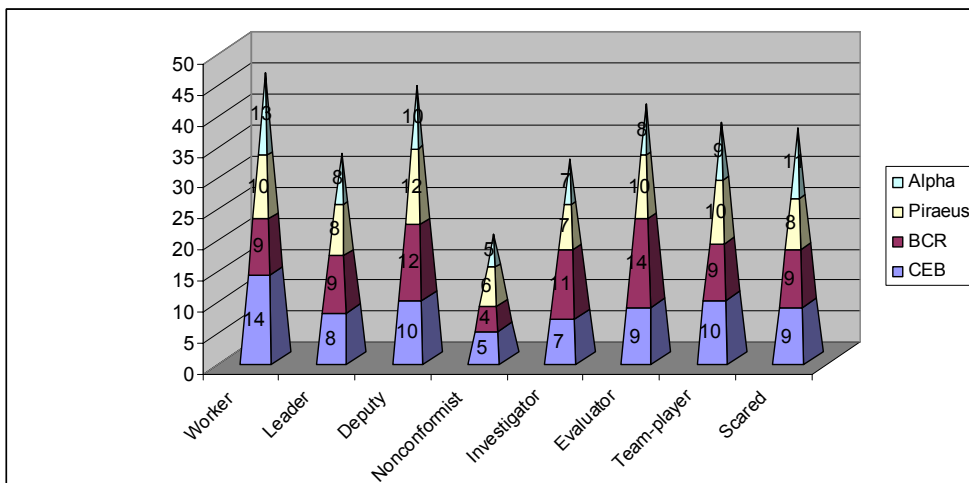
compared with subjects who were part of the investigated sample .

In order to illustrate the roles of the teams in the banking system we have conducted research (Appendix 5), using Belbin self-knowledge questionnaire the results are summarized in Table 1 and Figure 5.

**Table 1**

**The overall results of the Belbin self-knowledgement questionnaire**

Specification	Worker	Leader	Assistant	Nonconformist	Investigator	Evaluator	Teammate	Shy
CEB	136	77	96	49	67	91	100	86
BCR	70	51	95	31	61	114	69	70
PIRAEU S	96	79	123	55	72	97	95	83
ALPHA	133	78	99	49	66	78	87	111
<b>Average</b>	<b>109</b>	<b>71</b>	<b>103</b>	<b>46</b>	<b>66</b>	<b>95</b>	<b>88</b>	<b>88</b>



**Figure 5. Belbin questionnaire: Roles within teams in the banking system**

Analyzing the data collected in the survey, we clearly see the existence of all roles in the banking teams, but the most striking is the worker's profile. The worker (company worker) is the type of loyal and respectful employee, with a strong character and disciplined, sincere, honest, trustworthy, efficient, systematic, methodical, but also with the risk of becoming inflexible. He is practically the organizer who makes decisions and strategies clearly defined tasks, that people can carry out. Its major contribution is the translation into practice of the chosen projects .

The manager of a commercial bank must be continuously train, throughout life. The continuous professional training represents a means of economic development, of social progress and insurance against stalemate, of losing the job and the maladjustment of the individual to occupy a new job (Niță 2007, p. 24).

## 5. Conclusions

The results indicate that the basic needs, physiological, psychological and self-esteem are met and that efforts appeared in order to obtain the

satisfaction of higher needs (growth and development needs) such as justice, kindness, beauty, unity, but the degree of satisfaction of this need is still an average of 55% of the basic needs.

The employee of the Romanian banking system is in the "expert / status" category, being interested in a high achievement in a specialized field, which represents the essential element of his career. The second important area is that of searching the sense (direction), indicating that it is interested in doing those things considered valuable for his own interest. It is noteworthy that the entire sample recorded the same values average for the essential but also for the second, regardless of bank size. It is also important that the bank employee expresses the requirement to be respected and admired by the whole community.

The analysis of the results show that the hypothesis that the banking system has people able to take all the rolls needed for complete customer service is verified, with a dominant profile that allows the continuous improvement of business environment.

**REFERENCES**

- Belbin, M. (1981). *Management Teams: Why They Succeed or Fail*. Butterworth Heinemann.
- Burduș, E., Căprărescu, G., Androniceanu, A. (2003). *Managementul Schimbării Organizaționale*. București: Editura Economică.
- Deresky, H. (2008). *International management: managing across borders and cultures: texts and case*. Prentice Hall.
- Gavrilă, T., Lefter, V. (2007). *Managementul organizațiilor*. București: Editura Economică.
- Hersey, P., Blanchard, K., Johnson, D. (2001). *Management of Organizational Behavior: Leading Human Resources*. 8th edition, Prentice Hall.
- Lefter, V., Diaconu, A., Marinaș, C., Puia, R. (2008). *Managementul resurselor umane*. București: Editura Economică.
- Manolescu, A., Lefter, V., Deaconu, A. (2007). *Managementul resurselor umane*. București: Editura Economică.
- Nicolescu, O., Verboncu, I. (1999). *Management*. București: Editura Economică.
- Nistorescu, T., Sitnikov, C. (2003). *Management strategic*. Craiova: Editura Sitech.
- Niță, A. (2007) Trends of Harmonization of the Continuous Professional Training Process with the European Managerial Requirements, *University Journal of Sociology*, year 4, issue 1, pp. 23-29.
- Schein E. (2002), *Organizational culture and leadership*, 3rd ed. San Francisco: John Wiley & Sons, Inc.



## Appendixes

### Appendix 1. Study on employee motivation and their participation in relation to their need categories

A. For each statement, circle the number that reflects your opinion as closely as possible. Thus, for example, if you strongly agree with the statement, circle +3.

- |  |                     |
|--|---------------------|
| 1. Special salary increases should be provided to workers who obtain exceptional results in their work.                                | +3 +2 +1 0 -1 -2 -3 |
| 2. For workers to know exactly what is expected from them, it would be desirable to be provided better job descriptions.               | +3 +2 +1 0 -1 -2 -3 |
| 3. Workers must be reminded that their job depends on the capacity of the organization to deal with the competition.                   | +3+2 +1 0 -1 -2 -3  |
| 4. A leader should pay attention to the physical work conditions of the subordinates.  | +3 +2 +1 0 -1 -2 -3 |
| 5. A leader must make great efforts in order to create a climate where friendship among workers reigns.                                | +3+2+1 0 -1 -2 -3   |
| 6. An individual recognition of those who exceed the work load has a significant "meaning" for the workers.                            | +3 +2 +1 0 -1 -2 -3 |
| 7. An indifferent attitude of the leader can be frustrating for the workers.   | +3 +2 +1 0 -1 -2 -3 |
| 8. Workers like to find that their skills and capacity are fully utilized in the work they perform.                                    | +3 +2 +1 0 -1 -2 -3 |
| 9. Buying shares in their company often determines the employees to keep their job.  | +3 +2 +1 0-1 -2 -3  |
| 10. Any job can be structured so that it could attract the worker, to be an ongoing challenge for him.                                 | +3 +2 +1 0 -1 -2 -3 |
| 11. Many workers are ready to get involved as much as possible in everything they do.  | +3 +2 +1 0 -1 -2-3  |
| 12. Managers should pay more interest to their workers, by organizing social meetings after school.                                    | +3 +2+1 0 -1 -2 -3  |
| 13. The pride generated by the work they do is an important reward.  | +3 +2 +1 0 -1 -2 -3 |
| 14. Workers like to consider themselves "the best" in the type of work that has been entrusted to them.                                | +3 +2 +1 0 -1 -2 -3 |
| 15. The quality of social relationships within the work groups is an important element.  | +3 +2 +1 0 -1 -2 -3 |
| 16. Awarding bonuses leads to the improvement of the results of workers labor.   | +3 +2 +1 0 -1 -2 -3 |
| 17. It is important for workers to meet the members of senior management.  | +3 +2 +1 0 -1 -2 -3 |
| 18. Generally, workers like to set their own working schedule and to make decisions about their work under minimal control conditions. | +3 +2 +1 0 -1 -2 -3 |
| 19. The security of the work place is an important issue for employees.  | +3+2 +1 0 -1 -2 -3  |
| 20. An appropriate equipment and facilities are important elements for workers.  | +3 +2 +1 0 -1 -2 -3 |

## Appendix 2. Measuring motivational factors (Richmond Career Drivers)

In the following pages is a list of 36 statements describing the needs and wishes of the people in connection with their careers. In order to identify the most powerful motivating elements, you should consider the statements in each set, allocating a total of 3 points per each statement.

For example, a possible distribution of points between the two statements in the set could be:

A= 3 points	B= 0 points
A= 2 points	B= 1 point
A= 1 point	B= 2 points
A= 0 points	B= 3 points

The letters in front of each statement are used in calculating the score and do not have interest at this stage. Be sure that you give each set of statements the 3 points.

1. A.... I am satisfied only with a very high standard of living  
B.... I want to have considerable influence on others
2. C.... I feel satisfied if the results of my activities have value in themselves  
D.... I want to be an expert in my activity
3. E.... I want to use my creative skills in my work  
F.... It is particularly important for me to work with people I like
4. G... I would get special satisfaction from using the freedom of choice.  
H.... I want to have financial security.
5. I.... I like the feeling that people respect my opinion.  
A.... I want to prosper.
6. B.... I want a considerable leadership role.  
C.... I do what is essential for me although I will not have benefits.
7. D.... I want to feel that I have gained experience.  
E.... I want to create things wherewith people would associate me.
8. F.... I want strong relationships with people in my field of work.  
G.... I would be satisfied if I decide how I spend my time.
9. A.... I will not be satisfied unless I will have high incomes.  
D.... I want to prove to my own satisfaction that I know my field of work.
10. C.... My work is part of the search for meaning in life.  
E.... I want the things that I produce to have my name.
11. A.... I wish I could afford anything.

- H.... A safe long-term job/workplace is attractive for me.
12. B.... I want a position that would provide sufficient influence on others.  
D.... I would love to be an expert in my field of work.
13. C.... It is important to make a positive contribution to the community through my work.  
F.... Close relationships with people at work are important to me.
14. E.... I wish I could use creativity to the fullest.  
G.... I would like to be my own employer.
15. F.... Close relationships with people at work would give me satisfaction.  
H.... I want to know that in future I will be sure of myself and I will be OK.
16. A.... I would like to spend money easily.  
E.... I want to be truly innovative in my work.
17. B.... Frankly, I want to tell others what to do.  
F.... To be with others is really important for me.
18. C.... I see career as an important part of searching the meaning of life.  
G.... I discovered that I want to be fully responsible for my decisions.
19. D.... I would like to be recognized as a true specialist.  
H.... I would be relaxed if I had a secure career.
20. A.... I want elements of prosperity.  
F.... I want to get to know people in this profession.
21. B.... I like to have roles through which I could control the performance of others.  
G.... It is important that I can choose the task that I take.
22. C.... I will dedicate to my work if I think that the result itself deserves this.  
H.... I would feel comfortable to know which would be my status on retirement .
23. F.... Close relationships with people at work will make difficult the development of my career.  
I.... It is important for me to be recognized as part of the "company".
24. B.... I like to be responsible for people and resources.  
E.... I want to create things that no one has created before.
25. C.... At the end of the day I do what I think is really important, not only what promotes me in my career.  
I.... I want public recognition.
26. E.... I want to do something different from what others do.  
H.... I usually choose the safe option.

27. B.... I want people to look at me as a leader.  
I.... Social status is an important motivating element for me.
28. A.... A high standard of living attracts me.  
G.... I want to avoid being closely controlled by my boss at work.
29. E... I want my products to have my name on them.  
I.... I seek for formal recognition of my achievements by others.
30. B.... I prefer having responsibilities.  
H.... I become concerned when I can not anticipate the steps in my career.
31. D.... I like being the person who has important specialized knowledge.  
G... I would be happy if I should not report to other people.
32. G.... I dislike being an element in a long chain.  
I.... I like to have a job with high status.
33. A.... I am ready to do most things for material rewards.  
C.... I consider my work as a mean to improve personal development.
34. I.... I want to have a prestigious position in any company I work.  
H.... A safe future always attracts me.
35. F.... Nothing else matters when I have pleasant social relationships.  
D.... The opportunity to contribute as an expert gives me special satisfaction.
36. I.... I like the status symbols that come with higher positions.  
D.... I aim to achieve a high level of competence as a specialist.

The nine motivating elements in career are:

- A. Material rewards** - He/She is interested in welfare and a high standard of living
- B. Power/influence** - He/She is interested in controlling people and resources
- C. Searching for sense** - He/She is interested to do those things which are considered valuable for their good
- D. Expert/status** - He/She is interested in a high achievement in a specialized field of work
- E. Creativity** - He/She is interested to innovate and to identify the original result
- F. Affiliation** - He/She is interested in healthy relationships with others at work
- G. Autonomy** - He/She is interested to be independent and to make important decisions by himself
- H. Security** - He/She is interested in a solid and predictable future
- I. Status** - He/She is interested in being respected and admired by the whole community.

### Appendix 3. Orientation to tasks or to people

A study made on the Romanian banking system, based on the methodology presented in this paper, investigates the orientation of the bankers to tasks or to people using the test: "**Task and People Orientations**" (Gavrila T., Lefter V., Pricop M., Popescu D., 2007, 359).

For example, I included a sample survey of the material of research.

The following statements reflect aspects of leadership related to your orientation in order to achieve the task or orientation to people .

Select the answer that best describes your current frequency behavior. Sign the letter **I** (always), **F** (common), **O** (occasionally), **R** (rarely) or **N** (never) before each statement.

1. I would most likely act as the representative (spokesman) of the group.
2. I would encourage overtime work.
3. I would give employees full freedom in the exercise of their work.
4. I would encourage the use of standard procedures.
5. I would allow employees to use their opinions in solving problems.
6. I would be tense if I were leading a competitive group.
7. I would speak as an individual representative of the group.
8. I would encourage the team members to make a greater effort.
9. I would experiment my ideas within the group.
10. I would allow group members to perform their work as they best think.
11. I would work hard to get a promotion.
12. I would tolerate postponement and uncertainty.
13. I would speak for the group in the presence of visitors.
14. I would encourage changes in working in a fast rhythm.
15. I would encourage initiative in work of the members of the group.
16. I would resolve conflicts that arise within the group.
17. I would lose myself in details.
18. I would represent the group at outside meetings.
19. I would be refractory in allowing group members freedom of action.
20. I would decide what to do and how to do.
21. I would delegate some members of the team with some of my tasks (my authority).
22. Situations usually occur as I expected.
23. I would allow the group a high level of initiative.
24. I would assign specific tasks to the members of the group.
25. I would be willing to make changes.
26. I would ask the members of the group to work harder.
27. I would have confidence in how group members think.
28. I would schedule the tasks to be executed.
29. I would refuse to explain how I act.
30. I would convince others that my ideas are to their advantage.
31. I would allow the group to follow their own rhythm.
32. I would urge the group to beat their previous records.
33. I would act without asking the opinion of the group.
34. I would ask the group to follow standard regulations.

#### Appendix 4. Are you a potential leader?

In order to measure your potential in leadership, read the following statements. For the 11 statements circle one of the alternatives "Agree" or "disagree", as it best describes what you think and / or the frequency of your behavior.

Agree	Disagree	1. Effective leaders have native, innate qualities, not acquired.
Agree	Disagree	2. I have the tendency to behave well with my subordinates, as long as they execute what I say.
Agree	Disagree	3. Effective leaders depend on their subordinates as much as they depend on themselves.
Agree	Disagree	4. As a leader I would always explain the subordinates the motives why I require for tasks achievement.
Agree	Disagree	5. A good leader will achieve its objectives by all means, regardless of costs.
Agree	Disagree	6. As group manager I would never assign anyone but me a vital project, even if it would mean extra work.
Agree	Disagree	7. The secret for exercising a good leadership is to be consistent in leading.
Agree	Disagree	8. I would recommend subordinates for promotion, to a position equal or superior to my own position, if this is justified.
Agree	Disagree	9. Some subordinates may participate in the decision making process that does not threaten the position of leader.
Agree	Disagree	10. If my group fails to reach a goal because of a group member, I would express it to my superiors.
Agree	Disagree	11. I consider myself to be indispensable in my current position.

#### Appendix 5. "BELBIN self-knowledge questionnaire"

Read each statement carefully and distribute a total of 10 points to the sentences that you consider that best describe your behavior.

These 10 points can be divided to all sentences or only to some of them. Subscribe the allocated points to the right column of each sentence.

**Table 1 Belbin questionnaire: Personal contribution to team**

Crt. No.	My contribution in the team is that :	Points
A	I quickly realize the new opportunities and I profit by them.	
B	I can work well with different kinds of people.	
C	I easily produce ideas.	
D	If I see that the team members can contribute with something valuable to the objectives of the group, it can make them to give the best in them.	
E	I have a great ability to concentrate and I work efficiently.	
F	I am ready to face temporary lack of popularity, if it ultimately leads to good results.	
G	I realize immediately what fits and what works in a situation to which I am used to.	
H	I can provide viable alternatives, unbiased if necessary	

**Table 2. Belbin questionnaire: Deficiencies in the team due to my activity**

Crt. No.	In the activity that I unfold within the team, a deficiency may occur because:	Points
A	I do not feel comfortable if meetings are not well structured, controlled and generally well run.	
B	I incline to be too generous to those who have a solid point of view and had not the possibility to take advantage of it.	
C	I tend to talk more when the group discusses new ideas.	
D	Due to my objective point of view it is difficult for me to immediately join enthusiastic to my colleagues .	
E	If necessary, I am convincing and authoritative in order to carry out what has to be done.	
f	For me, a leading role is difficult and perhaps this is due to the fact that I am too sensitive to group atmosphere.	
G	There is the possibility that I could be too focused on my ideas and not to be so careful about what happens around me.	
H	My colleagues say that I am too concerned about too many minor details and that I am pessimistic	

**Table 3. Belbin questionnaire: Behavior within the team**

Crt. No..	When I am involved in a project with others:	Points
A	I can influence people without pressing them.	
B	I am careful for mistakes not to be made and not to miss anything.	
C	I am ready to act in order to make sure that the meeting is not a waste of time and its main objectives are not forgotten.	
D	I am among those who contribute with something original.	
E	I am always ready to support a good suggestion for the common interest.	
F	I am willing to hear new ideas and events.	
G	My sober judgment is valued by others.	
H	It can be counted on my organizational ability.	

**Table 4. Belbin questionnaire: The approach of teamwork**

Crt. No.	How I approach teamwork:	Points
A	I want to know my colleagues better.	
B	I generate a discussion about the views of others and I am reluctant to support my opinion, even when outnumbered.	
C	I find a reason to reject false statements.	
D	One of my qualities is to make things work as they should, when implementing the plan.	
E	I tend to avoid what is obvious and prefer surprises.	
F	I bring a touch of perfection to any position I have within the team.	
G	I am ready to use contacts outside the group.	
H	I am interested in all views and do not hesitate to make decisions when you needed	

**Table 5. Belbin questionnaire-Job satisfaction elements**

Crt. No.		Points
	I find satisfaction in a job because:	
A	I like to analyze situations and to weigh all the possibilities.	
B	I am interested in finding practical solutions to problems.	
C	I like to stimulate a good collaboration.	
D	I may have an influence on decision making.	
E	I can convince people to agree on an appropriate course of action.	
F	I can convince people to agree on some useful things.	
G	I feel good when I can give full attention to a task.	
H	I like to find a field that requires my imagination.	

**Table 6. Belbin questionnaire: Behavior under stress**

Crt. No.		Points
	If I am given a difficult task with deadlines and unknown persons:	
A	Before developing a plan, I retire to a corner to find "a way out of the wood".	
B	I am ready to work with the person who appeared most interested, however difficult it may be.	
C	I would find a way to reduce the size of the task through the individual contribution of each.	
D	I would follow the deadline and I would make sure we would not exceed it.	
E	I would keep my composure and ability to think clearly.	
F	I would maintain a calm despite the pressure.	
G	I would be prepared to take leadership, if the group would not make any progress.	
H	I would open the discussion in order to stimulate new points of view and to set things in motion.	

**Table 7. Belbin questionnaire: Behavior in deadlock conditions**

Crt. No.		Points
	On a matter of teamwork:	
A	I am ready to show my impatience with those who oppose the progress.	
B	Others may criticize me that I analyze things too much and I am not intuitive enough.	
C	My desire is to make sure that everything is done the right way can slow progress.	
D	I get bored pretty quickly and I rely on one or two colleagues who train me.	
E	It is very difficult for me to begin work, if the target is not well established.	
F	I am skimpy in explanations and in the clarification of ideas.	
G	I ask others to do the things that I am not able to do.	
H	I hesitate to support my point of view when it is fought.	