**What I can contribute**

The skills and qualities you contribute to a team will develop through experience. However, if you are not used to team work, you will feel more confident at the beginning if you can identify things you can contribute already. Use the following activity to recognise the wide range of contributions that team members can make. Then decide:

1. Which of these you can offer now to groups and teams you are in, because you have experience or abilities in these areas.
2. Which of these are personal strengths - where you could make the most useful contribution.
3. Areas you want or need to develop further (even if they are already relative strengths).

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|  | **Contributing to a team** |
| For each way of contributing to teams, decide ☑ whether boxes 1 and/or 2 and/or 3 apply to you.

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| **Contribution** | **1 Can offer?** | **2 Strength?** | **3****Develop?** |
|  **Team-spirit and inclusiveness** |  |  |  |
| 1. Enabling others to bond well
 |  |  |  |
| 1. Helping the group to stay motivated
 |  |  |  |
| 1. Creating/re-establishing harmony when needed
 |  |  |  |
| 1. Supporting others to get things done
 |  |  |  |
| 1. Noticing when others are being left out
 |  |  |  |
| 1. Drawing in anyone who is being left out
 |  |  |  |
| 1. Helping others to contribute the best they can
 |  |  |  |
| 1. Recognizing others’ strengths and contributions
 |  |  |  |
| 1. Praising others when they do well
 |  |  |  |
| 1. Celebrating group successes
 |  |  |  |
|  |  |  |  |
| **Communications** |  |  |  |
| 1. Listening well to others’ views, ideas, opinions
 |  |  |  |
| 1. Contributing usefully to discussions
 |  |  |  |
| 1. Knowing when to be quiet/silent
 |  |  |  |
| 1. Keeping others informed/up-to-date as needed
 |  |  |  |
| 1. Communicating on behalf of the group/team
 |  |  |  |
| 1. Bringing structure to group discussions
 |  |  |  |
| 1. Making minutes/notes of meetings
 |  |  |  |
| 1. Networking on behalf of the group
 |  |  |  |
| 1. Keeping group discussions focused
 |  |  |  |
| 1. Writing letters, messages, etc. for the group
 |  |  |  |
|  |  |  |  |
| **Organisational skills /Getting things done** |  |  |  |
| 1. Planning out what needs to be done
 |  |  |  |
| 1. Working out the team’s priorities
 |  |  |  |
| 1. Allocating tasks fairly
 |  |  |  |
| 1. Tracking that everything is being done as needed
 |  |  |  |
| 1. Suggesting improvements to group processes
 |  |  |  |
| 1. Keeping the group focused on its purpose
 |  |  |  |
| 1. Finding ways of doing things more effectively
 |  |  |  |
| **Contribution** | **1 Can offer?** | **2 Strength?** | **3****Develop?** |
| 1. Organising events
 |  |  |  |
| 1. Bringing a task through to completion
 |  |  |  |
|  |  |  |  |
| **Creativity, analysis and problem-solving**  |  |  |  |
| 1. Coming up with good ideas and solutions
 |  |  |  |
| 1. Analysing and weighing up options
 |  |  |  |
| 1. Making decisions, based on the facts
 |  |  |  |
|  |  |  |  |
| **Acting responsibly** |  |  |  |
| 1. Completing tasks I have been allocated
 |  |  |  |
| 1. Taking the initiative when needed
 |  |  |  |
| 1. Respecting other team members’ time
 |  |  |  |
| 1. Committing to the group as a team member
 |  |  |  |
| 1. Letting others get on with what they need to do
 |  |  |  |
| 1. Acting with integrity, whether as leader or follower
 |  |  |  |
| 1. Clarifying to the group where it needs to change
 |  |  |  |
| 1. Undertaking tasks I have been allocated
 |  |  |  |
|  |  |  |  |
|  **Information, data and numbers** |  |  |  |
| 1. Researching information for the group
 |  |  |  |
| 1. Managing data for the group
 |  |  |  |
| 1. Interpreting data, charts, graphs, etc.
 |  |  |  |
| 1. Sharing information and experience
 |  |  |  |
| 1. Creating graphics, illustrations, images, slides
 |  |  |  |
| 1. Managing finances/acting as treasurer
 |  |  |  |
| 1. Making charts, tables, graphs, data
 |  |  |  |
| 1. Doing the maths, number work, statistics
 |  |  |  |
| **Other ways I can contribute** (e.g. specialist skills, languages, driving, technologies, etc.) |  |  |  |
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