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Belbin's Team Role Theory and Shared Leadership for Universities Employment Services: New Bridges Between Graduates and Employers

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Abstract

Nowadays, higher education institutions are required to have a more significant role in society, especially by leading mediation among stakeholders and transferring their research results. In Spain, universities still do not have a substantial role in linking potential employers and graduates. In this indispensable context of transferability and collaboration, The University of Extremadura and the state Employment Office of the region of Extremadura signed an agreement with the aim of becoming bridges between students, former students and employers. To do so, the Internship and Employment Office (SEPYE) was launched to develop actions and projects that will increase the employability of students. In order to optimize the SEPYE, a diagnosis and capacitation process that allowed the training of the service's staff was developed. This process was designed under a shared leadership perspective using Belbin's team roles theory as a diagnosis tool. In this article, the description of the creation of the service, the training of its staff and the results of the strategy using Belbin's theory will be described with the idea that this common leadership collaboration can be transferred to similar contexts.

Keywords: Leadership, training for employment, Belbin team roles, skills

The Role of Higher Education Institutions in the Development of Employability

Employability, as a concept, is a complex term that evolved as the labor market has changed. Although there is no globally accepted definition, the International Labor Organization (ILO) defines employability as:

The transferable skills and qualifications that strengthen the ability of people to take advantage of the education and training opportunities that are presented to them with a view to finding and retain decent work, progress in the company or when changing jobs and adapt to changes in technology, employment or conditions in the labor market (ILO, 2005, p. 4).

From this definition it can be deduced that there are a series of factors that are influencing the way in which people position themselves in the labor market that are related to their context and to the individual himself. In this sense, Gómez (2012) ensures that a person is employable as long as they can effectively use the skills they have developed to compete with the demands of the context. This idea connects with Drucker (1999), for whom employability is a combination of aptitude, which refers to knowledge and skills. This is the minimum requirement that becomes a necessary but not sufficient condition, as well as emotional competencies, which indicate, through observable behaviors, the ability to manage the relationship with ourselves and with others (cited Gómez, 2012).

Cerrato Reyes et al. (2017) insist that among the problems caused by frictions in the labor market, there is the lack of correspondence between the level of qualification of a certain professional and the level of qualification required by an employer. It should be also added the lack of capacity of the productive structure to absorb in its entirety the professionals who graduated from middle and higher levels. Hence, the term employability acquires a relevant meaning. According to Moreno Mínguez (2015) it would be a set of factors, mainly related to training, that meet the expectations of employers regarding the qualification of their workers. It is linked to the human capital that the individual incorporates as a worker to the company to generate added value.

According to Hillage and Pollard (1999) we would be speaking about aspects related to:

- the ability to gain initial employment; hence the interest in ensuring that 'key skills', careers advice and an understanding about the world of work are embedded in the education system.

- the ability to maintain employment and made ‘transitions’ between jobs and roles within the same organization to meet new job requirements; and
- the ability to obtain new employment if required, that is, to be independent in the labor market by being willing and able to manage their own employment transitions between and within organizations.
- the quality of such work or employment. People may be able to get a job, but it may be below their level of skill, or in low paid, undesirable, or unsustainable positions.

From this perspective, employability as a concept has several dimensions that have a dynamic component. This dynamism distances us from employability conceived as a classifying label. Likewise, it allows us to understand it as a process that intervenes in our lives and whose passage requires reflection and personal action, and also support from the social actors that accompany this transit (families, teachers, guidance professionals in all its meanings).

For this reason, we consider four dimensions in its composition:

- ***Finding***. Finding employment requires to be aware of work active-looking strategies.
- ***Keeping a job***. Keeping a job depends on internal and external factors. Focusing on the former, it depends on our capacity to perform well at work, that is, on the effectiveness with which we carry out our functions, roles, tasks in a professional context. External factors are beyond our influence, but it is always convenient to have them identified in the process in order to use the compass that guides our decision-making on the formulas for access to employment that we select, professional sectors, type of organizations, etc.
- ***Progressing***. To progress, the first thing that should be taken into consideration is what "progress" or "professional success" means for each person. Does progress mean access to positions of greater responsibility? Can our income be increased? Work on what makes us happier? Can learn continuously? The fundamental thing is to consider this reflection and flee from topics and social mandates that condition our lives and lead us to meet the expectations of others, instead of doing so on our own.
- ***Adapting***. The labor market is not static but constantly changing (increasingly accelerated). In Spain, our generation grew up with the idea that life was organized in two phases: a first one in which people make an academic effort to move on to a second one in which they would obtain the compensation for their effort with the achievement

of a stable job for all life. That perspective is not our current perspective. Professional careers today are not linear, nor ascending. In visual terms, they are more like an electrocardiogram in which training and work merge and coexist.

In addition to these dimensions, there are a series of key factors that make it possible to enter the labor market. These factors were studied in detail by researchers such as Cerrato et al. (2017), forming a series of key components for employability that have to do with:

- Personal and external factors together with sociofamiliar circumstances. First, this factor will have to do with, sociodemographic characteristics, personal attributes, personal qualities, abilities and competences, training, familiarity with the job, work experiences, employment search, health, geographical mobility, and work flexibility. Secondly, with labor market factors, macroeconomic factors, characteristics of the job offer, contract details, employment policies, other employment policy factors. Finally, family care, job culture and access to resources.
- Business factors affecting the demand for professionals. The demand for a specific type of work or job is conditioned by its productivity in the process of creating a product or service and the market value of this product or service. Therefore, depending on the productivity of the work carried out and the value given by society to that product or service, the demand for that job profile will increase.
- Factors related to the employability levels of professionals linked to their generic and specific competencies. Nowadays, it is crucial to develop competencies in the professional training process, as this will result in more qualified profiles with a higher level of employability in their transition to the labor market.

Therefore, a wide range of factors related to the development of employability can be observed, but, at this point, we wonder which are the agents that contribute to the development of people's employability. It is known that many of the competencies that shape and reinforce employability are already learned naturally in the family context, during second childhood, and in other contexts such as school and the peer group throughout various stages of the life cycle (Moreno, 2017). In a professionalized way, there are a variety of professional figures whose particular mission is to accompany people through processes for guidance and development of employability, both in the field of formal and non-formal education (youth information programs, guidance in schools, etc.), as well as in the more specific field of employment (employment offices, third sector entities with job placement programs, etc.).

Among the professional figures with responsibility for employability are various university actors, such as the teaching staff (who contribute in a cross-cutting manner through their subjects) or professionals who form part of guidance departments, internship management, etc. These professionals are part of the universities' own staff, and also of foundations linked to these universities, often with financial support from regional Employment General Directorates.

In the development of employability in Spanish universities we find different scenarios:

- Professionals and actions that contribute to the development of employability in a dispersed manner, without a structure that facilitates their coordination. Unfortunately, this is the most common situation.
- Structures formed by professionals with a specific mission and explicit strategic objectives that, supported by a clear articulation of the organization of the activity, offer a series of coordinated services.

We also found notable differences in the volume of personnel dedicated to employability development. In general, with a greater or lesser number of professionals dedicated to this area, universities have high ratios of students and graduates per professional, making the intervention more complex.

The most frequent and common actions relating to employability development are:

- Individualized vocational and professional guidance.
- Personal and professional development courses: stress management, effective communication, active job search techniques, etcetera.
- Management of internships in external organizations.
- Holding events to generate contact between students and organizations: job fairs, professional breakfasts, company visits, etcetera.

The reality of the areas and professionals specifically associated with the development of employability in universities is in any case characterized by a fairly similar culture, structure and organization of work:

- We are talking about hierarchical structures in which the professionals in charge tend to develop a **managerial leadership** style, reserving decision-making and transferring to their teams specific guidelines on the activities to be promoted and how to carry them out.

- The people who make up the teams orient their functions and tasks to the content described in their **job descriptors**, operating in a certainly watertight manner, regardless of whether they perform some of their tasks together with other people on the team.
- The work procedures are governed by a **bureaucracy** that has a significant weight, both in the way of proceeding in their daily performance, as well as in the amount of time invested in feeding the needs that the bureaucracy imposes.
- With regard to **training and development policies**, we find a diversity of realities in terms of professional training opportunities, work-life balance and other personal and professional development measures.

The great challenge of developing employability in the university context from the point of view of the internal dimension of the professional teams and the external dimension of providing services to the target public, is to develop employability taking into account the social reality and the processes of change that shape it. Moreover, it is necessary to do so from a contextualized, co-responsible and collaborative perspective. This requires requirements such as clear and shared identification of the purpose, effective work organization, cohesion of the professionals that make up the teams, continuous recycling and adaptation of these professionals, and especially, the use of collective intelligence to shape the above requirements.

In this important mission, social technology is a great ally. We understand social technology as any product, method, process, or technique created to solve some kind of social problem and that meets the requirements of simplicity, low cost, easy applicability, replicability, and social impact. In social technology we distinguish two levels. First, a purely technological level, which is the technology itself, which allows, through various tools, the dissemination and development of any initiative to reach more people in a fast and automated way. Secondly, at an axiological and pragmatic level, in which the reference development frameworks provide values, principles and practices that inspire and contribute to making these initiatives operational.

One of them is participatory leadership, a development framework that is quite different from the usual model of culture, structure, and organization of work in universities. This is discussed in the following section, as it is a source of inspiration for the implementation of the strategy put in place by the University of Extremadura.

Participatory Leadership and Role Definition as a Strategy for the Transformation of Organizations and Work Teams

Organizations and professionals whose main responsibilities include the promotion of employability must advocate inspiring development frameworks to successfully fulfil their purpose. Therefore, it is necessary for them to rethink the leadership styles they should promote, both in the professional performance of those who hold a certain position and in the performance of all the professionals who make up their work teams. The definitions of leadership, although diverse, share a common idea: the capacity to influence and motivate people to advance together to achieve common objectives through various actions. This is defined by Kotter (2006), one of the most important scholars on this topic who recurrently associates leadership to the processes of change and the evolution of organizations.

What leadership styles should organizations promote in order to be effective and, at the same time, adapt to change and ensure the well-being and satisfaction of people? At this point and taking into account that leadership styles depend on factors such as the maturity of work teams, among other multiple factors, we bring up a leadership style that has proven to respond to this desire for effectiveness, adaptation and promotion of well-being: participative leadership. Participative leadership is a leadership style in which the members of the organization work together, with a transversal organization of work, based on functional roles with responsibilities and visualizations of success instead of job descriptors with predefined tasks. A leadership style that promotes collaborative governance, that is, the participation of everyone on the team in making decisions that impact them. It offers a number of benefits to all organizations that are willing to use it.

Participatory leadership is closely connected to the frameworks of the most evolved organizations, referred to as "TEAL organizations". These are based on the paradigm that bears the same name, which was promoted in 2014 by Frederic Laloux, as a result of his search for an efficient organizational model (Laloux, 2016). The first occasion on which this term was used to designate a model of organizations was in the publication of the book "Reinventing Organizations", work of the aforementioned author.

A TEAL organization is based on three keys: completeness, evolution, and self-management, which converge in a balance capable of bringing together maximum operational efficiency with the satisfaction and well-being of the workforce. These are organizations in

which human capital is the protagonist, in which hierarchies are simplified and control is given less importance, fostering a sense of responsibility, while generating continuous opportunities for training and professional and personal development. We analyse each of the keys separately:

- **Fulfillment.** Fulfillment refers to the development of the people in the team as human beings, not only as professionals. The prerequisite for fulfilment is to consider the person, his or her personal and professional development as inseparable realities.
- **Evolution.** Faced with a changing context, at an ever-increasing speed, TEAL organizations are constantly adapting in a process of observation, exploration and discovery, working in an agile manner, committed to continuous improvement, and following the north star of an evolutionary purpose. The fundamental requirements for evolution are the existence of an evolutionary purpose, not a static one, which inspires and guides the activity of the teams, and the use of techniques and technology for work organization and coordination based on the agile approach: SCRUM, Lean, etc.
- **Self-management.** Self-management does not imply disorder, but rather decentralization and coordination mechanisms that make it possible to optimize work processes and take advantage of the collective intelligence of the people who make up the teams. The basic requirements of self-management are the definition of roles, self-responsibility and the already characterized participatory leadership.

Focusing on self-management and, specifically, on the concept of functional role, we can define it as an alternative to the traditional job descriptor. Taking into account the purpose of organizations and teams, their strategic objectives and the services they offer, we identify all those responsibilities to which we must respond in order to make all of the above operational, and we group together those that have a common nature, forming these units which we call “role”. Thus, the characterization of a role implies having the following elements defined:

- a) The title: what it is about.
- b) The purpose of the role: why and what it is necessary for.
- c) the responsibilities: it is not a list of tasks, but of commitments to which you must respond by carrying out the tasks you consider appropriate.
- d) The visualization of success: how we will know that it is developing properly.

Functional roles pertain to an organization or team, not to an individual. They are not job titles or job descriptors. No one owns the role, but dynamizes it in a more stable or temporary way. Team members can energize one or more roles. Energizing means being responsible for ensuring that the purpose, responsibilities, and visualization of the success of the role are fulfilled. This does not imply carrying out all the tasks that lead to this achievement, but carrying out some of them, delegating or requesting support to carry out others, and in any case, coordinating all the people involved, holding the ultimate responsibility.

Its importance lies in addressing situations that occur in organizations and teams and limit group effectiveness. A common example is the existence of diffuse responsibilities, people who are disoriented because they do not know what is expected of them, and the loss of the overall vision, etc. Organizing according to roles allows taking advantage of people's strengths, in the sense that their transversality and dynamism offer opportunities for each person to contribute in those issues in which they are needed at any given moment and in which each person can contribute the most.

The contribution of each person to an organization and work team will depend on issues such as: their personality, their values, their degree of commitment, their technical competencies, their transversal competencies, etc. In order to take advantage of their contribution and maximize both their level of satisfaction and development and the effectiveness of the work team, it is of interest to apply the Belbin methodology to the processes of diagnosis and subsequent organization of team responsibilities. The Belbin methodology was born from a study conducted by Dr. Meredith Belbin at the Henley Business School, trying to answer the question of what makes a team effective? (Belbin, 2017). This research has been fundamental in the field of psychology as it has had a great impact on how to understand and develop teamwork and how to maximize people's potential.

Meredith Belbin found, after the research, the answer to her question. The answer is that role complementarity promotes group effectiveness. A Belbin team role (different from the concept of functional role) is understood as a particular tendency to behave, contribute and interact with others in a certain way. Meredith Belbin organized them into three major groups and defined their characterization and distinctive contributions (Albaina et al., 2013).

The group of social roles is in charge of the team's cohesion, coordination and contact with the outside. Among them are:

- The **resource investigator**: contributes by exploring external resources and developing contacts on behalf of the team.

- The **cohesionist**: contributes by supporting others and promoting harmony and unity within the team.
- The **coordinator**: contributes by combining team efforts, promoting consensus and managing talent.

The social mental role group is responsible for contributing knowledge, critical vision and creativity to accomplish tasks. The mental roles are:

- The **brain**: contributes by acting as the main source of innovation and ideas for the team.
- The **evaluator monitor**: contributes by analyzing ideas and suggestions and evaluating their feasibility.
- The **specialist**: contributes by providing in-depth knowledge on a particular topic.

The action role group is concerned with taking action, carrying out and finalizing a task. They are:

- The **driver**: contributes by challenging and pushing the team forward to achieve its goals and objectives.
- The **implementer**: contributes by translating concepts and plans into a summary of tasks to be performed, and carrying them out.
- The **finalizer**: contributes by correcting errors and ensuring that important details are not overlooked.

Participatory leadership and its axiological and pragmatic contributions have been an essential reference for the design and implementation of the employability development strategy at the University of Extremadura, which we present in the following section.

The Development Of Employability at the University Of Extremadura Through a Participative Leadership Strategy.

Context and diagnosis

The University of Extremadura is a multi-campus public university. Through the signing of a collaboration agreement with the Extremadura Public Employment Service and the Fundación Universidad Sociedad, it establishes a bridge between the university and the world of work. To make this mission operational, different independent units were created to provide

services for the development of employability: the Employment Guidance, Internship and Employment Offices and the Employment Platform.

The services offered by these units had low take-up rates by students, teaching staff and other university stakeholders. For this reason, a project was launched to address the challenge of transforming and modernising the service model, both in terms of its internal organisation and its range of services. The project was structured in two distinct phases:

- A **diagnostic phase** in which strengths, potential and areas for improvement of people, processes and technology involved in employability development actions are detected.
- A **phase of strategy design** with its corresponding action plans to exploit strengths and potentials, and to face areas for improvement, with its subsequent implementation through the creation of the Internship and Employment Service (SEPYE): an integrated service that would unify and coordinate the people, actions and interests of the units that operated independently until now.

As will become evident later, participatory leadership has been a key inspirational framework throughout the process.

In the diagnostic phase, various **internal and external actors** to UEx took part. Thus, professionals with responsibilities in the management and coordination of the work units (vice-rectorate, management, and coordination of the units from the UEx, the Fundación Universidad Sociedad and the SEXPE), the staff integrated in these units, teaching staff, students and a company that was responsible for accompanying the UEx in this project (neoCK) took part in it.

The **axes of analysis of the diagnosis**, with their corresponding dimensions, were as follows:

AXES	DIMENSIONS
People	<p>Expectations about the process.</p> <p>Overview of the technical team: motivations, cohesion, competencies, functions, role clarity.</p> <p>Needs of students and teachers.</p>
Processes	<p>Coordination mechanisms established between UEx, SEXPE and Fundación Universidad Sociedad.</p> <p>Characterisation of the services provided by the units.</p> <p>The traceability of the services provided by stage of the university cycle, and the standardisation of training and guidance content.</p> <p>Diffusion.</p> <p>Monitoring, evaluation and impact measurement.</p> <p>Target audience's loyalty.</p>
Technology	<p>Technology at the service of dissemination and attracting target audiences.</p> <p>Technology at the service of the target public.</p> <p>Technology at the service of teamwork.</p>

In order to obtain information on the dimensions of each axis, different types of activities were carried out, such as:

- Coordination meetings, information meetings, enquiry meetings, knowledge management meetings, decision-making meetings, etc.
- Group meetings to identify the needs of the units' target audiences (with tools such as empathy maps) and to analyse processes (with tools such as target audience journey maps).
- Individual interviews.
- Digital competency diagnostic reports and Belbin team roles.

- Surveys aimed at students and teaching staff.

The diagnosis shed light on the strengths and weaknesses assigned to each of the axes, which materialised in the commitment to the creation of the UEx Internship and Employment Service, responding to the following challenges framed in the strategic plan:

1. The articulation of an integral scorecard.
2. The creation and development of a single working team.
3. Training the team to develop competences and adapt to the new work paradigm and respond to the real needs of the target audience.
4. The reformulation of the services offered by the Service and its organisation, taking into account the traceability according to the stages of the university cycle.
5. The improvement of the processes of dissemination and attraction of the target public.
6. The improvement of the monitoring and evaluation processes of the internal work process and of the effectiveness of the services offered by the Service.

Implementation and Results

Each of the challenges envisaged in the strategic plan were transformed into action plans, which were developed through various actions:

1. The articulation of an integral scorecard. The vision, mission and values, strategic objectives, the Service's range of services, the purpose, responsibilities and visualisation of the success of each role (associating each role to each service and professional of the service), management process, monitoring and evaluation indicators and techniques and tools for their collection were co-designed.
2. The creation and development of a single work team. A teambuilding and group work meeting was held to enjoy an informal space in which to generate connections between team members and in which to validate and operationalise issues included in the scorecard. Individual coaching sessions were held for each member of the team to promote their development process within the framework of the new culture and structure.
3. Team training for skills development and adaptation to the new working paradigm and response to the real needs of the target audience. Training sessions were conducted on teamwork, innovative targeting and prospecting methodologies and communication to improve the entire service delivery process.

4. The reformulation of the features offered by the Service and their organisation, taking into account traceability according to the stages of the university cycle. Working groups were set up to generate new services or modify existing ones in accordance with the decisions taken on the new approach.
5. The improvement of the diffusion and target audience acquisition processes. An online and offline communication plan was designed, and its actions were implemented.
6. The improvement of the monitoring and evaluation processes of the internal work process and the effectiveness of the features offered by the Service. The necessary technological tools were generated to do this in the most effective way.

As a result of this project and thanks to the significant degree of involvement of all the actors involved, a new service with its own identity was created, bringing together the entire professional employability team: the SEPYE, organised under a collaboratively designed integral scorecard.

With regard to the features offered by the Service, a portfolio of features aimed at students, teaching staff, and external organisations was designed, offering a clear map of the same, their benefits and how to access them. Likewise, strategies for monitoring and evaluating their usefulness and the satisfaction of the target public with them were articulated, with indicators that report on the degree of achievement of the strategic objectives established in the integral scorecard.

The team received the necessary training to promote a change of mindset with regard to the productive and reproductive dimension of relationships (from hierarchy to transversality, from individualism to collaboration) and with regard to work techniques and tools (from a traditional approach to an agile approach supported by technological applications). The training also contributed to their updating in various subjects related to the understanding of the new work paradigm, non-directive ways of accompanying students (team facilitation, coaching...), neuro-sales strategies for the establishment of partnerships with other organisations and the use of digital tools for the dissemination of the Service's features. This training contributed to the improvement of the strategies for accompanying the target audience, the quality of the contents and formats offered in the frame of the training and guidance services, and the internal organisation itself.

Regarding the internal organisation, the desired working system based on participative leadership and agile methodologies was implemented, illustrated below with concrete examples of organisational behaviours:

- Free access to SEPYE information, shared in common digital spaces (namely TEAMS applications).
- Planning and establishing personal commitments based on the responsibilities of each role, shared through weekly planning meetings, with rotational facilitation and agile approach.
- The collection of proposals, collaborative decision-making, and experimentation for continuous improvement, carried out in spaces and sessions explicitly designed for these purposes: co-creation and retrospective meetings.
- The promotion of cohesion, through the incorporation of check-in into working meetings.

The work organisation model is now based on roles: each professional is the guardian or facilitator of a role, and each role refers to each of the services offered by the SEPYE. Being a facilitator of a role, as explained above, implies having a global vision of the role, coordinating the actions associated with it, without the need to assume the relationship of all of them. All the people in the service now perform tasks and contributions associated with all the roles, focusing on those most closely related to the significant contributions derived from their highest roles according to Belbin's model. This approach helps the team to overcome the organisational constraints imposed by their job descriptions (not forgetting that they are public service staff) and by their territorial locations (in different municipalities of Extremadura).

At the end of the process, a specific retrospective session was held on the process, identifying achievements, areas for improvement and next steps to be taken in order to continue to support the development of the team under the new structure and mindset. Regarding the specific usefulness of tools used in the process of diagnosis and implementation of the strategy, such as the Belbin role reports, the team members expressed the following opinions:

- -It has made us know ourselves better, beyond issues we already knew about such as our technical competences and soft skills (Member 1).
- -We have realised that what is really interesting is to focus on those contributions in which we excel, rather than trying to improve on ways of contributing and relating that do not come naturally to us (Member 2).

- -We have been able to get to know our colleagues better, and become aware that diversity is not an obstacle, but an enriching element that brings complementarity to the team and makes it more effective. We are now more cohesive, and the organisation of work is more optimised (Member 3).

At a general level, the team must continue to take steps to operationalise the new services put in place and the internalisation of the horizontal and agile organisational mindset.

Conclusion

The reality of a market in a continuous process of change, in which globalisation, job insecurity and job instability prevail, represents a social challenge for the employability of today's university students. Universities have the responsibility to have units and structures that offer an appropriate response and provide resources and support so that students and graduates can enter the labour market. There are various public organisms and foundations that echo this need, but an inter-institutional dialogue and effective coordination is needed so that the University is integrated into the social space, providing solutions for its students in the face of the vicissitudes of the labour market.

For this reason, the University of Extremadura, in coordination with the Public Employment Service and the University-Society Foundation accompanied by the company neoCK, has created the UEx Internship and Employment Service (SEPYE). It is a university service based on the principles of Commitment, Coordination, Continuous Improvement and Openness. It is innovative and versatile, open to society in order to respond to the social and labour needs of a context in a continuous process of change. It is also a reference service for employment organisations and the university community in terms of employability, which generates connections and links between both, facilitating the necessary conditions for attracting and retaining talent in the Extremadura region. It is accessible and close and accompanies students and graduates in their professional development and labour market insertion, promoting their autonomy.

The creation of the Internship and Employment Service was based on the contributions and keys of participatory leadership, so that SEPYE members have worked together with a transversal, agile work organisation, based on functional roles, in which the whole team makes decisions from the perspective of collaborative governance. In addition, it has been used, among others, a methodology associated with the participatory leadership development

framework: Belbin's Roles, which has had a positive impact both on the functioning of the Service and on the professional development of the team's professionals. This methodology has made it possible to take into account, for the organisation of work, the special way in which each team member contributes and relates to others, thus taking advantage of their strengths and focusing on them to develop a complementary, high-performance team.

We conclude that this type of frameworks and methodologies are of great interest in public institutions, because after their application, they have a positive impact on the organisation and the university community in general, streamlining and democratising processes, making them more efficient and offering strong responses to real needs. However, they require a committed, involved, open team with a shared purpose or motivation. Teambuilding sessions and any other activity focused on fostering the knowledge and cohesion of the team's professionals are of particular interest to lay the foundations for the success of transformation processes, such as the one we have described in this chapter.

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Biography

Laura Alonso Díaz is a professor in Theory and History at the Department of Educational Sciences. She is currently the Director of Internships and Employment at the University of Extremadura. Her main areas of research are: Teacher Training/trainers, virtual educational environments, Socio-labor training (employment, internships, life-long learning), Social Education and Bilingual Education. She obtained a European Ph.D. in Psychopedagogy. She also obtained 2 six-year terms, the Teaching Excellence Award in 2014 and the Teaching Accessit Award in 2019. She has made international stays in prestigious universities such as Warwick University (U.K.), University of Curtin (Australia), Loyola Marymount University (California, USA), etc. She participated in research projects at regional, national, and international level. With more than a hundred publications (articles and books), of which a good number are indexed in impact journals both. Besides, she has contributed as a speaker at national and international conferences. She belongs to the EduTransforma-T Research Group and is IP of the GID BILINGUEX Teaching Innovation Group.

Gemma Delicado holds a Ph.D. in Languages and Literatures from the University of Chicago. She also obtained a Master of Arts at Western Michigan University and attended Kalamazoo College (USA). Currently she is an Associate Professor for the English Department at the University of Extremadura. She was awarded the Teaching Excellence in the Humanities in 2017. She has been nominated as distinguished alumni by Western Michigan University in 2019. She was appointed Director for International Affairs and Mobility in February 2019. She was Associate Dean for International Affairs (2012-2016). She is currently the Resident Director of the Purdue Northwest (USA) study abroad program in Spain and the ICRP (The Integrative Cultural Project Coordinator) for the Kalamazoo College (USA) study abroad program in Spain. She is currently directing several Ph.D. dissertations related to languages and technology. She attended a number of conferences, done several international research visits and published two books, several chapters and articles.

Rocío Pérez Guardo has a degree in Social Work, a second degree in Labor Sciences and a Ph.D. in Sociology from the University of Valladolid, Spain. She also completed a postgraduate training and several certifications in human resources management, executive coaching, and project management. In her professional career, her experience as a teacher and researcher at the University of Valladolid stands out, as Director of Training, Methodology and People at the Santa María la Real Foundation (designing and scaling an internationally recognized

employability program: Employment and Solidary and Caring Entrepreneurship) and as Business Development Director and R + D + i Project Manager, developing initiatives based on social technology for the diagnosis and development of personal and professional skills.

Rocío Yuste Tosina has a Degree in Social Education, a B.A. in Psychopedagogy and holds a Ph.D. in Pedagogy from the University of Extremadura. She is a professor in Didactics and School Organization at the Department of Educational Sciences at the Faculty of Teacher Training. She is currently the Vice-Rector for Students, Employment and Mobility at the University of Extremadura. She develops her research in “education technologies: virtual learning and training. Use and integration of ICT in educational environments”. She participated in regional and international research projects and was the Principal Investigator (PI) in a large number of research transfer projects. She is the author and co-author of scientific articles and specialized books and has supervised two doctoral theses. She has carried out international research stays, among others, in European, Latin American, and Australian universities. Currently, she combines her research with entrepreneurial initiatives in the field of e-learning and the development of gamified educational materials. Likewise, she actively collaborates with entities and organizations in the field of development cooperation and the Third Sector. She belongs to the EduTransforma-T Research Group.