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Module Name: Effective Teamworking and Communication
Module (LCLM4003)

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Following are the characters in the video that you must watch before attempting to answer the questions. These characters are a team of students working on a project.



Lena, a hardworking undergraduate from Germany, approaches her studies with detailed-oriented care and a consistent dedication to quality. Driven by a preference for precision and a reliance on empirical evidence, she consistently delivers exceptionally researched and thoroughly documented work.



Omar, an undergraduate student from Jordan whose confidence and persuasive charisma naturally draw others to him. With a natural ability to make quick decisions and a genuine talent for motivating those around him.



Hannah, an undergraduate student from Ireland, whose calm manner and sharp intellect are instantly recognisable. Bringing her thoughtful, detail-oriented approach to everything she does, Hannah is a researcher through and through, thriving on evidence and considered evaluation.

	Kenji, a Japanese undergraduate student known for his calmness, reliability, and strong sense of community. Always prioritising group harmony, Kenji always offers supportive guidance on group projects.
	Priya, an undergraduate student from India whose vibrant energy and dynamic resourcefulness are instantly recognisable. Bringing her unique blend of passion and practicality to the academic world, Priya is a natural networker and problem-solver.
	Alex, a computer science major from Canada. Analytical, tech-savvy, and deeply practical, he approaches every academic challenge with a systematic mindset, always finding ways to streamline work using digital tools. He prefers to organise data for projects and fine-tuning workflows.

Watch the video and then answer the following **ten questions** within the spaces provided. Each question carries equal mark. Each answer should be a minimum of 100 words and a maximum of 150 words. Please note that the questions are grouped by topics, instead of following the timeline. You need to watch the whole video before answering the questions. Please make sure that you provide citation and references for all the relevant concepts you use in answering the questions.

Question 1

Explain what teamwork is, give examples from the video.

Teamwork involves individuals combining their skills, knowledge and efforts to achieve a shared objective through communication, cooperation and mutual commitment. Morgan (2017, p.204) defines a team as “a number of individuals working as one to achieve a particular goal to which they are mutually committed”. In the video, the KEEPSAFE team demonstrates teamwork by combining different contributions to develop a digital brand campaign. Omar proposes the creative vision, Hannah conducts market analysis, Priya obtains external case studies, Lena checks academic quality, and Alex organises the digital workflow. The team also uses Notion and Trello to share information and track responsibilities. These examples demonstrate interdependence because members contribute different strengths towards the same outcome. Effective teamwork therefore requires individual accountability alongside communication, coordination and a shared commitment to completing the project successfully. This also reflects Coyle (2018) emphasis on building effective team cultures through shared purpose, communication and an environment in which members can contribute towards collective goals.

Question 2

Omar states that the team has been debating for two hours, the team members look worried. Lena intervenes and argues, Omar intervenes again. Hannah looks troubled. (timestamp: 2:00 – 2:56). Identify which of Tuckman's Stages of Team Development this part of the video represents.

The disagreement between Omar and Lena represents Tuckman's storming stage of team development. Tuckman (1965) explains that storming involves disagreements as team members express different opinions, priorities and approaches to achieving their objectives. Omar becomes frustrated because the team has debated the theoretical framework for two hours, arguing that they must vote and begin developing the campaign. In contrast, Lena insists that the proposed direction requires empirical justification and a systemic review before execution. Hannah appears troubled and begins speaking less confidently as the disagreement intensifies. These interactions demonstrate tension between speed and academic quality, alongside difficulties reaching a collective decision. The team has not yet established an agreed decision-making process. However, constructive disagreement can help members evaluate alternatives and clarify expectations, allowing the team to progress towards norming if the conflict is managed effectively.

Question 3

Identify & explain which Tuckman's Stages of Team Development is the team in during the last 2 minutes of the video (timestamp 4:00 – 5:58).

During the final two minutes, the KEEPSAFE team demonstrates Tuckman's performing stage. Tuckman (1965) describes performing as the stage when a team works effectively towards its objectives, with members understanding their responsibilities and coordinating their contributions. In the video, Hannah completes the market analysis and evaluation matrix, while Priya secures external case studies to support the findings. Lena reviews Omar's promotional narrative to ensure it meets academic standards, and Alex maintains the digital tracking system. The team leader also updates the group log, and the workflow is on schedule. These examples demonstrate effective communication, accountability and coordinated effort. Although the team experienced earlier disagreements, its members now combine their individual strengths to prepare the project for submission.

Question 4

Explain what Group Decision Making is, provide a relevant example from the video.

Group decision-making is the process through which team members discuss alternatives, evaluate information and collectively determine the most appropriate course of action. Effective decision-making requires participation, critical evaluation and consideration of different perspectives. In the KEEPSAFE video, Omar advocates voting to select the campaign direction because he believes further discussion will delay progress. Lena opposes voting without empirical justification, arguing that decisions must be supported by evidence and assessment criteria. Priya subsequently proposes a compromise: the team can approve Omar's digital campaign framework for brainstorming while allowing 48 hours to verify the supporting data. This combines creative progress with academic rigour. This example demonstrates how collaboration can produce a more balanced decision than allowing one member to dominate. It also illustrates the importance of evaluating evidence before committing resources to a project.

Question 5

Explain what Nominal Technique is, provide an example from the video.

The Nominal Group Technique (NGT) is a structured method of group decision-making designed to encourage participation and reduce the influence of dominant individuals. Typically, members independently generate ideas, share them in turn, discuss and clarify suggestions, and privately rank or vote on the alternatives. This helps ensure that decisions reflect multiple perspectives rather than only the loudest voices. In the KEEPSAFE video, Omar proposes voting on the campaign direction, which resembles the voting element of NGT. However, the team does not demonstrate the complete technique because the video does not show independent idea generation, systematic round-robin sharing or individual ranking. Priya's compromise instead allows creative brainstorming to proceed alongside evidence validation. Applying the Nominal Group Technique could have helped the team compare campaign options systemically and ensure quieter members, such as Hannah, had opportunities to contribute. Delbecq et al. (1975) explains this structured approach to group decision-making, which encourages individual contributions before the group evaluates and prioritises alternatives.

Question 6

What (Thomas-Kilmann model) conflict mode does Priya use when she states "We do not have to choose between being brilliant or being thorough.", and she supports Omar's framework while giving Lena 48 hours to verify the data? (timestamp 3:20 – 3:36)

Priya demonstrates the compromising conflict-handling mode from the Thomas-Kilmann model. Thomas and Kilmann (1974) identify five modes: competing, collaborating, compromising, avoiding and accommodating. Compromising involves each party making concessions to reach a mutually acceptable solution. In the video, Omar wants the team to approve the digital campaign immediately, whereas Lena insists that the proposal requires empirical justification before proceeding. Priya responds, "we don't have to choose between being brilliant or being thorough," and proposes approving the framework for brainstorming while giving Lena 48 hours to verify the evidence. Omar gains progress towards his creative vision, while Lena gains time to protect academic quality. Neither gets everything they initially wanted, but both concerns are acknowledged. Priya's approach reduces tension and establishes a practical way forward without abandoning either priority.

Question 7

When the debate between Omar and Lena peaks, Hannah responds by "shrinking back slightly in her chair" and softly trailing off as she is spoken over. Using the Thomas-Kilmann Conflict Mode, identify and describe Hannah's conflict mode in this scene. (timestamp 2:00 - 2:45)

Hannah appears to demonstrate the avoiding conflict mode in this scene. Thomas and Kilmann (1974) describe avoiding as showing low assertiveness and low cooperativeness, often by withdrawing from a disagreement rather than directly addressing it. As Omar and Lena debate the campaign's direction, Hannah looks troubled, shrinks back in her chair and softly trails off when interrupted. Her behaviour suggests that she is reluctant to compete for speaking time or challenge the more assertive members. Consequently, her perspective risks being excluded from the decision-making process. However, this interpretation is based on her observed behaviour in this particular interaction; it does not establish that avoiding is her usual conflict style. Nick or another team member could help by inviting Hannah to finish speaking or establishing turn-taking rules, encouraging balanced participation and ensuring that quieter members' contributions are considered.

Question 8

Identify which Belbin roles Alex and Priya might be demonstrating (e.g., Plant, Implementer, Coordinator, Specialist, Monitor Evaluator, etc.) and explain them with relevant examples from the video.

Alex demonstrates characteristics of the Implementer and Completer-Finisher roles, while Priya resembles a Resource Investigator. Belbin's team-role framework identifies the Implementer as someone who turns ideas into practical systems, whereas the Completer-Finisher focuses on checking details and ensuring work is completed accurately. Alex sets up Notion and Trello, organises digital assets and develops a structured tracking workflow, demonstrating practical organisation. His attention to tracking and streamlining processes also suggests some Completer-Finisher characteristics. Priya demonstrates the Resource Investigator role through her networking and external research. She finds relevant real-world campaign examples and obtains two recent case studies from digital agencies to support Hannah's market analysis. She also proposes a compromise during the team's disagreement. These complementary contributions help the team translate ideas into action while accessing useful external information and maintaining progress.

Question 9

Identify which Belbin roles Omar and Lena might be demonstrating (e.g., Plant, Implementer, Coordinator, Specialist, Monitor Evaluator, etc.) and explain them with relevant examples from the video.

Omar demonstrates characteristics of the Plant and Shaper roles, while Lena resembles a Monitor Evaluator and Completer-Finisher. Belbin's framework describes the Plant as an innovative idea generator and the Shaper as someone who challenges others and drives progress. Omar proposes an ambitious digital brand campaign featuring interactive elements and AI-driven personalisation. His insistence that the team vote and move forward also reflects the Shaper's urgency and determination, although it can create tension. Lena demonstrates the Monitor Evaluator role through her logical, evidence-focused assessment of the proposal. She insists that creative choices must be supported by empirical evidence and aligned with the module handbook. Her commitment to thoroughly reviewing Omar's promotional narrative also suggests Completer-Finisher characteristics because she prioritises accuracy and quality. Together, these roles can balance innovation and momentum with critical evaluation and careful attention to academic standards.

Question 10

After watching the video, decide which Belbin role you would naturally take in this team and why would you take that role?

I would naturally take the Resource Investigator role because I enjoy exploring ideas, researching opportunities and discovering information that could strengthen a project. Belbin's team-role framework describes Resource Investigators as outgoing, curious individuals who explore external opportunities and develop useful contacts. In the KEEPSAFE project, I would research successful digital brand campaigns, investigate social-media trends and identify real-world examples that could inspire the team's creative direction. I would also share relevant findings with members responsible for market analysis and campaign development. However, I would ensure that my suggestions were supported by credible evidence and aligned with the module's assessment criteria. This role would allow me to contribute creatively while helping the team access external information. Working alongside members such as Lena and Hannah would also ensure that interesting ideas were critically evaluated before being incorporated into the final campaign.

References list

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