



Effective Teamwork and Communication

BMSW4009

Creata penina cirpaci

2308292

Introduction

Teamwork is the coordinated activity of people who are working on a common cause, mobilising the strengths of a group member to attain higher results (Mullins and Christy, 2016). The team development model introduced by Tuckman (1965) of forming, storming, norming, and performing, and adjourning emphasises the dynamic phases that team groups go through. Belbin (2010) emphasises the importance of identifying team roles towards increasing cohesion and productivity within the team.

The aspects that are vital in effective teamwork are equal trust, role distribution, communicational effectiveness, collective vision, and positive conflict management (Adham, 2023). The teams are stronger, more innovative and oriented at achieving goals when these elements exist.

As indicated in the Belbin-style SPI test, the highest score was obtained as an Innovator (14 per cent), implying that I bring innovation, originality, and problem-solving ideas to teams. Innovators generally have novel thinking, and they are creative in terms of coming up with new solutions to difficult problems. Thomas-Kilmann Conflict Style shows that I am likely to use an Accommodating style which means I care about group harmony and place a high regard on working together in decisions rather than the dominance of the individual.

I am also good at innovative contributions and ideation in the context of a team. I like to create brainstorming ideas and suggest new approaches to do it. Moreover, I am supportive, flexible, and

receptive to the opinions of others, which enables me to establish rapport, aids in the reduction of conflict, and ensures that the morale of team members remains high during the project cycle.

Findings

During the module, I have been able to acquire more insights into the understanding of how relations and patterns of communication may affect both the behaviour of an individual and group performance. Team-based work and group presentation, in particular, were a beneficial experience regarding the problem and the prospect of joint efforts. I found out that possible successful cooperation of teams is not based only on skills and contributions, but also on respect for each other, flexibility and frank communication. Being an Innovator influenced my attitude to other work tasks including introducing new ideas, proposing new points of view and promoting creative solutions, but also showed how critical a balance between creativity stability and unanimity could be.

Tuckman's model

Another model of forming, storming, norming and performing by Tuckman (1965) was very closely applicable to the experience of people (Wan Yadri *et al.*, 2024). Our group during the forming stage was pleasant and tactful in the attempt to bond and define roles. Being an Innovator, it was my time to give ideas in the early stages, and it broke the ice. The storming stage was characterised by tensions about the ownership of tasks and meeting deadlines. For instance, when I suggested an unusual structure of the presentation my idea was a subject of debate since other people favoured a more classic style. This conflict caused the realisation of the necessity of negotiating and adapting we entered the norming stage, during which we accepted the possibility of using creative solutions without losing clarity. At the performing stage, we were now performing as a team and all the members acted according to his or her strengths. The Tuckman model made me understand that conflict is inseparable from the development of a team and that positive resolution contributes to increased performance.

Belbin's team roles

Belbin's team roles are one of the most effective ways to determine one role in a team activity (Lynch *et al.*, 2019). The Team Roles model by Belbin (2010) also enabled me to learn that team behaviour is influenced by individual preference. Learning is necessary for an individual's professional and personal growth (Morris, 2019).

My strength was the idea generation as an Innovator (Referring to Appendix 1). I also took the lead in conducting a brainstorming and suggested new visual and structural components of our presentation. Nonetheless, I observed that I would often lose focus when the team concentrated more on detailed implementation instead of thinking. The framework developed by Belbin assisted me in understanding the important roles of Completers and Executives who wanted to have their plans detailed and executed. Instead of perceiving that we are at war with each other, which is the case when we are different, I started seeing it as a way of complimenting each other thus dividing labour. This knowledge enhanced my self-control as well as my regard for the contribution of others.

Thomas-Kilmann conflict model

Thomas-Kilmann conflict model helps in categorising the way people categorise conflicting situations (Otrakji *et al.*, 2025). My experience was also reflected in the Thomas-Kilmann Conflict Model (1974) which sorts out the conflict-handling styles into five categories (competition, collaboration, compromising, avoidance and accommodating). My style is that of Accommodating and I tend to give in because of my sense of group harmony. As an example, when one of my team members showed opposition to one of my more experimental ideas I first retreated to a defensive stance. The exercise using this model, however, made me understand that I need to be assertive in a respectful manner, particularly in cases when I am sure that my ideas could help the team. Sometime later, I started to practise a more collaborative type of work, to merge viewpoints as opposed to conceding to one side of the spectrum or pushing my agenda.

Conclusion

I have gained valuable knowledge of my strengths and behaviours in a team context through this module. I have learned that my default role is one of an **Innovator** which means that I provide creative ideas and views during brainstorming and planning sessions. This will enable me to stimulate new ideas, but I have also learnt that effective teamwork involves more than creativity as it needs to be structured, compromised, and communication must revolve around the needs of the group.

By using the Tuckman group development model, I understood how teams are changing with time and why it is crucial to tolerate each step and stay conscious of it. I now realise that there is nothing wrong with disagreements in the early stage and that to some extent the storming stage is a serious building block to the team. The Belbin Team roles were very useful, and I was able to realise how important each role is and in this case the role of a pacesetter and keeper of quality. The Thomas-Kilmann model helped me realise that even though my accommodating conflict style may help the group to stay in a harmonious situation, it may absorb me into becoming withdrawn as opposed to becoming assertive with ideas. This has helped me change my posture towards discussions next time and be more cooperative.

These lessons will inform my future understanding of interpersonal projects and how I plan to handle them, that is, ensuring that the element of creativity is coupled with standard work on all levels. I would like to learn not only to generate ideas but also to be more helpful and assertive as a team participant.

Three things that I will do regarding future teamwork are as follows:

1. Determining expectations, goals, and responsibilities with my team right off the first meeting.
2. Using the Belbin system to determine strong points and delegate duties based on the strong points.
3. Develop assertive communication skills, particularly when conveying ideas in order to make them plausibly understood and taken seriously.

Through these strategies, I also wish to be a better and more balanced team member.

Reference list

123test (2025) *Team roles test result- free team roles test taking online at 123test.com*. Available at: <https://www.123test.com/team-roles-test/id=353ZFXVZ6BX&version=> (Accessed: 25 June 2025).

Adham, T.K.I., (2023). Conflict resolution in team: Analyzing the of conflicts and best skills for resolution. *Scholars Journal of Engineering and Technology*, 11(08), pp.152-162.

[https://www.academia.edu/download/104982291/Conflict Resolution in Team Analyzing the Cause of Conflicts and Best Skills for Resolution.pdf](https://www.academia.edu/download/104982291/Conflict_Resolution_in_Team_Analyzing_the_Cause_of_Conflicts_and_Best_Skills_for_Resolution.pdf)

Belbin, R. M., (2010) *Team roles at work*, (2nd edition). London: Routledge

Lynch, D.S., Lynch, M.J. and Clemens, C.M., (2019). Belbin team roles. In *The handbook of communication training: a best practices framework for assessing and developing competence*. Routledge.

<https://books.google.com/books?hl=en&lr=&id=SpFoDwAAQBAJ&oi=fnd&pg=RA2-PT320&dq=Belbin%E2%80%99s+team+roles+are+one+of+the+most+effective+ways+to+determine+one+role+in+a+team+activity&ots=ALX9nzEpQp&sig=0jW8sHQFUj7mAUoiK3CrnJpCIvA>

Morris, T.H., (2019). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, 65(4), pp.633-653.

<https://researchspace.bathspa.ac.uk/13084/1/13084.pdf>

Mullins, L.J. & Christy, G., (2016). *Management & organisational behaviour Eleventh*.(11 th Edition). Harlow:Pearson

Otrakji, C., Landis, J., Saade, R.G. and Ali Adeeb, R., (2025). Managing Conflict Resolution and Perceptions: An Approach Leveraging the Thomas-Kilmann Conflict Mode Theory. *Conflict Resolution Quarterly*. <https://onlinelibrary.wiley.com/doi/abs/10.1002/crq.21491>

Wan Yadri, W.S., Ahmad, N.H.F., Abdul Kadar, N.S., Nazym, N.K. and Mohd Johari, M.D., (2024). The influence of conflict in group work according to Tuckman's Model. *ESTEEM Journal of Social Sciences and Humanities*, 8(SI), pp.71-85. <https://ir.uitm.edu.my/id/eprint/106736/1/106736.pdf>

Appendices

Appendix 1: Belbin's team role

PERSONAL SCORES



INNOVATOR
14%



DRIVER
14%



TEAM PLAYER
14%



EXPERT
14%



CHAIRPERSON
11%



EXECUTIVE
8%



EXPLORER
8%



ANALYST
8%



COMPLETER
8%