



Employability Skills

Effective Team Working and Communication

(BMSW4009)

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Reflective Report on Teamwork

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I confirm that I have not presented any AI generated materials as my own work.

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1. Introduction

Teamwork is the collaborative process where individuals combine efforts to achieve a shared objective, relying on clear communication, trust, and defined roles (Mullins & Christy, 2016). This report reflects on my experience, collaborating with Mathew and Barbara, in a project setup that, although generally positive, was affected by misinterpretation, inefficient communication and lack of clear task distribution. Reflecting on my natural role, I align most closely with Belbin's roles of "Coordinator",

“Implementer” and “Monitor Evaluator”. I often take the lead in organizing tasks and guiding the team towards shared goals. I ensure that plans become actions efficiently and critically, I assess ideas and progress to support decision making. For our tasks as a team, I took proactive steps to enhance our teamwork by applying key concepts from this module, including Belbin’s Team Roles, Tuckman’s Stages of Team Development, Berlo’s and Shannon Weaver’s communication models, and the Thomas Kilmann Conflict Mode Instrument (TKI), etc. By applying these theories to our experience, I understand the process and how it shaped my approach in relation to those actions that, enhance my contribution as a team member.

2. Findings

Our project with Mathew and Barbara was productive and generally positive experience, however (my opinion) the outcome was less effective than expected due to poor communication and a lack of clarity, regarding task interpretation. Reflecting on, I applied module theories to address these issues in our tasks and future projects, to improve collaboration and performance.

2.1 Belbin’s Team Roles

Belbin’s framework identifies nine roles contributing to team success (Belbin, 2010). Action oriented: *Shaper, Implementer, Completer Finisher*. People oriented: *Coordinator, Teamworker, Resource Investigator* and Thought oriented: *Plant, Monitor Evaluator, Specialist*. As a team member, I focused on maintaining a positive

environmental, avoiding raising concerns about task and content assignments, to prevent negative emotions. This resulted in additional effort and mixed outcomes, in the end, as the whole team ended up working on separate slides with overlapping ideas and partially duplicated content. For the next task, I recognized my strength as a Team worker in effective collaboration, but also, understood the need to be more assertive in guiding the team and ensuring clarity. I proposed a clear and structured approach: Barbara handling the introduction, followed by Mathew, the second part, while I would take responsibility for the conclusion, overall topic coordination and design. This approach aligned with Belbin's emphasis on role clarity, helping to reduce overlap and improve efficiency. I also learned that I need to balance my style with more proactive leadership mind to ensure accountability within the team.

2.2 Tuckman's Stages

Tuckman's Stages model describes team progression through Forming, Storming, Norming, Performing and Adjourning (Tuckman & Harper, 2012). In our first project, overall misunderstandings resulted from poor dedication and inefficient task management, led us to delays and frustration. When we felt behind on tasks, I suggested an open discussion to clarify expectations and responsibilities. This helped realign with motivation and moved us more effectively into the Performing stage. Tuckman's model showed me the importance of addressing issues early through open communication, enabling us to be more focused and collaborative as a team.

2.3 Communication Models

Berlo's Model (Berlo, 1960) highlights the importance of "sender", "message", "channel", and "receiver" in effective communication (Quintanilla & Wahl, 2020). In our first presentation, my vague understanding of the attributed instructions and lack of

clear communication contributed to unproductive collaboration, resulting in inconsistent or incomplete results. For the following task, we applied Berlo's model by using clear, concise language by confirming task understanding, achieving positive feedback. The Shannon Weaver Model (Shannon & Weaver, 1989) identifies noise as a communication barrier (Duck & McMahan, 2021). During online discussions, due to background environment and distractions, we understand that "noise" decreases our focus. Therefore, I proposed using messages instead, and in-class meeting, preventing misinterpretation and improving clarity. These models underline the need for precise and adaptable communication, which improved our coordination.

2.4 Thomas Kilmann Conflict Mode Instrument (TKI)

Conflict arises from different perspectives, but at the same time can be constructive if managed well (Stadler, 2019). The TKI outlines five "handling style": *Competing, Collaborating, Compromising, Avoiding, and Accommodating* (Thomas Kilman, 1974). In the first project, adopting an Avoiding style, without rising concerns about the issues, results in delayed and insufficient progress. For the second time, when Barbara disagreed with my proposed objectives, I shifted to a Collaborating style, inviting her and Mathew to share alternative options. This open discussion resolved the disagreement "conflict", which align with TKI Collaboration style in relation to mutual achievements. This experience showed me that addressing conflict through constructive approach, builds trust and improve results in a group or team setup.

2.5 Trust and Relationships

Trust plays a fundamental role in effective teamwork and is essential for team cohesion, communication and overall performance (Academi Wales, 2018). In our first project, I contributed to building trust by supporting my colleagues with ideas and design content, while being open to alternatives. However, my hesitation to address

issues directly, impacted our overall performance. For the following task, I applied Betari's Box, which shows how positive attitudes influence behaviour (Mullins & Christy, 2016). When the team felt disengaged, I used active listening, inspired by Nancy Kline's *"The single most dignifying thing you can do, is just listen"* (Kline, 2002), to understand the overall concern, increasing engagement. One good example is Dell EMC's connection to empathy on team dynamics (Dell Technologies, 2025), reinforcing the idea that trust improves collaboration.

2.6 R. O. C. K Framework

R. (Role Clarity), O. (Objective Settings), C. (Communication), K. (Killer Attitude) practical framework, provides step-following structure to improve teamwork (Fishof & Keller, 2018). In future projects, I will ensure role clarity by understanding, task specifics, clear objectives and by communication, accepting regular feedback, while maintaining positive attitude, regardless of the initial disagreements. Nonetheless through Funnel Technique, asking open questions to understand preferences and closed questions to confirm tasks, we improved alignment and synchronisation. These frameworks helped us work more efficiently, building motivation and confidence for the future tasks.

3. Conclusion

My experience as a team setup, applying module related theories and concepts, have transformed significantly my understanding of teamwork. Belbin's and Tuckman's models though me the importance of role clarity and early conflict resolution, while Berlo's and Shannon Weaver's models highlighted clear communication. The TKI model and "Trust" as a tool, emphasised the value of collaboration and empathy, while underlines the importance of conflict resolution in the early stages. All these concepts,

provide practical guide in developing productive and efficient Teams. To be an effective individual in a team, I will define roles in early stages, use conflict resolution for constructive outcomes, communicate clearly to minimizing noise and nonetheless I will foster trust and empathy. Implementing actions will ensure that I contribute effectively to future team projects, building and improving collaboration.

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