

Name: Claudiu Nicusor Costache

Student ID: 2537726

Module Name: **Effective Team Working and Communication**

Lecturer's Name: Abdallah Naser

Following are the characters in the video that you must watch before attempting to answer the questions. These character 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.

Within the video scenario, this dynamics unfolds as students negotiate their different viewpoints to push a shared academic project forward. Rather than acting independently, the group relies on joint decision-making, where individuals must listen to peers, address emerging frictions, and structure their tasks together. By actively engaging in joint discussions and coordinating their responsibilities, the participants demonstrate how individual contributions merge into a collective outcome. Ultimately, their process illustrates that genuine collaboration involves navigating interpersonal challenges, respecting distinct opinions, and steadily aligning effort toward a successful project completion.

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.

This specific segment illustrates the **storming** stage within Tuckman's developmental model (Tuckman, 1965). At this juncture, the group encounters interpersonal friction and divergent perspectives regarding project velocity versus academic depth. Omar pushes for a fast, majority-rule decision to keep momentum going, whereas Lena strongly objects, insisting that speed must not undermine empirical rigor or module guidelines. Such friction, accompanied by visible anxiety from members like Hannah, highlights typical relational conflict and ideological clashes. According to Forsyth (2018), this phase is critical because members push against boundaries and test leadership limits. Ultimately, the scene mirrors the chaotic negotiation of working styles required before a team can establish genuine cohesion and collective understanding.

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 group successfully operates within the **norming** and **performing** stages (Tuckman & Jensen, 1977). Having navigated past earlier disagreements, participants adopt structured workflows and mutual support. Lena cross-references literature, Hannah presents validated market data, and Omar aligns narrative segments, demonstrating synchronized execution. As noted by West (2012), high-performing teams thrive on shared accountability, transparent digital tracking tools, and psychological safety. The atmosphere shifts from contested debates to seamless coordination, culminating in a shared celebration of success. This progression proves that the team has integrated individual strengths into a unified operational rhythm, achieving both task completion and relational harmony at an exceptionally high standard.

Question 4

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

Group decision making is a participatory process where multiple individuals evaluate alternatives, share perspectives, and collectively select a course of action to achieve a shared goal (Robbins and Judge, 2019). This approach incorporates varied expertise and fosters commitment among team members. In the video, group decision making occurs when the team attempts to resolve the debate over their project strategy. Omar suggests taking an immediate majority vote on the digital campaign direction, whereas Lena advocates for a consensus grounded in thorough empirical validation. Eventually, Kenji and Priya mediate the discussion, leading the group to agree on a structured middle ground. This sequence illustrates how group members must negotiate competing individual priorities to establish a mutually accepted operational strategy.

Question 5

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

The Nominal Group Technique (NGT) is a structured brainstorming method designed to encourage balanced participation by having team members silently generate ideas independently before presenting and evaluating them as a group (Delbecq et al., 1975). This technique prevents dominant voices from overshadowing quieter members and minimizes immediate group pressure. In the video, an adaptation of this approach is demonstrated during the initial meeting stage. Kenji explicitly invites each individual to pause, share their individual thoughts, and express personal expectations for the project before jumping into collective debates. Furthermore, members like Hannah write down detailed notes independently before contributing to the group discussion. This structured exchange ensures every perspective is heard before committing to a final campaign framework.

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)

In this segment, Priya utilizes the **Collaborating** mode (and elements of **Compromising**) from the Thomas-Kilmann Conflict Mode Instrument (Thomas and Kilmann, 1974). Collaboration is characterized by high assertiveness and high cooperativeness, aiming for a win-win solution that fully satisfies the underlying concerns of all parties. By stating that the team does not have to choose between brilliance and thoroughness, Priya rejects a zero-sum trade-off. She approves Omar's ambitious creative campaign framework while simultaneously granting Lena 48 hours to validate the required empirical data. This strategy integrates both speed and academic rigor, resolving the standoff without forcing either side to sacrifice their primary objectives, thereby fostering team unity and high output quality.

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)

In this particular scene, Hannah exhibits the **Avoiding** conflict mode from the Thomas-Kilmann Conflict Instrument (Thomas and Kilmann, 1974). The avoiding style is characterized by low assertiveness and low cooperativeness, where an individual withdraws from active confrontation, sidesteps tension, or remains passive when disputes arise. As the intense argument between Omar and Lena escalates over project velocity versus empirical criteria, Hannah physically shrinks back in her chair and softly trails off after being interrupted. Rather than pushing her own viewpoint or forcing a resolution, she chooses to disengage from the verbal clash to avoid further friction. This reaction reflects a protective withdrawal strategy common in high-stress group environments where members prefer avoiding discomfort over confronting dominant peers.

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 and Priya demonstrate key Belbin team roles essential for balancing a project (Belbin, 2010). Alex predominantly displays the **Implementer** and **Completer Finisher** roles. He translates abstract ideas into practical structures by setting up organized digital dashboards, Trello boards, and strict timelines to keep the workflow on track. Conversely, Priya acts primarily as a **Resource Investigator** and **Coordinator**. She reaches out externally to secure two real-world digital agency case studies and successfully mediates compromises between conflicting members, ensuring team harmony. Together, Alex's structural precision and Priya's external resourcefulness bridge the gap between creative vision and administrative execution, driving the group efficiently toward their shared objective.

Question 9

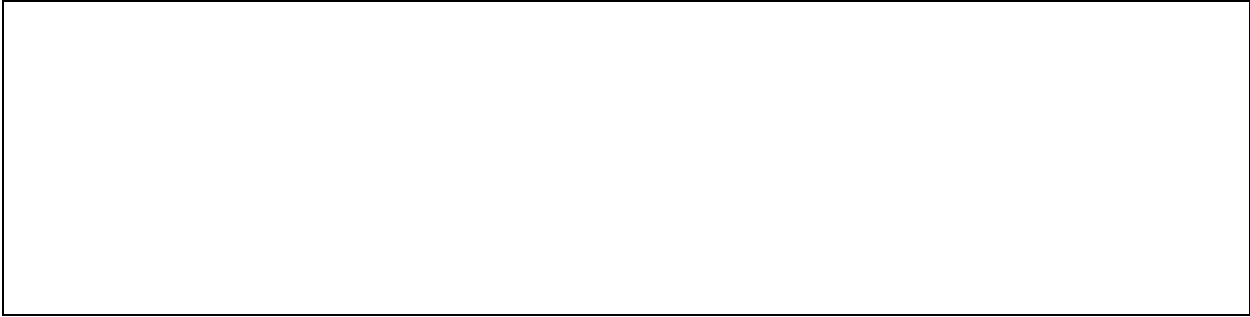
Identify which Belbin roles Omar and Lena might be demonstrating (e.g., Plant, Implementer, Coordinator, Specialist, Monitor Evaluator, etc.) and explain them with relevant examples from the video.

Omar and Lena embody distinct task-oriented Belbin roles that drive both innovation and critical oversight within the group (Belbin, 2010). Omar acts primarily as a **Shaper** and a visionary **Plant**. He displays high energy and drive, pushing the team to adopt bold, cutting-edge concepts like immersive digital brand campaigns and demanding swift decisions. On the other hand, Lena demonstrates the **Monitor Evaluator** and **Specialist** roles. She carefully scrutinizes ideas against the module handbook, demands empirical backing, and ensures academic rigor is never compromised for the sake of speed. Their contrasting roles generate healthy tension, as Omar's ambition propels the project forward while Lena's analytical caution protects its overall academic quality.

Question 10

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

In this team dynamic, I would naturally adopt the **Coordinator** (or **Monitor Evaluator**) role defined in Belbin's model (Belbin, 2010). A coordinator excels at clarifying goals, fostering decision-making, and guiding diverse perspectives toward a unified consensus without imposing dominance. Watching the sharp friction between Omar's urgency and Lena's strict academic caution, a balanced facilitator is vital to bridge the gap. By taking this position, I could help channel Omar's creative energy alongside Lena's empirical demands, ensuring that structure, psychological safety, and open communication remain intact. This role suits my analytical and objective approach, allowing me to help the group maintain high productivity while resolving conflicts constructively.



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