

**Name: Jebran Mahmood**

**Student ID: 2542753**

**Module Name: LCLM-4003 Effective  
Teamworking**

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.

|                                                                                     |                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Lena</b>, 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.</p> |
|   | <p><b>Omar</b>, 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.</p>                                                                                   |
|  | <p><b>Hannah</b>, 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.</p>                   |
|  | <p><b>Kenji</b>, 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.</p>                                                                                                |



**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 means people working together towards one shared goal by using their different skills, sharing responsibilities and helping each other. In the video, the students are preparing a digital brand campaign. Omar suggests an ambitious creative direction, while Lena checks whether the idea meets the academic requirements. Priya helps the group find a solution when they disagree. Alex organises tasks using a dashboard and Trello, and Hannah provides market research to support the campaign. Kenji updates the group log and contacts the tutor about the presentation. These examples show that teamwork is not about everyone doing the same job. It is about communicating, respecting different opinions and combining individual strengths to produce a better final result. This reflects the importance of cooperation and shared responsibility in effective teams (Belbin, 2010)

### **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 scene represents the storming stage of Tuckman's team development model. During storming, team members start expressing different opinions and may disagree about priorities, leadership or how work should be completed (Tuckman, 1965). In the video, Omar becomes frustrated because the group has spent two hours discussing ideas without making a decision. He wants the team to vote quickly and start building the campaign. Lena disagrees because she believes that they need strong evidence and a clear academic explanation before choosing a direction. Their argument creates tension, and Hannah appears uncomfortable. The disagreement shows that the team has not yet agreed on a working method. However, this stage can be useful because discussing different views can eventually help the group develop clearer expectations and make stronger decisions.

### **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 last two minutes, the team is mainly in Tuckman's performing stage. At this stage, members understand their responsibilities, trust one another and work effectively towards a common goal (Tuckman, 1965). The video shows that the earlier disagreement has been resolved and everyone is contributing. Omar finishes the promotional narrative and asks Lena to check its academic quality. Lena agrees to review and edit it. Hannah completes the market analysis, while Priya adds external case studies to support the research. Kenji updates the group log and communicates with the tutor. Alex confirms that the Trello board is updated and tasks are on schedule. Their work is organised and supportive, showing that the team has moved beyond arguing about ideas and is now focused on completing the campaign successfully.

### **Question 4**

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

Group decision making is when members discuss different choices and work together to agree on a course of action. It allows a team to consider several opinions, skills and possible risks before deciding. In the video, Omar wants to choose the digital campaign direction immediately because he is worried about time. Lena wants more research before any decision is made. Instead of accepting only one view, Priya suggests a way forward that considers both concerns. The team can begin developing the digital campaign framework while spending the next 48 hours collecting evidence to support it. Alex then creates a timeline for the two workstreams. This is an example of a shared decision that balances creativity, academic standards and deadlines. Effective group decisions benefit from participation and careful evaluation of alternatives (Robbins and Judge, 2019).

### Question 5

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

The Nominal Group Technique is a structured method of making group decisions. Usually, members first think of ideas individually, share them in turn, discuss them for clarification and then rank or vote on the options (Delbecq, Van de Ven and Gustafson, 1975). It helps prevent one confident person from controlling the discussion and gives quieter members a chance to contribute. The video does not show the team completing the full Nominal Group Technique. However, Omar suggests voting on the brand direction when the discussion becomes too long. The team could have used the technique by asking everyone to write down a campaign idea, sharing each idea without interruption, discussing the evidence and voting privately. This might have helped the group make a fair decision while respecting both Omar's urgency and Lena's concern about quality.

### 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 mainly demonstrates the compromising conflict mode in the Thomas-Kilmann model. Compromising means finding a middle-ground solution where different sides each accept part of what the other wants (Thomas and Kilmann, 1974). In the video, Omar wants to move quickly and approve the digital campaign, while Lena wants research and evidence before the group commits. Priya suggests that the team can approve Omar's general framework for creative brainstorming but also give Lena 48 hours to gather supporting data. This allows the project to move forward without ignoring the academic requirements. Neither person gets everything exactly as they originally wanted, but both main concerns are addressed. Priya's suggestion reduces tension and gives the team a practical plan. It is a useful response when deadlines are approaching and agreement is needed.

### 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 use the avoiding conflict mode from the Thomas-Kilmann model. Avoiding happens when someone does not directly pursue their own concerns or challenge the other person's position during a disagreement (Thomas and Kilmann, 1974). In this scene, Omar and Lena argue strongly about whether to make a quick decision or complete more research first. Hannah seems uncomfortable, moves back in her chair and starts speaking quietly, but her contribution is interrupted. Rather than continuing to argue or insisting on being heard, she withdraws from the discussion. This can reduce immediate tension, but it also means the group may miss a useful opinion. Later in the video, Hannah contributes strong market research, showing that she has valuable ideas even though she did not speak confidently during the earlier conflict.

### 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.

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 the Implementer role in Belbin's team role theory because he turns ideas into practical systems and organised actions (Belbin, 2010). He sets up a shared workspace and Trello board, divides the project into data validation and platform mapping, and creates a timeline to keep everyone on schedule. He also shows some Specialist qualities through his technical knowledge. Priya mainly demonstrates the Resource Investigator role. She looks outside the team for useful information, suggests real-world examples from digital brands and finds two external agency case studies. She also helps the group by offering a practical compromise when Omar and Lena disagree. These roles complement each other: Priya brings

### 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 appears to demonstrate the Shaper role in Belbin's model. Shapers are energetic, challenge delays and push a team towards action (Belbin, 2010). Omar proposes a bold digital campaign and becomes impatient when the discussion continues for two hours. He wants the group to make a decision and start producing campaign materials. His energy helps maintain momentum, although it can also create conflict. Lena demonstrates the Monitor Evaluator role because she examines ideas carefully and focuses on evidence before making decisions. She reminds the team about the module handbook, assessment criteria and the need for academic justification. Later, she checks Omar's writing for quality. Both roles are important: Omar encourages progress and creative ambition, while Lena helps ensure that the final work is accurate, well supported and academically strong.

### 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 think I would naturally take the Teamworker role in this group. According to Belbin (2010), a Teamworker helps people cooperate, supports others and tries to maintain positive relationships. I prefer listening to everyone's ideas before making a decision, especially when people have different opinions. In the video, Omar and Lena disagree because one wants quick progress and the other wants strong academic evidence. I would try to understand both sides and help them communicate respectfully. I would also check whether quieter members, such as Hannah during the argument, have had a chance to speak. I would be happy to help teammates with tasks if they were struggling or falling behind. I believe this role would suit me because I value cooperation, fairness and making sure everyone feels included in the project.

## **References list**

Belbin, R.M. (2010) *Team Roles at Work*. 2nd edn. Oxford: Butterworth-Heinemann.

Delbecq, A.L., Van de Ven, A.H. and Gustafson, D.H. (1975) *Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes*. Glenview, IL: Scott, Foresman.

Robbins, S.P. and Judge, T.A. (2019) *Organizational Behavior*. 18th edn. Harlow: Pearson.

Thomas, K.W. and Kilmann, R.H. (1974) *Thomas-Kilmann Conflict Mode Instrument*. Tuxedo, NY: Xicom.

Tuckman, B.W. (1965) "Developmental sequence in small groups", *Psychological Bulletin*, 63(6), pp. 384–399.