

## **Assignment 2 Part 1: Group Dynamics Reflection**

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**Link to YouTube video:** <https://youtu.be/St1C75IdUSg?si=NWqoM-c73OBxpcIM>

## Introduction

**Tri:** Welcome, everyone. This video is Group 1's presentation on group dynamics reflection and analysis based on the activities we carried out in the previous week's tutorial session. Using the 10 Group Roles, Tuckman's stage of group development, and Hackerman's Model, we aim to gain a deeper understanding of how a group works and how we can contribute to the overall effectiveness.

## Tuckman's stage of group development

**Tri:** We comprehensively assessed our group activity using Tuckman's stage of group development theory. During the initial phase, we gathered and got acquainted through small talks, with topics like our collaboration experiences from previous units and what every member expected from this activity. Duc Anh became the leader by sharing ideas of choosing the activity and preparing the utensils. At this phase, there was confusion among some members about how the activity was done, notably are Tuan thought the activity could be done entirely online, or Minh thought that we had to do the entire assignment in one sitting.

**Dat:** However, those confusions were quickly resolved, and we moved on to the next Storming stage, where heated debates happened as everyone wanted their ideas to be extended as the final model. Disagreements arose as Tuan didn't want to change his ideas of making the toast totally from scratch (buying flour only and making dough from it); because of that, Minh didn't want to offer his ideas to limit the conflicts. To keep the mutual ground, Cong Anh navigated the conflict with respect and open communication; he carefully explained to Tuan that we shouldn't have to go that far to make a toast. Moving to the Norming stage, we respected each other's ideas and allowed everyone to contribute. When we all proposed our ideas, we sat together for cooperation and offered an idea to work towards a common goal of creating the 24-node process of how to make a toast.

**Cong Anh:** The Performing stage was when we worked comfortably together. Tuan and Duc Anh constantly proposed new ideas, with Tri evaluating the feasibility, Dat, Minh and Cong Anh expanding from the viewpoints of the location at the supermarket where the ingredients are bought, moving to the house where our character unpacked the ingredients, cooked and served the meal. At this point, the task roles seemed flexible, and the teams started accepting each other's approach with speedy performance and outputs. Upon agreement on how the final model would be drawn out, the leader assigned each member to draw several steps and put them all together on a whiteboard. The finished product also meant the team had entered the final stage, with members starting to evaluate whether our approach was the most optimised or how the steps could be executed differently had our character decided to make toast from scratch. Some felt sad that the activity had ended, but all had positive feelings toward the team and Duc Anh as the leader.

## 10 Group Roles

**Duc Anh:** After the "How to make toast" activity, we identified how group members fit the description of the Ten Common Group Roles. Duc Anh was the facilitator, as he formed the group, ensuring all team members understood the common goal and assigned tasks according to their expertise. Tuan was the initiator, actively contributing new ideas and approaches to solve problems. Dat was the coach, as he continuously supported other members when they were stuck brainstorming ideas. Minh was the coordinator, orchestrating the activities and proposed strategies so the team could branch out from our initial nodes and develop a complex yet interesting model. Tri was the evaluator, having a keen eye for details and did an in-depth analysis to find optimal and logical steps for building the final model. Finally, Cong Anh was the arbitrator, as he observed the group thoroughly and offered a fair opportunity for everyone to contribute their ideas.

## Hackman's Model

**Tuan:** In our collaborative execution of the "How to make Toast" activity, we employed Hackman's Five Factor Model, a framework for understanding and evaluating team effectiveness, to assess our team dynamics. The first factor, being a real team, involves members having a shared commitment to common goals, so we communicated openly and supported one another throughout the activity. The compelling direction factor was accounted for as we established SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for making toast, which might seem simple but provides insights into team dynamics. Our group cultivated a mutual respect and encouragement culture, where members felt empowered to express themselves, take risks, and learn from failures, which exemplifies the enabling structure factor.

**Minh:** The supportive context could be seen when we actively listened to each other's ideas, welcomed diverse perspectives, and provided constructive feedback, fostering an environment conducive to growth and information exchange. Dat covered the factor of expert coaching in his Coach role as he provided valuable guidance and insights for the whole team. Through our combined efforts, we felt a sense of achievement and cultivated a dynamic team characterised by unity and shared success.

## Conclusion

**Minh:** In conclusion, exploring group dynamics through activity analysis has provided valuable insights we can apply directly to our workplace settings. We can create environments with high productivity and innovation by understanding the importance of effective communication, collaboration, and mutual respect within teams. Thank you for watching our presentation.

## References

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