

Interpersonal Communication and Teams

GAC006-aligned practice; follow the centre's current assessment brief.

Check the contribution before judging the person

- A quiet teammate brings a survey table.
- Ask what they checked, then compare the finding with the raw list.
- An observed action is stronger evidence than an invented intention.

Role plays, logbooks and the actual brief

- Possible tasks: individual role play, group role play and in-class test.
- Logbook and coursework requirements come from the current brief.
- Record dates, evidence, uncertainty and a checkable next action.
- Label later reconstruction honestly; do not invent missing evidence.

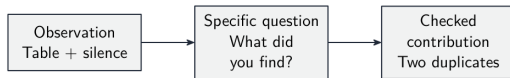
Traits describe tendencies, not one meeting

- Personality trait: a relatively lasting tendency.
- Introversion and extraversion describe a range of orientations.
- One silent meeting establishes neither a trait nor its cause.
- A tendency does not assign a fixed team role.

Self-awareness, values and empathy

- Self-awareness: recognise your responses, tendencies and limits.
- Values: ask which priorities matter in this task.
- Empathy: try to understand a perspective and invite correction.
- Understanding someone does not require agreeing with every claim.

Chen's checked finding and the unknown cause



Reason for silence remains unknown
One checked finding does not prove every future answer

- Wei asks Chen what he found when checking the survey totals.
- Chen identifies two duplicate entries; the raw list confirms them.
- Known: a checked contribution.
Unknown: why he was silent.
- Agree notes and a reporting turn, then review the rehearsal.

Active listening checks meaning

- Attend to the message; ask or summarise and invite correction.
- Eye contact alone does not prove understanding.
- Non-verbal communication includes gesture, posture, expression and distance.
- Meaning depends on the person and situation.

Open and closed questions serve different needs

- Open questions invite an extended answer: What is blocking the draft?
- Closed questions restrict response: Can you send it by 16:00?
- Choose the information you need, then check the response.

State the need clearly and respectfully

- Assertiveness: a clear need or position with respect for others.
- Passive response: the need may remain unstated.
- Aggressive response: attacks or threatens the person.
- Evaluate actual words and effects; silence alone is insufficient.

Feedback checks a specific feature of the work

- Feedback: identify specific work and a checkable improvement.
- The graph's vertical axis needs a unit: first confirm it is missing.
- State the feature, the required change and how it will be checked.

Raise the missing handover without inventing a motive

- Checked file due Monday 16:00; analysis depends on it.
- Name the missed event and its effect.
- Ask what is ready and when it can arrive.
- Record the answer; revise only as authorised.

Coordinate the inputs as well as the roles

- Name task owner, required input, handover time and quality check.
- Confirm availability; a named role does not prove completion.
- People may share or change team roles.
- Give the final check an owner and review its result.

Tuckman's model describes possible group processes

- Forming: orientation. Storming: conflict.
- Norming: shared practices. Performing: coordinated work.
- The proposed model is not a timetable every team must follow.
- Explain a label using observed events; never invent conflict.

Leadership styles need a reason

- Autocratic: authority concentrated in the leader.
- Democratic: members participate in decisions.
- Laissez-faire: members have substantial freedom.
- Consider information, permissions, safety, availability and review.

Ground rules and respectful conflict handling

- Agree meetings, decision records, ownership and internal handovers.
- Explain how to report a likely delay; revise arrangements when needed.
- Conflict may concern tasks or relationships.
- Keep discussion specific and evidence-based; use the course process.

Repair the survey's dependency

- Mei writes questions; Arun collects responses; Chen checks totals.
- Wei needs checked totals before writing findings.
- Agree Chen's handover and Wei's receipt check, leaving correction time.
- If late, ask what is ready and record a feasible revised plan.

Culture is not an explanation of every individual action

- Culture: shared practices, meanings and expectations.
- Individuals and work conditions also differ.
- Cultural diversity can add perspectives without guaranteeing better decisions.
- A stereotype cannot establish intention, ability or behaviour.

Clarify directness and agree a shared process

- That could be difficult may name an obstacle or express reluctance.
- Ask what makes it difficult and what can be ready by the deadline.
- Adapting: agree turns, preparation, clarification and decision records.
- Keep task and accessibility requirements in view.

Balanced participation can still leave an accuracy gap

- Two students interrupt; others request time to read each question.
- Agree question areas and a pause before each reporting turn.
- All four answer in rehearsal; one figure still needs correction.
- Correct it and review again; quietness and volume prove no expertise.

Check yourself

- Chen is silent but his duplicate-entry finding checks out. What is known?
- The file is late. Write an event, effect and specific request.
- All four speak in rehearsal. Has accuracy been established?