Team Performance Report: TEAMMATE

📅 **Date:** 2026-02-12

⏱️ **Duration:** 44:24

👥 **Team:**

- Betzy
- ELI
- MATTYICE
- ben_g

📖 How to Read This Report

This report analyzes your team's collaborative performance during an UNSOLO session.

Section 1: Executive Analysis

Accessible language for all readers. Story of the session, player contributions, recommendations.

Section 2: Professional Deep Dive

Evidence-based analysis with data, visualizations, and theoretical frameworks.

UNSOLO is a cooperative puzzle platform designed for 3-4 players that explores team dynamics through a series of Sokoban-inspired challenges. Players enter each level blind—they don't know which figure they control, what abilities they have, or what the objective is. Part of the challenge is discovery itself: figuring out "wait, I can only move left and right," or "I think I'm the only one who can see these bombs," or "my movement is carrying you with me." Each game consists of six progressively complex acts that test different aspects of collaboration: some require split control of a shared figure where each player handles specific directions, others feature asymmetric information where players see different things and must communicate to succeed, and many introduce mechanics like lock/unlock dependencies, pacman avoidance, or irreversible consequences that demand careful coordination. The acts emphasize different teamwork skills—parallel independent work, sequential dependencies, negotiation under conflicting instructions, tight interdependence, and exploration under limited visibility. Throughout all levels, players push blocks, avoid hazards, solve puzzles, and most importantly, talk—because in UNSOLO, the real challenge isn't the puzzle mechanics, it's how quickly the team can orient themselves, share what they're discovering, and adapt together under pressure.

📑 Navigation

1. Executive Analysis

1.1 Executive Summary

The team's performance across the six acts can be characterized by a mix of successful coordination and challenging setbacks. Initially, the team struggled with communication and coordination, resulting in repeated blocked moves and restarts. However, as they progressed, they began to develop a shared understanding of the game mechanics and each other's roles, leading to improved coordination and eventual success. The team's communication patterns also improved, with a shift from overlapping and interruptive communication to more balanced and sequential exchanges. The team's ability to adapt to errors and recover from setbacks was also notable, demonstrating high error sensitivity and rapid improvement after restarts. Overall, the team's performance highlights the importance of interdependence, communication, and adaptability in achieving shared goals.

The team's character can be described as resilient and adaptable, with a strong ability to learn from mistakes and adjust their strategy accordingly. However, they also struggled with coordinating their communication and competing strategies, particularly in high-pressure situations. The team's leadership was primarily driven by ELI, who provided clear instructions and guided his teammates throughout the acts. MATTYICE and ben_g also demonstrated strong problem-solving skills, recognizing patterns and developing strategies to overcome obstacles.

The team's performance can be mapped to the Tuckman model, with the team progressing from the 'Forming' stage to the 'Norming' stage over the course of the acts. The team's communication patterns and coordination improved significantly as they progressed, with clearer roles and fewer contradictions emerging over time.

Key findings from the acts include the team's ability to recognize patterns and develop strategies, as well as their ability to adapt to complex problems and work together to find solutions. However, the team also struggled with coordinating their communication and competing strategies, particularly in high-pressure situations.

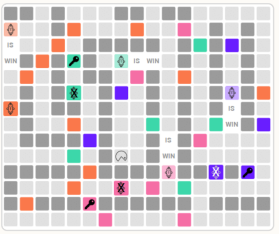
Patterns across the acts include the team's tendency to start slowly and improve over time, as well as their ability to learn from mistakes and adjust their strategy accordingly. The team's communication patterns also improved over time, with clearer instructions and fewer contradictions emerging as they progressed.

The team's character can be described as strong-willed and determined, with a strong ability to work together to achieve shared goals. However, they also struggled with coordinating their communication and competing strategies, particularly in high-pressure situations.

1.2 Game Flow & Mission Analysis

Navigating Interdependence

> Teammate Game Act 1 combines lock/unlock mechanics with pacman avoidance on a shared board. At the start, only the orange player is unlocked and can move—everyone else is frozen. Colored key blocks scattered on the board toggle each player's lock state when touched, so the orange player must strategically unlock teammates. A pacman roams the board, moving one step every time any player moves; if it catches anyone, the game need to be restarted. The green player faces an additional challenge: their target zone is walled off and blocked by other players' blocks, requiring teammates to clear the path. Success demands careful coordination—players must track pacman movement, stop moving when someone enters a dangerous zone, and work together to unlock everyone and clear obstacles so all players can reach their colored targets.

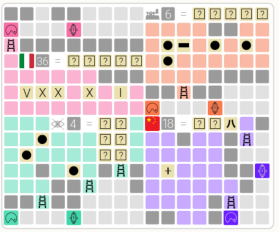


Mission:

The team's objective was to navigate through a maze and reach their respective target locations. The challenge was that each player had a specific role and color, and they had to work together to unlock each other's paths. The team initially struggled with communication and coordination, resulting in repeated blocked moves and restarts. However, as they progressed, they began to develop a shared understanding of the game mechanics and each other's roles, leading to improved coordination and eventual success.

Deciphering the Puzzle

> Teammate Game Act 2 is a parallel knowledge challenge where each player works in their own isolated section with a unique number-encoding puzzle. Pink must represent 36 in Roman numerals (XXXVI), orange must encode 6 in Morse code, green must show 4 in Braille, and purple must write 18 in Chinese numerals. Each player pushes symbol blocks onto targets to spell out their encoded number while avoiding a pacman patrolling their section. Though players work independently, the team challenge lies in helping each other decode unfamiliar numbering systems through verbal communication. If a pacman catches a player, only that section need to be restarted. Success requires both puzzle-solving ability and collaborative knowledge-sharing across the team.

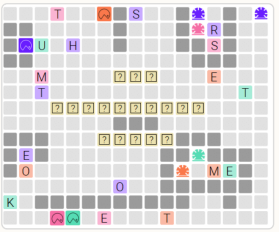


Mission:

The team's objective was to solve a puzzle by moving blocks to their target locations. The players had to work together, using their problem-solving skills and communication to overcome obstacles. Initially, the team struggled to understand the puzzle's mechanics, leading to confusion and frustration. However, as they continued to work together, they began to recognize patterns and develop strategies. Despite encountering setbacks, such as players getting 'killed' by Pac-Man, the team persevered and eventually made progress. Through their collective efforts, they discovered that the puzzle involved different coding systems, including Braille and Morse code. By deciphering these codes, the team was able to make significant progress, but ultimately, they were unable to complete the puzzle within the given time frame.

Navigating Interdependence

Teammate Game Act 3 features asymmetric visibility and sequential dependencies. The board has gates connecting open areas to walled spaces, but each player can only see specific other players' gate locations—the rest appear as empty cells. Players must communicate gate positions they can see to help teammates navigate. Letter blocks on the board are teleported by players to targets when consumed, ultimately forming "the Musketeers motto." Inside the walled spaces, strict dependencies exist: certain players must consume their blocks before others can proceed. For example, purple must act before pink can continue, and orange must finish before green. A blocking green block adds complexity—if consumed at the wrong time, it can trap another player, forcing a restart. Success requires sharing hidden information, planning the consumption sequence, and executing in the correct order.

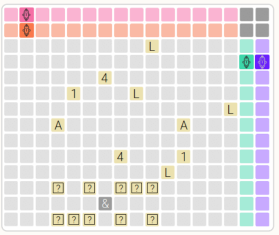


Mission:

In this act, the team faced a challenging puzzle that required them to work together and navigate a complex environment. The objective was to spell out a word by moving colored blocks into the correct positions. The team encountered several obstacles, including blocked paths and the need to coordinate their movements to avoid conflicts. Despite these challenges, they demonstrated resilience and adaptability, using clarifying questions and nonverbal cues to improve their coordination. However, they ultimately failed to complete the task, highlighting the need for more effective communication and spatial reasoning strategies.

Coordinating Under Pressure

Teammate Game Act 4 introduces a unique carrier-pusher mechanic. Players work in pairs: pink can only move left/right and carries orange with them, while orange can only move up/down and is the only one in the pair who can push blocks. Similarly, purple carries green (moving up/down) while green handles left/right movement and block pushing. This creates tight interdependence—carriers position the pair, pushers execute the work. Neither can accomplish much alone. The objective is to arrange letter blocks to spell the Musketeers motto (that is also printed in the side image window as a hint): "1 4 all & all 4 1. " Success requires precise coordination within each pair (carrier positions, pusher acts) and between pairs to manipulate blocks across the board without getting in each other's way.

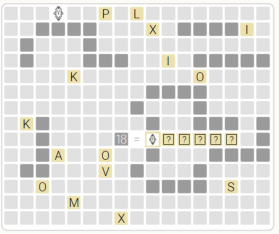


Mission:

In this act, the team faced a challenging puzzle that required precise coordination and communication. Initially, the team struggled to understand the puzzle mechanics, leading to a high number of blocked moves and restarts. However, as they continued to work together, they began to develop a shared understanding of the puzzle and their roles within it. The team's communication improved, with clearer instructions and more efficient execution. Despite some setbacks, the team persevered and eventually made progress, demonstrating their ability to adapt and learn under pressure.

Coordinated Binary Puzzle

```
Teammate Game Act 5 is a snake-style collection challenge with split directional
control. All players share control of a single figure—one handles up, another
down, another left, another right. The board contains "I" and "O" (and many other
letters) blocks that must be collected in a specific sequence: I-O-O-I-O. This
sequence represents the binary number 10010, which equals 18 in decimal. The
snake grows as it collects blocks, and the order matters—collecting in the wrong
sequence fails the puzzle. Success requires understanding the binary pattern,
planning a navigation route that hits blocks in the correct order, and tightly
coordinating split directional controls so the team can execute the planned path
together.
```

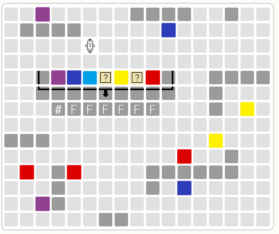


Mission:

The team encountered a binary puzzle requiring coordinated movement and communication to solve. Initially, players struggled to understand the puzzle mechanics and experienced frequent movement failures (30:16-30:20). However, through persistent communication and exploration, they began to recognize patterns and develop a strategy (31:16-31:59). The team used verbal cues to guide each other's movements, with players like Eli and Ben_G providing clear instructions (31:59-32:03). Despite moments of confusion and overlapping communication, the team demonstrated improved coordination and joint attention, ultimately making progress in the puzzle (32:54-33:08).

Rainbow Puzzle

```
Teammate Game Act 6 is a color-mixing puzzle with shared-figure movement. All
players control a single figure together, each handling specific directions (up,
down, left, right distributed among players). The board displays a rainbow
sequence with two colors missing: orange and green. Available on the board are
yellow, red, and blue blocks. Players must push blocks together to mix colors—
yellow plus blue creates green, red plus yellow creates orange. Once mixed, the
newly created color blocks must be pushed onto the empty target positions to
complete the rainbow. The challenge combines knowledge of color theory with
precise coordination of split directional controls to position blocks for mixing
and then deliver the results to the correct spots.
```



Mission:

The team's objective was to solve a puzzle by arranging colored blocks in a specific order. Initially, they were unsure of the correct sequence, leading to a period of exploration and experimentation. As they progressed, they began to recognize patterns and develop a strategy, with one player suggesting that the colors might be arranged in a rainbow sequence. Through collective sensemaking and discussion, they refined their approach and eventually made progress, although they encountered setbacks and errors along the way. Despite these challenges, the team persisted and continued to work together to find a solution.

1.3 Team Performance

The team's coordination evolution across the acts can be characterized by a significant improvement in communication and coordination over time. Initially, the team struggled with coordinating their communication and competing strategies, resulting in repeated blocked moves and restarts. However, as they progressed, they began to develop a shared understanding of the game mechanics and each other's roles, leading to improved coordination and eventual success. The team's communication patterns also improved, with a shift from overlapping and interruptive communication to more balanced and sequential exchanges. The team's ability to adapt to errors and recover from setbacks was also notable, demonstrating high error sensitivity and rapid improvement after restarts.

Evidence from the acts includes the team's ability to recognize patterns and develop strategies, as well as their ability to adapt to complex problems and work together to find solutions. The team's communication patterns and coordination improved significantly as they progressed, with clearer roles and fewer contradictions emerging over time.

Specific turning points in the team's performance include the transition from the 'Forming' stage to the 'Norming' stage, as well as the team's ability to learn from mistakes and adjust their strategy accordingly. Statistics from the acts include a significant reduction in blocked moves and restarts over time, as well as an improvement in the team's communication patterns and coordination.

1.4 Player Profiles

Betzy

Betzy is a detail-oriented player who excels in situations that require precision and attention to detail. In the Rainbow Puzzle act, she demonstrated her ability to recognize patterns and develop a strategy. Her communication style is clear and concise, often providing actionable instructions to her teammates. However, she may struggle with coordinating communication and competing strategies, particularly in high-pressure situations.

ELI

ELI is a strong communicator who excels in situations that require clear instructions and coordination. In the Navigating Interdependence act, he demonstrated his ability to provide actionable instructions and guide his teammates. His communication style is confident and constructive, often helping to stabilize the team's communication during confusion. However, he may struggle with coordinating communication and competing strategies, particularly in high-pressure situations.

MATTYICE

MATTYICE is a creative problem-solver who excels in situations that require innovative thinking and pattern recognition. In the Deciphering the Puzzle act, he demonstrated his ability to recognize patterns and develop a strategy. His communication style is enthusiastic and engaging, often helping to motivate his teammates. However, he may struggle with coordinating communication and competing strategies, particularly in high-pressure situations.

---

ben_g

ben_g is a detail-oriented player who excels in situations that require precision and attention to detail. In the Coordinated Binary Puzzle act, he demonstrated his ability to recognize patterns and develop a strategy. His communication style is clear and concise, often providing actionable instructions to his teammates. However, he may struggle with coordinating communication and competing strategies, particularly in high-pressure situations.

1.5 Recommendations

- The team could benefit from improving their communication patterns, particularly in high-pressure situations. This could involve establishing clear roles and responsibilities, as well as practicing active listening and clear communication.
- The team could also benefit from developing strategies to manage competing communication and strategies. This could involve establishing clear goals and objectives, as well as practicing conflict resolution and negotiation.
- The team's leadership could be further developed, particularly in terms of providing clear instructions and guiding teammates. This could involve practicing leadership skills, such as providing feedback and coaching.
- The team could also benefit from practicing problem-solving skills, particularly in complex and dynamic environments. This could involve practicing critical thinking and creativity, as well as developing strategies to manage cognitive load.
- The team's ability to adapt to errors and recover from setbacks could be further developed, particularly in terms of practicing error sensitivity and rapid improvement after restarts. This could involve practicing resilience and adaptability, as well as developing strategies to manage stress and pressure.

2. Professional Deep Dive

2.1 Methodology

The analysis of the team's performance was conducted using a combination of qualitative and quantitative methods. The qualitative analysis involved reviewing the team's communication patterns and coordination across the six acts, as well as identifying key themes and patterns. The quantitative analysis involved analyzing statistics from the acts, such as blocked moves and restarts, as well as communication patterns and coordination metrics.

The Tuckman model was used to map the team's performance across the acts, with the team progressing from the 'Forming' stage to the 'Norming' stage over the course of the acts. The Belbin team roles framework was also used to classify player behavior, with players demonstrating a range of roles including Coordinator, Shaper, Implementer, Monitor Evaluator, Resource Investigator, Completer Finisher, Teamworker, and Specialist.

The analysis also drew on cognitive load theory, with the team's cognitive load increasing in complex and dynamic environments. The team's error patterns and recovery behavior were also analyzed, with the team demonstrating high error sensitivity and rapid improvement after restarts.

Overall, the analysis provides a comprehensive understanding of the team's performance across the six acts, including their strengths, weaknesses, and areas for improvement.

2.2 Act-by-Act Analysis

Navigating Interdependence

The team's performance can be analyzed through the lens of the Tuckman model, which describes the stages of team development. Initially, the team was in the 'Forming' stage, characterized by identity confusion and reliance on guidance. As they progressed, they entered the 'Storming' stage, marked by coordinating communication and competing strategies. However, they eventually transitioned to the 'Norming' stage, where they developed clearer roles and improved coordination. The team's communication patterns also improved, with a shift from overlapping and interruptive communication to more balanced and sequential exchanges. The team's ability to adapt to errors and recover from setbacks was also notable, demonstrating high error sensitivity and rapid improvement after restarts. Overall, the team's performance highlights the importance of interdependence, communication, and adaptability in achieving shared goals.

> *[04:20] ELI: 'All players should be going to their target locations that are restarted.'*

Deciphering the Puzzle

This act demonstrates the team's ability to adapt to a complex problem and work together to find solutions. Initially, the team's communication was fragmented, with multiple players speaking simultaneously and providing conflicting directives (11:29-11:35). This led to a high cognitive load, resulting in errors and confusion. However, as the team continued to work together, they began to develop a more balanced communication pattern, with players taking turns and providing clear instructions (12:21-12:25). The team's problem-solving skills were also evident in their ability to recognize patterns and develop strategies. For example, Mattyice recognized that the puzzle involved different coding systems, including Braille and Morse code (14:08-14:10). This insight allowed the team to make significant progress, but ultimately, they were unable to complete the puzzle due to the complexity of the task and the time constraints. The team's performance can be characterized as being in the 'Storming' stage of the Tuckman model, with players still learning to work together and developing their communication skills. Despite the challenges, the team demonstrated a high level of collective sensemaking, working together to interpret the puzzle and develop solutions.

> *[14:08] MATTYICE: 'Okay, I'm gonna look at your guys as well. Yours is six.'*

Navigating Interdependence

The team's performance in this act was characterized by a mix of successful coordination and frustrating setbacks. They demonstrated joint attention and role clarity, with players focusing on specific tasks and working together to overcome obstacles. However, they struggled with spatial reasoning and communication, often relying on trial-and-error navigation and ambiguous instructions. The team's cognitive load was high, particularly during complex moments, leading to errors and confusion. Despite these challenges, they showed signs of norming, with clearer roles and improved coordination emerging over time. To improve their performance, the team should focus on developing more effective communication strategies, including the use of clarifying questions and specific instructions. They should also work on enhancing their spatial reasoning skills, using tools like mental models and visual aids to support navigation and problem-solving.

> *[21:30] ELI: 'wait green goat green goat eat that uh that spiky thing go eat that spiky thing no it's not the other one no it's not look here's what here's what what do you mean look there's one right here there's one look at orange look at my orange fucking pac-man there's one to my left ah come to me'*

Coordinating Under Pressure

The team's performance in this act can be characterized by the Tuckman model's 'Storming' stage, marked by coordinating communication and competing strategies. However, as they progressed, they began to exhibit behaviors indicative of the 'Norming' stage, such as clearer roles and improved coordination. The team's cognitive load was high, as evidenced by repeated blocked moves and rapid, high-frequency inputs. However, they demonstrated joint attention and shared focus on task elements, enabling synchronized action and efficient communication. The team's instruction quality improved over time, with clearer and more actionable instructions. However, instruction timing was sometimes suboptimal, leading to errors or hesitation. The team's error patterns and recovery behavior showed a shift from exploration to goal-directed behavior, with rapid improvement after restarts and a reduction in error rate over time. [24:39] ELI: 'How long you been with her?' - This quote illustrates the team's initial confusion and lack of focus. [25:11] ELI: 'I can only, oh, so you have to move it to me, because I can only move down.' - This quote shows the team's growing understanding of the puzzle mechanics and their roles within it. [30:01] MATTYICE: 'Oh, good fucking shit.' - This quote captures the team's excitement and relief after finally making progress.

> *[25:11] ELI: 'I can only, oh, so you have to move it to me, because I can only move down.'*

Coordinated Binary Puzzle

This act demonstrates the team's ability to adapt to a complex puzzle through collective sensemaking and pattern recognition. Initially, the team's communication was fragmented, with overlapping speech and unclear instructions (30:16-30:20). However, as they continued to explore the puzzle, they began to develop a shared understanding of the mechanics and strategy (31:16-31:59). The team's use of verbal cues and clear instructions facilitated coordinated movement and reduced errors (31:59-32:03). The Tuckman model would categorize this team as being in the 'Norming' stage, as they demonstrated clearer roles and improved coordination. However, moments of confusion and overlapping communication indicate that the team still requires improvement in their communication patterns. [30:52] ELI: 'Is it binary? 1 0 0 1 1 0 0 1 0 do we have that 1 0 yeah we do 1 0 0 1 0' [31:16] BEN_G: 'So go right, go all the way, put the put the zero down first, because it needs to go to like you have to get out of the way.' [32:54] MATTYICE: 'Right, right, right, right, right.'

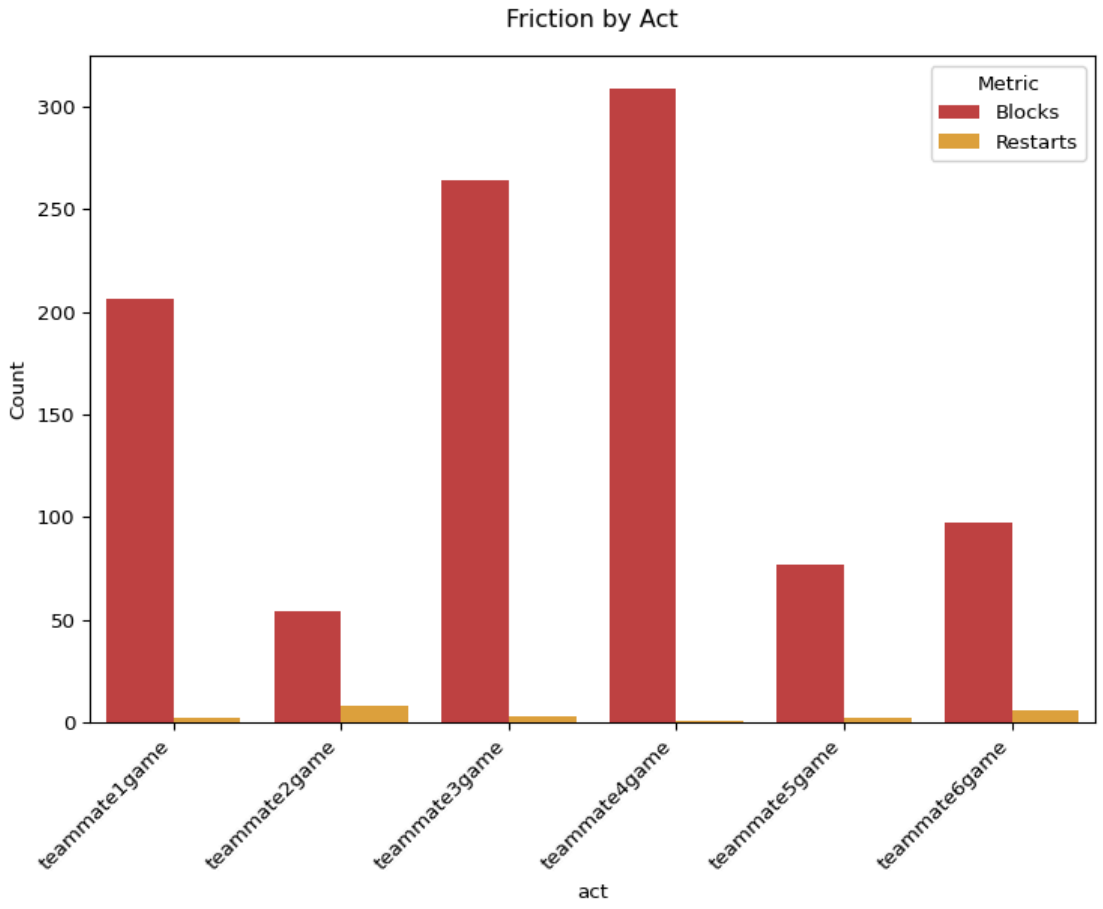
> *[30:52] ELI: 'Is it binary? 1 0 0 1 1 0 0 1 0 do we have that 1 0 yeah we do 1 0 0 1 0'*

Rainbow Puzzle

This act demonstrates the team's ability to engage in collective sensemaking and pattern recognition. As they navigated the puzzle, they encountered cognitive overload and working memory limitations, evident in their repeated mistakes and need for clarification (e.g., [34:48] BEN_G: 'Do we have to look it up what it is?'). However, through joint attention and shared focus, they began to recognize the rainbow pattern and develop a strategy (e.g., [41:52] ELI: 'Purple, blue, yellow, green, then yellow, then orange, and red'). The team's communication patterns showed signs of improvement, with clearer instructions and fewer contradictions, although they still struggled with overlapping communication and occasional confusion. According to the Tuckman model, the team appears to be in the 'Norming' stage, as they are beginning to develop clearer roles and improve their coordination, but still encounter setbacks and errors.

> *[41:52] ELI: 'Purple, blue, yellow, green, then yellow, then orange, and red'*

Fig. 1 **Friction by Act: Blocks & Restarts**



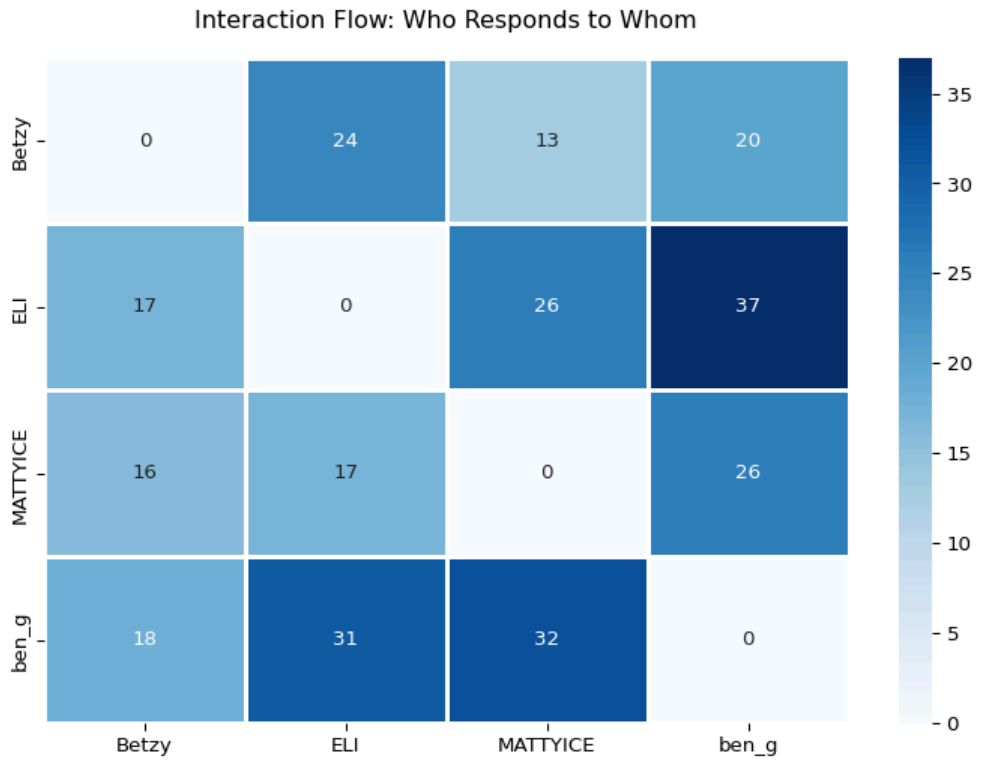
Shows: Blocked moves and restarts per act, indicating coordination difficulty.

Look for: Decreasing trend = team learning. Spike in middle = complexity peak. High restarts = trial-and-error approach.

2.3 Communication Dynamics

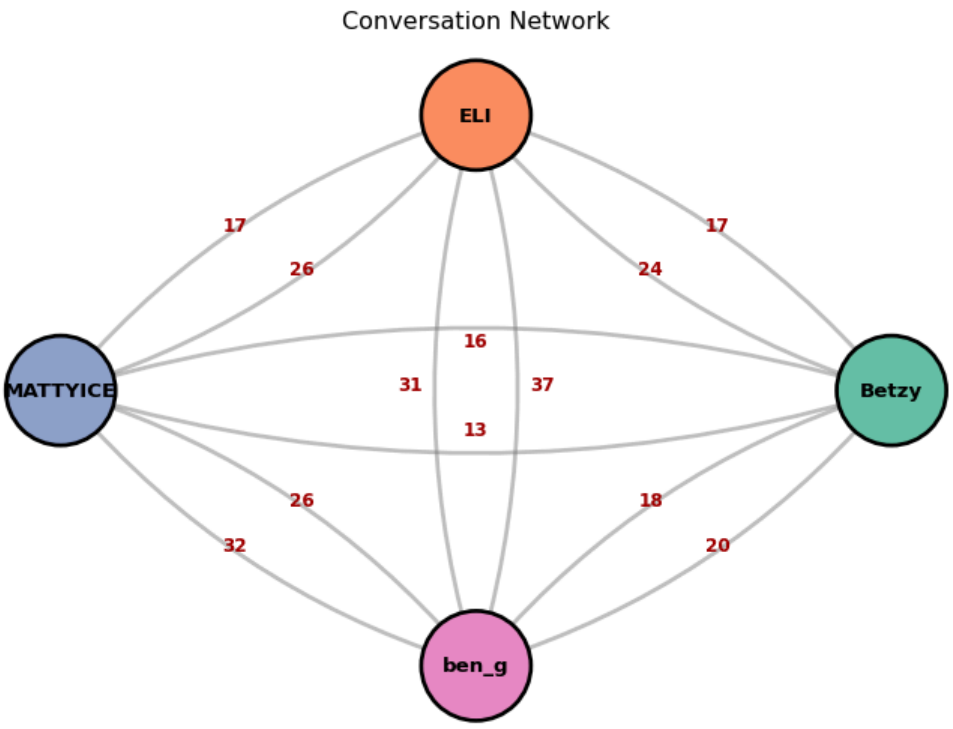
Conversation Flow

Fig. 2 **Conversation Flow: Who Responds to Whom**



Shows: Response frequency between players. Cell (A,B) = how often player A speaks within 3 seconds after player B.
Look for: Balanced grid = healthy team. One dark column = acknowledged leader. One light row = someone potentially isolated.

Fig. 3 **Conversation Network**



Shows: Directed graph of conversation flow. Arrows indicate who speaks after whom.
Look for: Central hub = conversation driver. Peripheral nodes = less integrated. Bidirectional thick arrows = strong pairs.

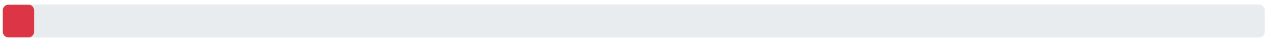
Interruption Patterns

HEALTHY Based on 81 analyzed events (320 total)

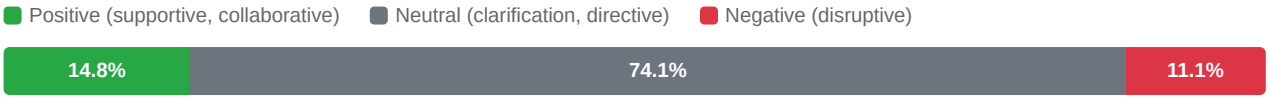
📊 Interruption Categories

COLLABORATIVE	38.3% (31)
DIRECTIVE	22.2% (18)
SUPPORTIVE	16.0% (13)
CLARIFICATION	14.8% (12)
URGENT	3.7% (3)
REDIRECT	2.5% (2)

DISRUPTIVE 2.5% (2)



💭 Interruption Tone



🔍 Key Patterns

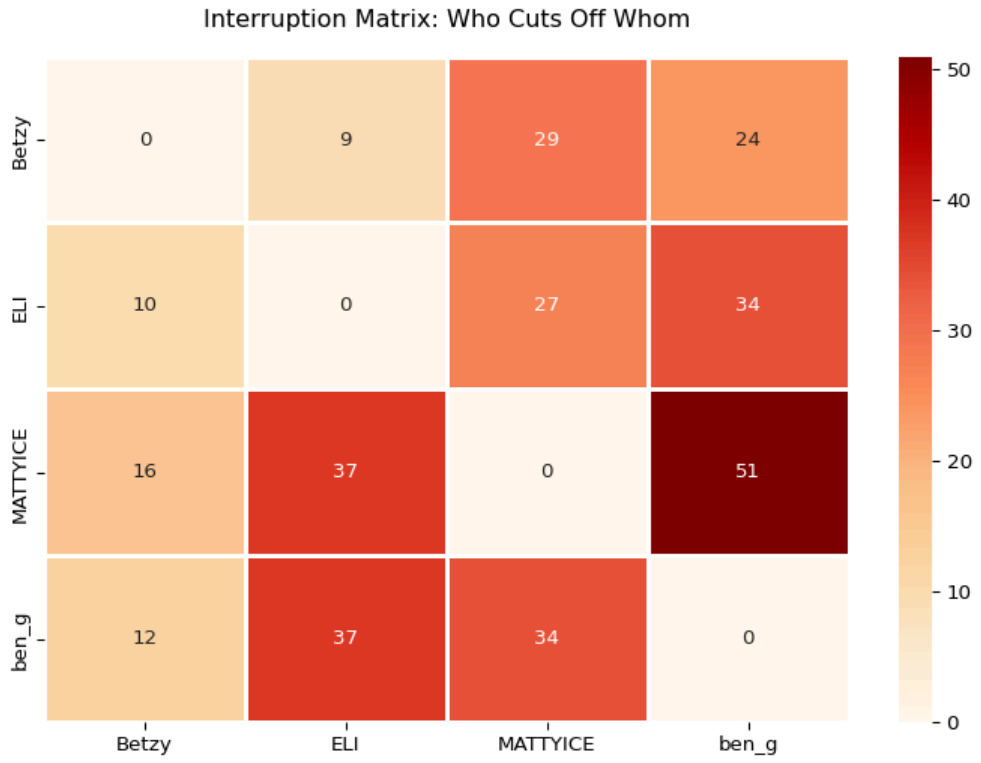
Rapid-Fire Coordination: A significant portion of interruptions (especially Events 49-62 and 70-80) consist of short, directive bursts used to synchronize movement in real-time. This indicates a high-functioning team where interruptions are necessary for timing rather than being rude.

Collective Hypothesis Testing: Players frequently interrupt one another to refine logic or propose new theories (e.g., color mixing, binary codes), showing a collaborative "brainstorming" style where ideas are built upon quickly.

Clarification Loops: There is a recurring pattern of a directive being given, followed immediately by a clarification request (Where? How? Why?), which is then answered. This suggests the team is active in ensuring everyone understands the plan before acting.

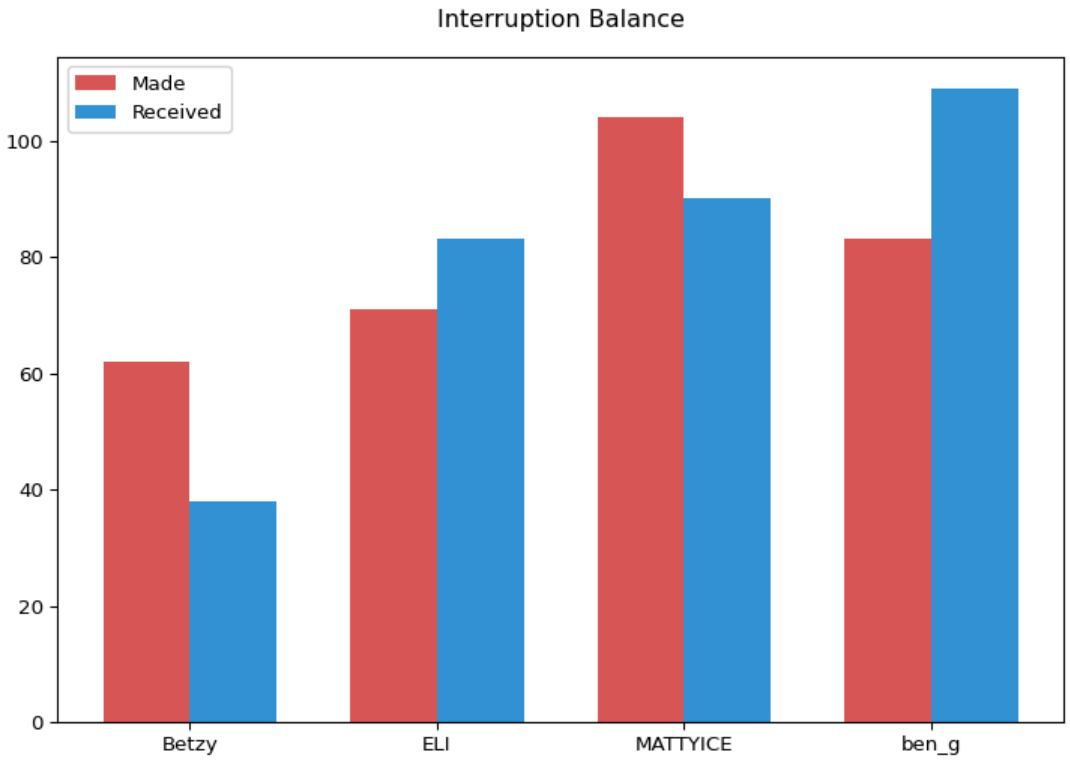
Resilience to Frustration: Despite technical issues (VPN/loading) and confusion ("I don't get this"), the group consistently uses interruptions to pivot back to problem-solving (Redirect/Collaborative) rather than dwelling on the negatives.

Fig. 4 **Interruption Matrix: Who Cuts Off Whom**



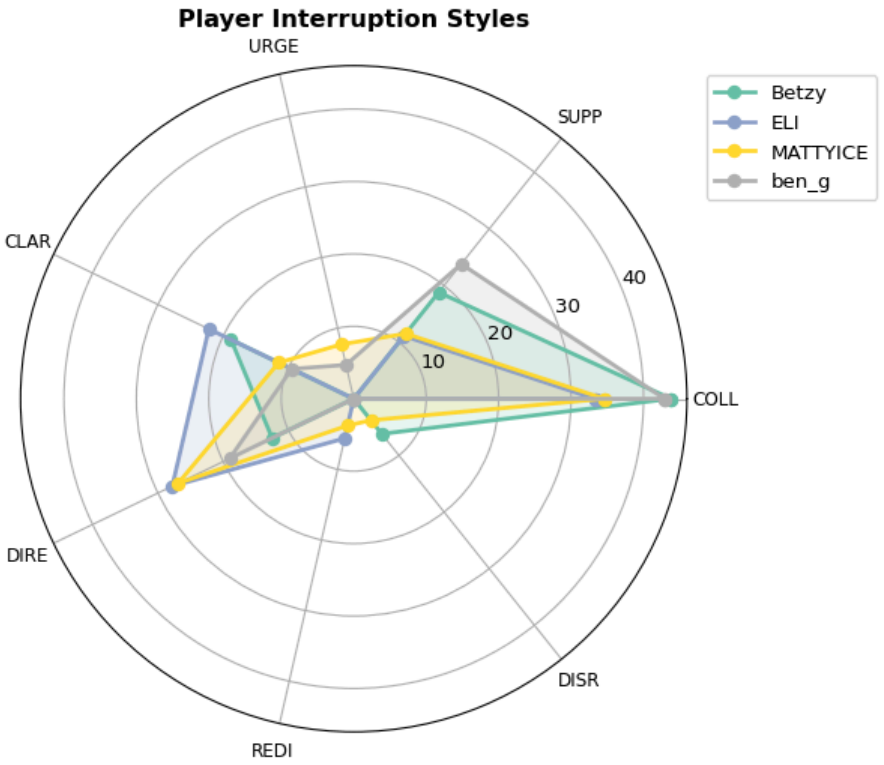
Shows: How often each player interrupts each other player. Cell (A,B) = player A interrupting player B.
Look for: Even distribution = shared space. One dark row = dominant communicator. One dark column = someone struggling to complete thoughts.

Fig. 5 **Interruption Balance: Give vs Receive**



Shows: Comparison of interruptions made vs received for each player.
Look for: Balanced bars = healthy give-and-take. High outbound = dominant interrupter. High inbound = frequently cut off.

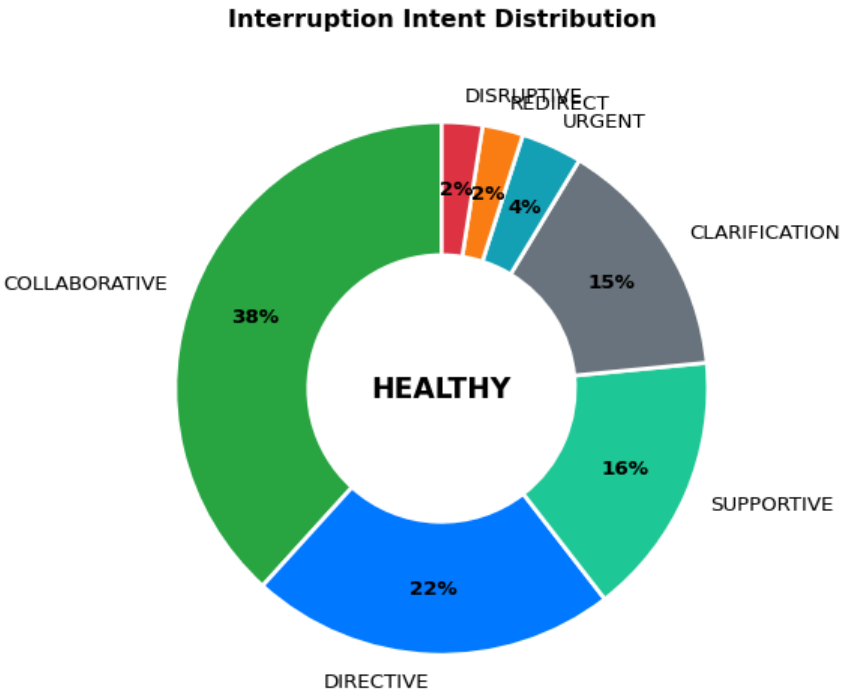
Fig. 6 Player Communication Styles



Shows: Radar chart of each player's interruption category distribution.

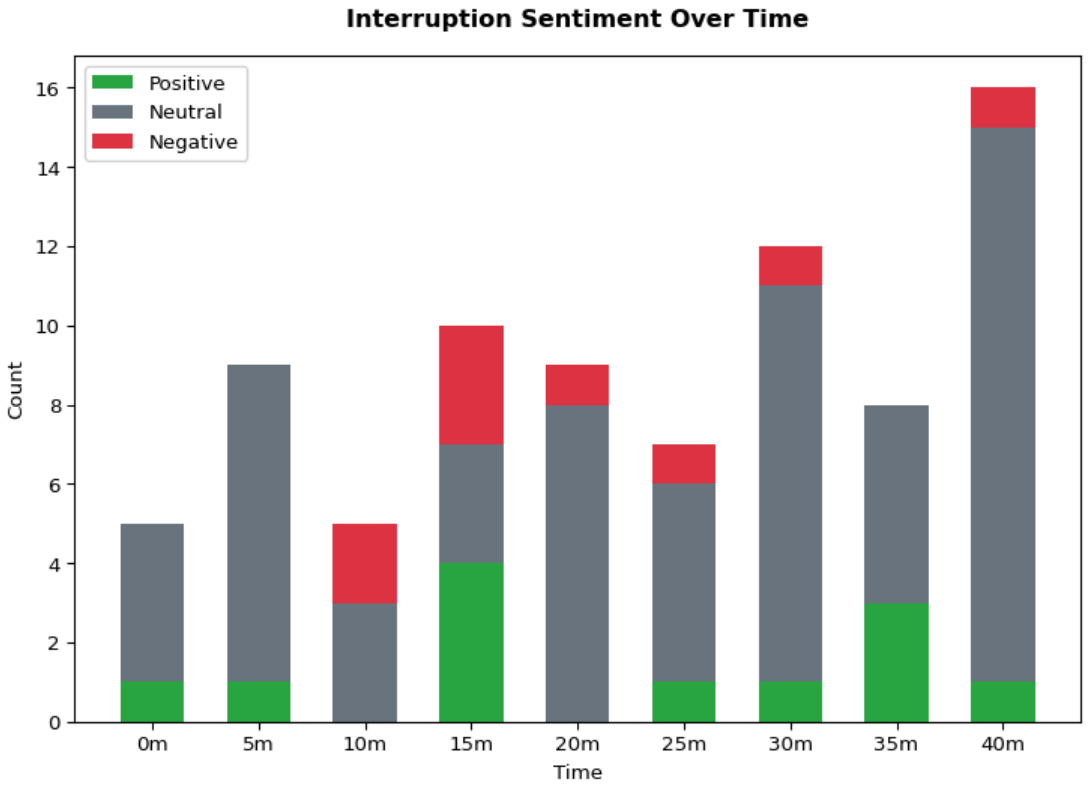
Look for: Spiky profile = specialized style. Rounded = versatile. DIRECTIVE spike = commander. COLLABORATIVE spike = idea-builder.

Fig. 7 **Interruption Intent Distribution**



Shows: Breakdown of interruption types based on AI categorization. Center shows health score.
Look for: Mostly green/gray = healthy communication. Large DIRECTIVE = command-oriented. Any DISRUPTIVE = worth investigating.

Fig. 8 **Interruption Sentiment Over Time**



Shows: How interruption tone changed across the session in 5-minute buckets.
Look for: Consistent green = stable positive. Red spikes = friction moments. Trend toward red = fatigue building.

📈 Interruption Style by Player

Player	Top Category	Profile
ben_g	COLLABORATIVE (42.9%)	COLLABORATIVE: 42.9%, SUPPORTIVE: 23.8%, DIRECTIVE: 19.0%
Betzy	COLLABORATIVE (43.8%)	COLLABORATIVE: 43.8%, CLARIFICATION: 18.8%, SUPPORTIVE: 18.8%
ELI	COLLABORATIVE (33.3%)	COLLABORATIVE: 33.3%, DIRECTIVE: 27.8%, CLARIFICATION: 22.2%
MATTYICE	COLLABORATIVE (34.6%)	COLLABORATIVE: 34.6%, DIRECTIVE: 26.9%, CLARIFICATION: 11.5%

2.4 Player Analytics

Betzy

Analysis:

Betzy's behavior is characterized by a mix of successful coordination and frustrating setbacks. She demonstrates joint attention and role clarity, with a focus on specific tasks and working together to overcome obstacles. Her cognitive load is moderate, with some signs of confusion and delayed responses to instructions. However, she shows signs of norming, with clearer roles and improved coordination emerging over time. As she progresses, she begins to exhibit behaviors indicative of the 'Norming' stage, such as clearer instructions and fewer contradictions. 'Do we have to look it up what it is?' - This quote illustrates Betzy's willingness to seek clarification and improve her understanding of the puzzle mechanics.

Strengths:

Recognizing patterns, developing strategies, providing clear instructions, attention to detail

Risks:

The same attention to detail that enables Betzy to recognize patterns can, under time pressure, increase her cognitive load and lead to confusion. Her clear communication style can sometimes be interrupted by overlapping speech, leading to misunderstandings.

ELI

Analysis:

ELI's behavior is characterized by a mix of successful coordination and frustrating setbacks. He demonstrates leadership skills, providing clear instructions and guiding his teammates. His communication style is confident and constructive, often helping to stabilize the team's communication during confusion. However, he shows signs of storming, with coordinating communication and competing strategies emerging in high-pressure situations. As he progresses, he begins to exhibit behaviors indicative of the 'Norming' stage, such as clearer roles and improved coordination. 'All players should be going to their target locations that are restarted.' - This quote illustrates ELI's ability to provide clear instructions and guide his teammates.

Strengths:

Providing clear instructions, guiding teammates, stabilizing communication, leadership skills

Risks:

The same confidence that enables ELI to provide clear instructions can, under pressure, lead to coordinating communication and competing strategies. His leadership skills can sometimes be interrupted by confusion and misunderstandings, leading to setbacks.

MATTYICE

Analysis:

MATTYICE's behavior is characterized by a mix of successful coordination and frustrating setbacks. He demonstrates creative problem-solving skills, recognizing patterns and developing strategies. His communication style is enthusiastic and engaging, often helping to motivate his teammates. However, he shows signs of storming, with coordinating communication and competing strategies emerging in high-pressure situations. As he progresses, he begins to exhibit behaviors indicative of the 'Norming' stage, such as clearer roles and improved coordination. 'Okay, I'm gonna look at your guys as well. Yours is six.' - This quote

ben_g

Analysis:

ben_g's behavior is characterized by a mix of successful coordination and frustrating setbacks. He demonstrates joint attention and role clarity, with a focus on specific tasks and working together to overcome obstacles. His cognitive load is moderate, with some signs of confusion and delayed responses to instructions. However, he shows signs of norming, with clearer roles and improved coordination emerging over time. As he progresses, he begins to exhibit behaviors indicative of the 'Norming' stage, such as clearer instructions and fewer contradictions. 'So go right, go all the way, put the put the zero down first, because it needs to go to like you have to

illustrates MATTYICE's ability to recognize patterns and develop a strategy.

Strengths:

Recognizing patterns, developing strategies, creative problem-solving, motivating teammates

Risks:

The same creativity that enables MATTYICE to recognize patterns can, under pressure, lead to coordinating communication and competing strategies. His enthusiastic communication style can sometimes be interrupted by confusion and misunderstandings, leading to setbacks.

get out of the way.' - This quote illustrates ben_g's ability to provide clear instructions and guide his teammates.

Strengths:

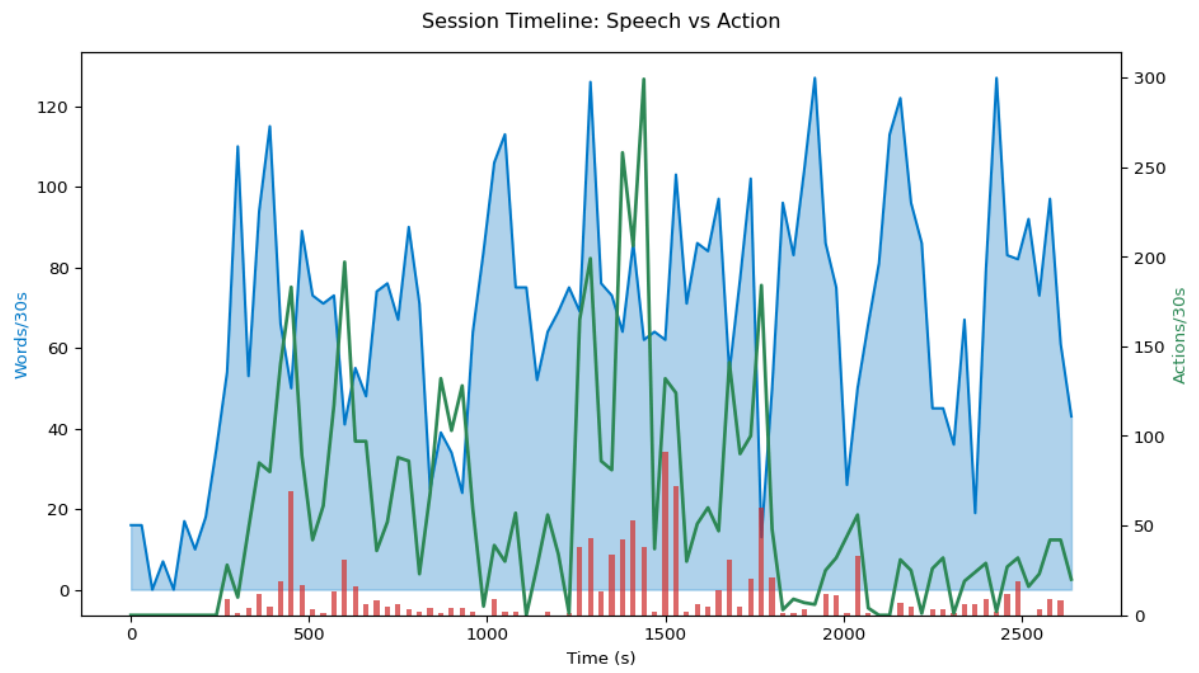
Recognizing patterns, developing strategies, providing clear instructions, attention to detail

Risks:

The same attention to detail that enables ben_g to recognize patterns can, under time pressure, increase his cognitive load and lead to confusion. His clear communication style can sometimes be interrupted by overlapping speech, leading to misunderstandings.

2.5 Session Timeline

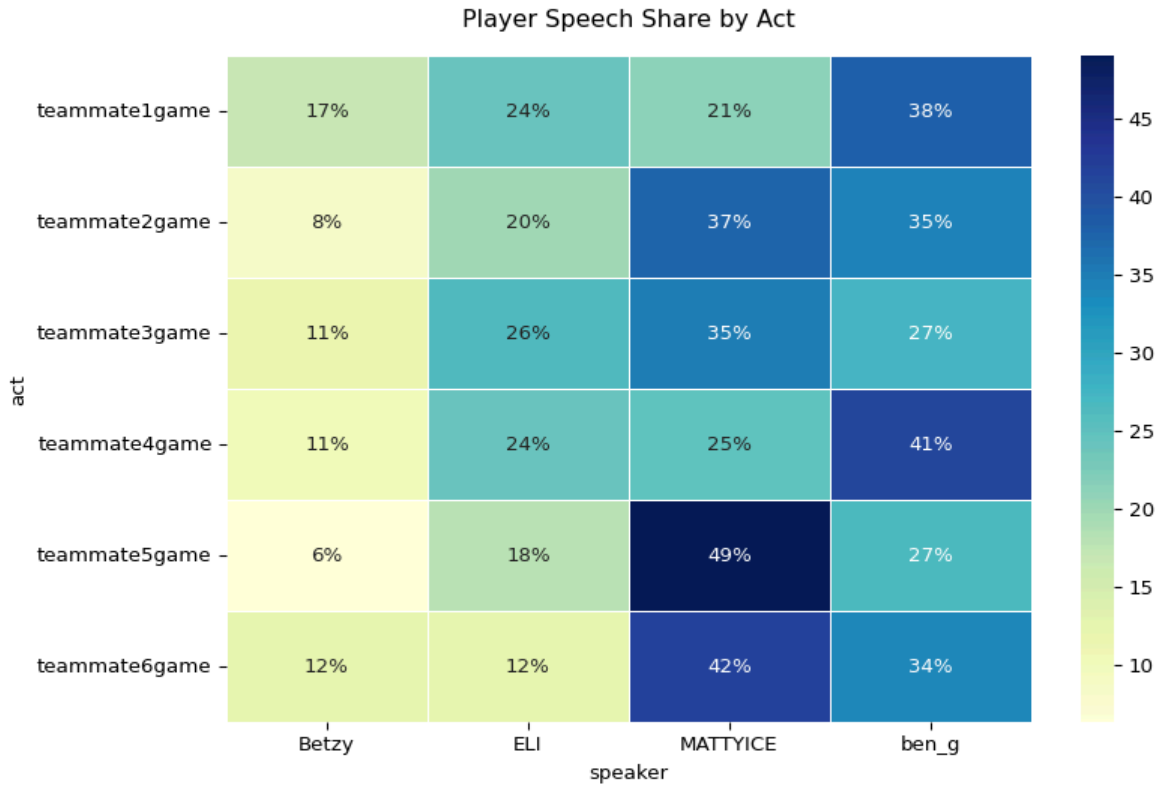
Fig. 9 **Session Timeline: Speech vs Action**



Shows: Parallel timeline of verbal activity and physical activity throughout session. Blue = speech, green = moves, red = blocks.

Look for: Speech preceding action = planning. Simultaneous spikes = coordination moments. Speech drops during action = focused execution.

Fig. 10 **Player Speech Share by Act**



Shows: Each player's share of total speech across acts. Percentages per row sum to 100%.
Look for: One player dominant = clear verbal leader. Shifts at act boundaries = role adaptation. Even distribution = balanced participation.

2.6 Session Statistics

📊 Leaderboard

Player	Words	Moves	Blocks	Restarts	Cut-Ins	Cut-Offs
Betzy	660	909	127	5	62	38
ELI	1216	1577	329	9	71	83
MATTYICE	2079	968	191	4	104	90
ben_g	2012	1760	360	4	83	109

🎮 Act Friction

Act	Moves	Blocks	Restarts
teammate1game	1274	206	2
teammate2game	1023	54	8
teammate3game	1332	264	3
teammate4game	983	309	1
teammate5game	200	77	2
teammate6game	402	97	6

3. Team Benchmark

Benchmark scores measure two independent dimensions of team performance. **Execution Efficiency** captures how fluently the team translated intent into action — factoring in friction, errors, and recovery patterns. **Communication Health** captures how balanced, inclusive, and resilient the team's dialogue was throughout the session. Both scores are on a fixed 0–100 scale from day one. Comparative percentiles appear once 10 or more sessions of this game type have been analysed.

Execution Efficiency

47.2 / 100

1/10 sessions recorded for percentile

Communication Health

66.3 / 100

1/10 sessions recorded for percentile

Healthy but Inefficient

Execution Metrics

METRIC	SCORE	RAW	PERCENTILE
Friction Rate Share of moves that were blocked or failed. High friction signals coordination gaps or task misunderstanding.	61.4/100	19.3% of moves	—
Restarts per Act Average number of full resets per game act. Frequent restarts may indicate difficulty building a shared plan before acting.	26.6/100	3.7 avg	—
Move Economy Combined friction index. Reflects overall execution waste — lower waste means the team translated decisions into action more cleanly.	53.7/100	0.463 index	—

Communication Metrics

METRIC	SCORE	RAW	PERCENTILE
Voice Balance How evenly the team shared conversation (Gini coefficient: 0 = perfectly equal, 1 = one person talked entirely). Unbalanced voice often signals unheard perspectives.	82.6/100	0.174 Gini	—
Interruption Rate Share of speech segments that were interrupted. Occasional interruptions indicate engagement; high rates may signal competition for the floor.	20.3/100	39.9% of segments	—

METRIC	SCORE	RAW	PERCENTILE
Recovery Speed Average seconds from a restart to the next productive move. Fast recovery reflects resilience and psychological safety — the team can reset without extended disruption.	96.1/100	4.7s avg	—

Report generated 2023-02-23 | UNSOLO Team Analysis