

INDUSTRY PROJECT

PERSONAL REFLECTION

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1.0 My role

In this project, I played the role of **managing & coordinating** group activities. As a group coordinator, I ensured to set deadlines and facilitate group meeting when required. I assisted in keeping track of the timeline and completing key steps to ensure we can deliver a **quality output** on time.

1.1 Key responsibilities:

1. **Organising logbook:** ensuring all group activities are recorded with relevant screenshots from Miro, reference images shared and suitable descriptions.
2. **Note taking:** During the tutorials, client meetings & group discussions.
3. **Assigning task:** Dedicating tasks to each team member based on their skills.
4. **Wireframing & UI:** Engaging design for a specific task.

1.2 Personality test

To better understand myself, I took the Myers-Briggs Type Indicator (Isabel Briggs Myers and Briggs, 1962). The results suggested my personality type as **"Protagonist ENFJ-A"**. Figure 1.1 shows the key findings that reflected in my actual group performance. (Appendix 7.5)

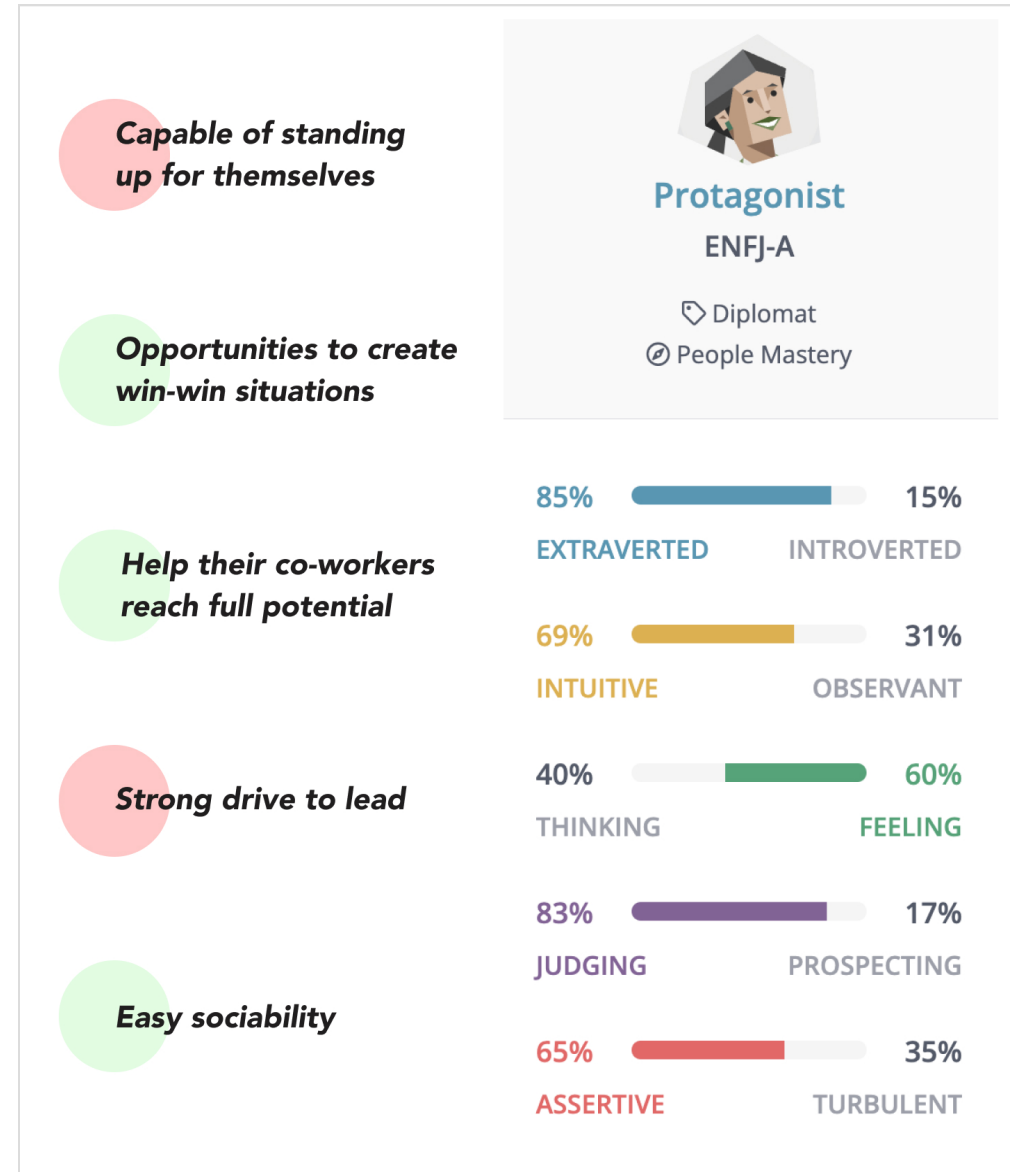


Figure 1.1 Positive and negatives identified from Myers-Briggs personality test. **Source:** <https://www.16personalities.com/enfjs-at-work>

1.3 Belbin test

Belbin team role theory is most used in the UK across several disciplines and organisations. It was found in a study that a team with **'mixed roles'** as defined by the Team-Role Self-Perception Inventory (Belbin, 1981) **performed better** than the other three teams which comprised individuals only identified as shapers. (Prichard and Stanton, 1999)

Results from the Belbin test (Appendix 7.3) were very **accurate** to my personality and helped me in understanding my **possible strengths and weaknesses**. As shown in table 1.1, I contributed to the project succulently as a "IM-Implementor" and "Co-coordinator". The results were inclined to "RI- Resource investigator", but I feel it doesn't resonate with my personality much.

Belbin's team role	Score	Characteristics	My role
(IMP) Implementer	19	Conservative, controlled, disciplined, efficient, inflexible, methodical, sincere, stable, and systematic.	Organising logbook content, assigning tasks to team members, finishing tasks on time.
(CO) Co-ordinator	13	Dominant, trusting, extrovert, mature, positive, self-controlled, self-disciplined, and stable.	Facilitator of group meetings, maintained communication, having a positive outlook on the project direction despite the conflicts.
(RI) Resource Investigator	13	Diplomatic, dominant, enthusiastic, extrovert, flexible, inquisitive, optimistic, persuasive, positive, relaxed, social, and stable.	Extrovert behaviour but not dominant or persuasive. Had a relaxed approach during ideation and decision making.

Table 1.1 : General description of the Belbin's role aligned with my group performance

Source: Belbin (1993a, p. 22)

2.0 Introducing my team

To provide better understanding, here are the group members with roles identified in Belbin test. I have mentioned the key **positive and negative traits** I felt during of the project.



Member #1

Plant

- + Hardworking
Investigates details
- Workaholic
Individualistic



Member #2

Co-ordinator

- + Storyboarding
Highly responsive
- Dependant
Decision making



Member #3

Team Worker

- + Tech-savvy
Ideation expert
- Communication
Stress management



Member #4

Monitor Evaluator

- + Wireframing
Visual design
- Responsiveness
Time management

2.1 Differing work styles

Work styles are attributes that are a result of **past experiences and influences**. Workstyles can be easily described based on four key characteristics: **celerity, pace, rhythm, and endurance**. (Dawis & Lofquist, 1984; Dawis, 2005). These can be described simply as behaviours at work, energy levels in conducting tasks, effort applied in tasks and perseverance. (Bayl-Smith and Griffin, 2015)

From the onset of the project, I could easily recognise the different work styles of each group member. It was evident that this was **leading to disagreements** in the group. Based on my research, I mapped each of group members using the key characteristics stated by Dawis. (See figure 2.1) As a group co-ordinator, This helped me in understand each member better and **helped resolving conflicts**.

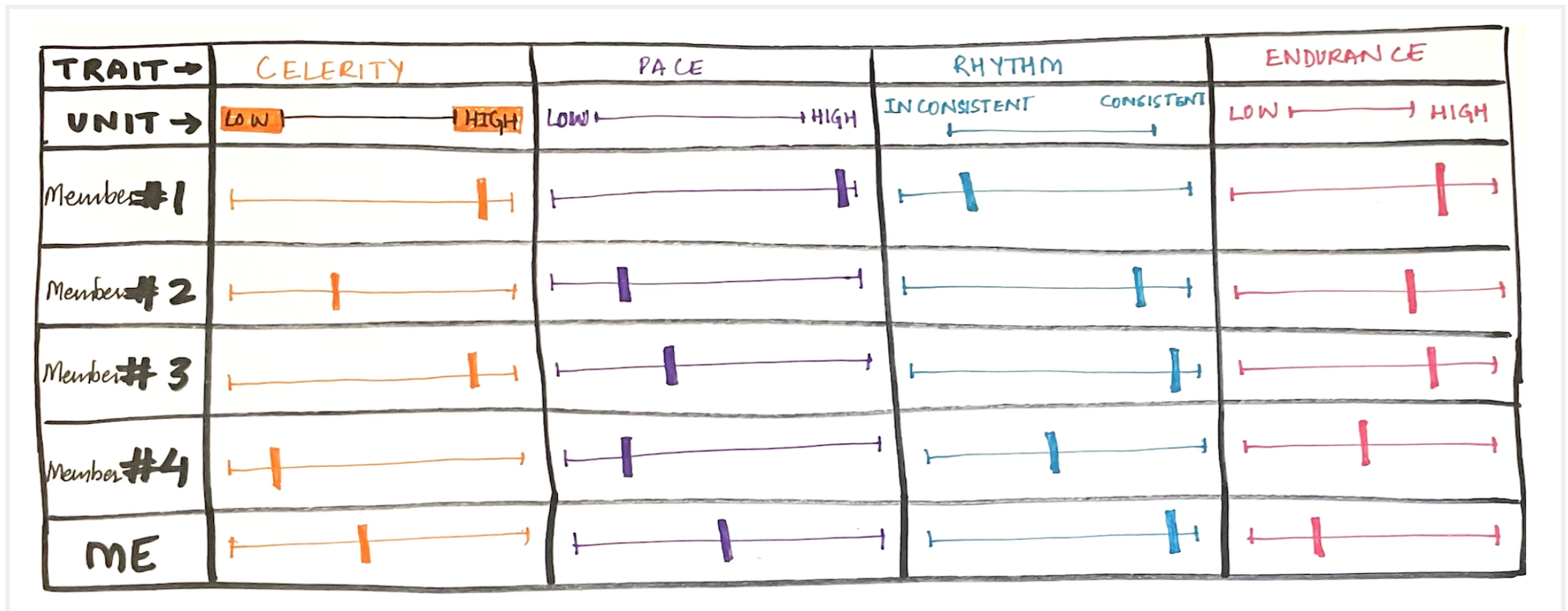


Figure 2.1 : Understanding key characteristics of all members to establish a positive work dynamic as a group co-ordinator.

3.0 Workaholism vs. Group dynamic:

It was evident from the first meeting that Me and Member #1 have **extrovert personalities** while all other members were introverts. Member #1's behaviours suggested 'workaholism' contrasting to my approach that is more structured and timed. **Empathising and understanding** the concerns of my teammate helped in developing a **positive group dynamic** and **overall satisfaction of teammates**.

3.1 What I learned ?

Some common traits of workaholics are continuous need to engage in work activity, persistently thinking about work and over-commitment to work. (Ng, Sorensen and Feldman, 2007) My teammate suggested past experiences where 'extra work' was rewarded. When a person is **rewarded for workaholism**, it is likely to **increase such behaviours** to continue being rewarded. (Ng, Sorensen and Feldman, 2007) In this case, scoring good grades.

3.2 How it resolved ?

These continuous engagements impacted the performance of other group members. As a group co-ordinator, I addressed this issue by stating a **clear agenda and time duration** prior each meeting, after which **individual tasks** would be distributed. This enabled the group to work more efficiently and enabled everyone to **contribute equally**.

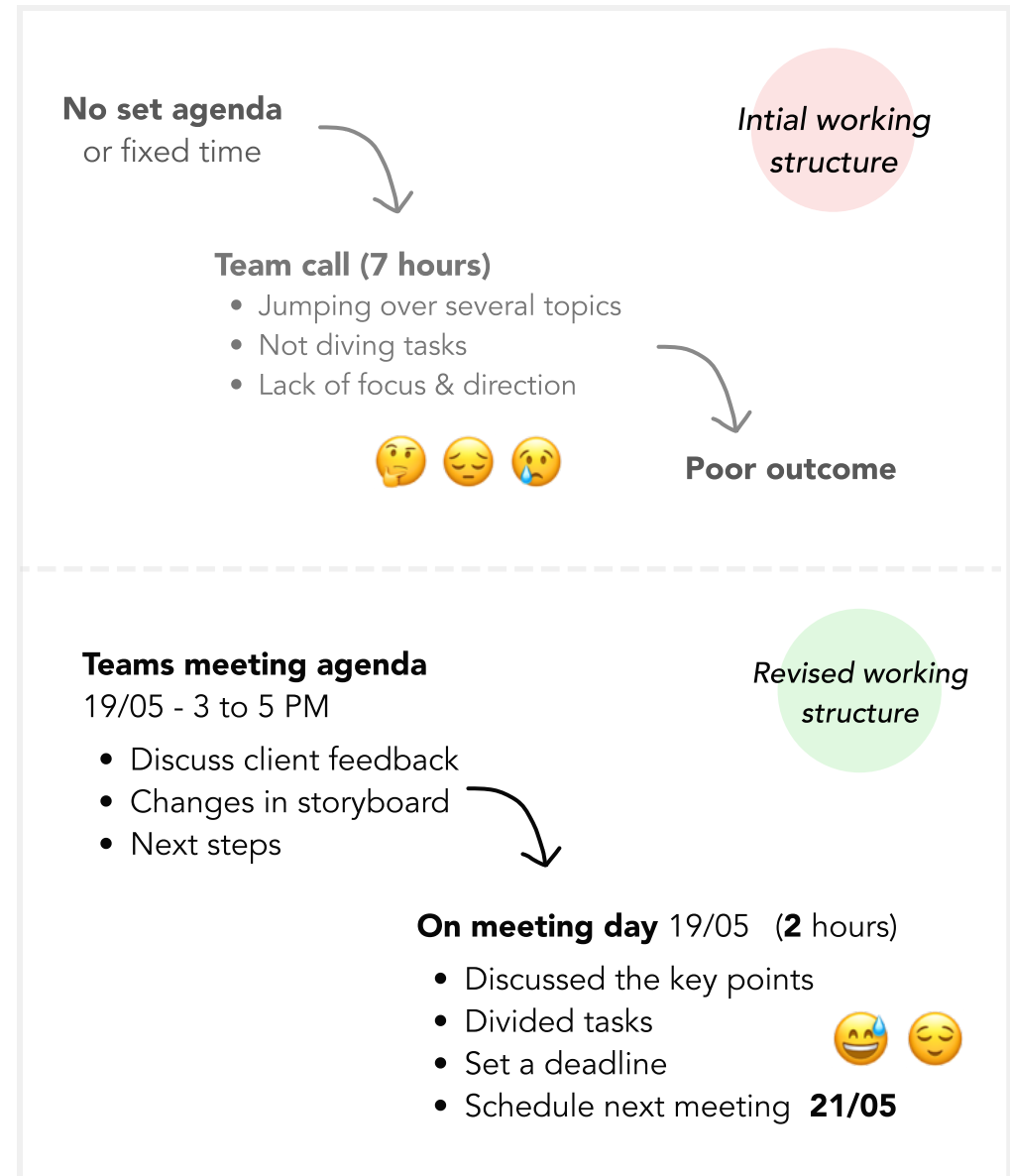


Figure 3.1 : Impact of changing work structure to maximise outcome and overall satisfaction of the team.

4.0 Conflict management

Conflicts are common in teamworking when everyone is aiming to deliver high-quality output. Even though the team members have **common interests, contrasting opinions** on the key steps to reach those goals leads to conflicts.

(Tjosvold, Wong and Feng Chen, 2014) Having a diverse team and contrasting working styles led to several conflicts during this project.

Scenario: The group had a discussion call for **7 hours** just before hand-in for major project, as member #1 felt it was essential. Other members found that to be **exhausting and unproductive**. When the others pointed out this issue, that group member felt it was **disrespectful**.

“It takes two to have a conflict, and it takes two to manage that conflict.”

- (Tjosvold, Wong and Feng Chen, 2014)

4.1 Resolving

Having an **open discussion** helps in handling and resolving conflicts constructively during teamwork. (Tjosvold, Wong and Feng Chen, 2014) As shown in fig 2.1, Discussing the issues **without bias** and **expressing motivations** for the project helped our team effectively resolve the conflicts and contributed to deliver a **quality outcome**.

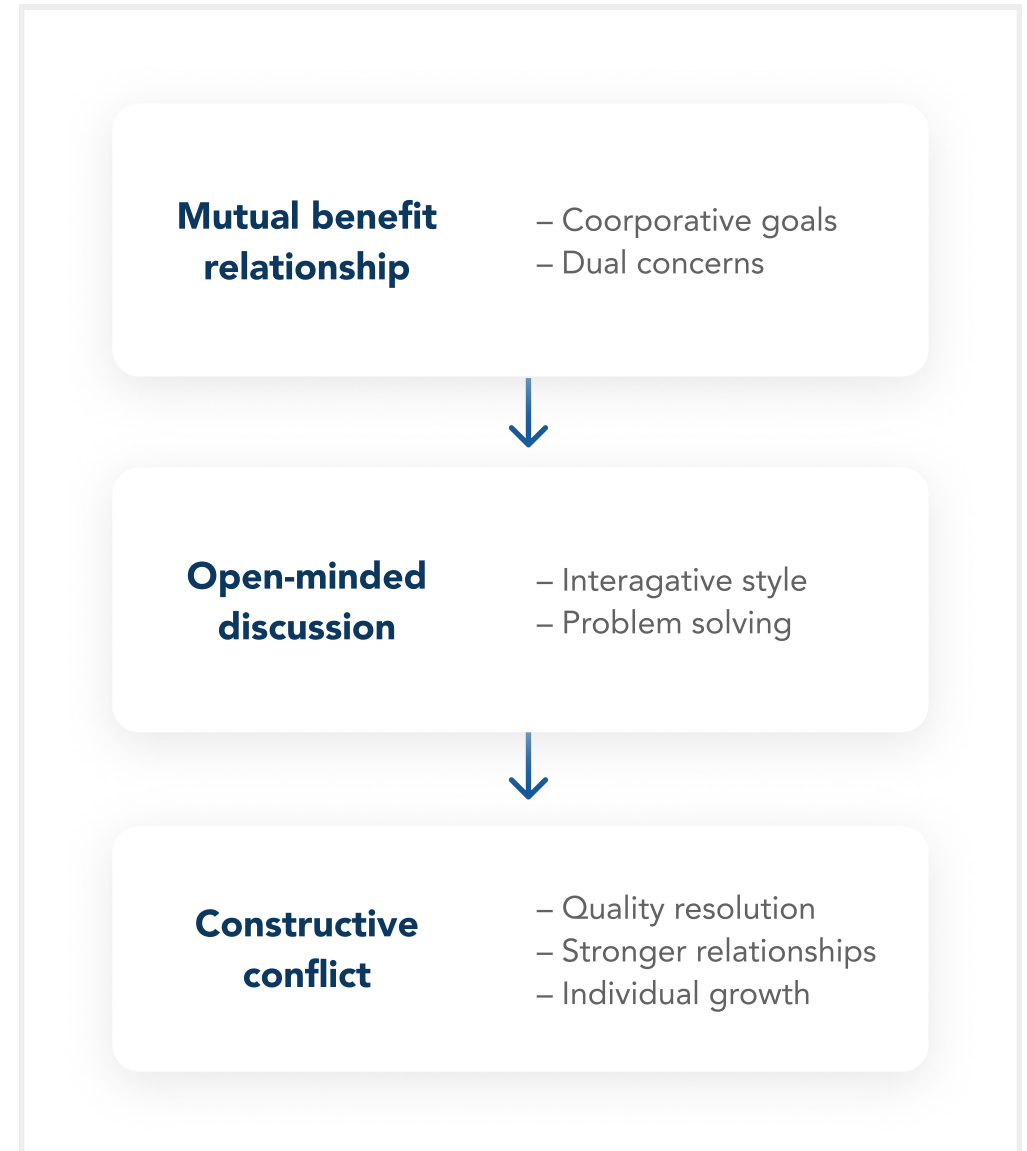


Figure 4.1, Inspiration : “The authors’ argument of how conflict in organizations can be constructively managed.” (Tjosvold, Wong and Feng Chen, 2014)

5.0 Reflection: Personal Learning

Most of the personality test results are inclined towards leadership roles. In this project, I recognised that my instinctive leadership traits were leading to conflicts as me and Member #1 had several disagreements in the beginning of the project. Having recognised this, I took a step back and worked on co-ordinating tasks while my teammate took charge of leadership.

This helped in strengthening our bond and improved our overall performance. I believe this switch also helped me gain insights from the perspective of a team member who is being lead & helped me recognise attitudes and behaviours I would need to adapt or change in future while taking a leadership role.

I believe I have made a fair contribution during the process and in the final outcome fo the project, it also reflects in the peer reviews I received from my group members. (Apendix 7.1)

Overall, this project was a great learning experience, it enhanced my interpersonal skills (Appendix 7.8 & 7.9)that would contribute immensely to team working in the industry. I explored several areas that are out of my comfort zone and gained knowledge on application of technology in improving user experience.

5.1 Key takeaways:

- **Clear communication** in the group to avoid disagreements.
- **Transparency**, maintain a record of tasks assigned, in-progress or completed with expected completion date.
- **Define specific roles** with clear description of roles and responsibilities.
- **Record team meeting**, helps in following if some team member missed it.

"I am really happy with how despite all the conflicts we managed to present a unified front. Great work guys "

ME

"Have a good final semester everybody!"

-Member #1

"Thank you so much to all the members and the work you guys have done! "

-Member #3

"Thank you guys for your efforts, we all did a good job ! "

-Member #2

"Despite observing some emotions in the team, the overall work was perfect and many thanks to everyone for their hard work!"

-member #4

Figure 5.1 : Final group feedback from each member at end of the project.

6.0 References

Bayl-Smith, P.H. and Griffin, B. (2015) "Measuring work styles: Towards an understanding of the dynamic components of the theory of work adjustment," *Journal of Vocational Behavior*, 90, pp. 132–144. Available at: <https://doi.org/10.1016/j.jvb.2015.08.004>.

Ng, T.W.H., Sorensen, K.L. and Feldman, D.C. (2007) "Dimensions, antecedents, and consequences of workaholism: A conceptual integration and extension," *Journal of Organizational Behavior*, pp. 111–136. Available at: <https://doi.org/10.1002/job.424>.

Prichard, J.S. and Stanton, N.A. (1999) *Testing Belbin's team role theory of effective groups*, The Journal of Management Development. # MCB University Press. Available at: <http://www.emerald-library.com>.

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Isabel Briggs Myers and Briggs, K.C. (1962). *The Myers-Briggs type indicator : manual* (1962). Palo Alto, Calif.: Consulting Psychologists Press [Distributor].

Dawis, R.V. and Lofquist, L.H., 1984. A psychological theory of work adjustment: *An individual-differences model and its applications*. University of Minnesota press.

7.0 Appendix

Appendix 7.1 : Peer review from group members.

Group member's name: **_____**

1. Did this group member complete assigned tasks? **Y** N

2. How would you rate the quality of this person's work?
Above average Average Below average

3. How would you rate the timeliness of the completion of the work?
Above average Average Below average

4. Overall, how would you rank this person's contributions to the group?
Above average Average Below average

5. Would you want to work with this person again? **Y** N

6. Please explain why in the space below.
_____ is a very intelligent and competent person with a very sharp **logical mind**. Very precise about **timing** and focus, which makes our group much **more efficient**.

Group member's name: **_____**

1. Did this group member complete assigned tasks? **Y** N

2. How would you rate the quality of this person's work?
Above average Average Below average

3. How would you rate the timeliness of the completion of the work?
Above average Average Below average

4. Overall, how would you rank this person's contributions to the group?
Above average Average Below average

5. Would you want to work with this person again? **Y** N

6. Please explain why in the space below.
_____ is good at **planning** and **enables us to conduct meetings** and complete tasks efficiently. She is also very respectful and **open to suggestions from others**

Group member's name: **Girija**

1. Did this group member complete assigned tasks? **Y** N

2. How would you rate the quality of this person's work?
Above average Average Below average

3. How would you rate the timeliness of the completion of the work?
Above average Average Below average

4. Overall, how would you rank this person's contributions to the group?
Above average Average Below average

5. Would you want to work with this person again? **Y** N

6. Please explain why in the space below.
 Girija always has a clear mind, especially at the **beginning phase**, she has raised up with lots of novel and thoughtful **ideas**, **setting a great base** for the whole project and our group. Besides, she is **really supportive** when other people need help.

Appendix 7.2 : Self evaluation for group work

Sample Self-Evaluation Form for Group Work

Your name _____

	Seldom	Sometimes	Often
Contributed good ideas		✓	
Listened to and respected the ideas of others			✓
Compromised and cooperated		✓	
Took initiative where needed			✓
Came to meetings prepared		✓	
Communicated effectively with teammates			✓
Did my share of the work			✓

My greatest strengths as a team member are:
My strength is organising and managing the team, I believe I have the ability to understand the key strengths of each member and put that to use.
I can handle situations where there is tensions or conflicts in the group. My ability to communicate clearly helps in identifying the problem and addressing it.
I have a strong ability to think critically

The group work skills I plan to work to improve are:
My leadership instincts automatically kick when a project is assigned in a group. If there are other people with the same personality, conflicts are prone to happen.
I have a loud personality, it might sometimes become dominating and some members may feel intimidated by that.

Appendix 7.3 : Belbin team roles test results

SECTION A		
WHEN INVOLVED IN A PROJECT WITH OTHER PEOPLE:		
Tick		Points
<input checked="" type="checkbox"/>	I can be relied upon to see that work that needs to be done is organised.	1
<input type="checkbox"/>	I pick up slips and omissions that others fail to notice.	
<input type="checkbox"/>	I react strongly when meetings look like losing track of the main objective.	
<input type="checkbox"/>	I produce original suggestions.	
<input type="checkbox"/>	I analyse other people's ideas objectively, for both merits and failings.	
<input checked="" type="checkbox"/>	I am keen to find out the latest ideas and developments.	3
<input checked="" type="checkbox"/>	I have an aptitude for organising people.	6
<input type="checkbox"/>	I am always ready to support good suggestions that help to resolve a problem.	

SECTION B		
IN SEEKING SATISFACTION THROUGH MY WORK:		
Tick		Points
<input type="checkbox"/>	I like to have a strong influence on decisions.	
<input type="checkbox"/>	I feel in my element where work requires a high degree of attention and concentration.	
<input type="checkbox"/>	I am concerned to help colleagues with their problems.	
<input type="checkbox"/>	I like to make critical discrimination between alternatives.	
<input checked="" type="checkbox"/>	I tend to have a creative approach to problem solving.	3
<input type="checkbox"/>	I enjoy reconciling different points of view.	
<input checked="" type="checkbox"/>	I am more interested in practicalities than new ideas.	4
<input checked="" type="checkbox"/>	I particularly enjoy exploring different views and techniques.	3

SECTION C		
WHEN THE TEAM IS TRYING TO SOLVE A PARTICULARLY COMPLEX PROBLEM:		
Tick		Points
<input type="checkbox"/>	I often find my imagination frustrated by working in a group.	

Tick		Points
<input type="checkbox"/>	I keep a watching eye on areas where difficulty may arise.	
<input checked="" type="checkbox"/>	I explore ideas that may have a wider application than in the immediate task.	4
<input type="checkbox"/>	I like to weigh up and evaluate a range of suggestions thoroughly before choosing.	
<input checked="" type="checkbox"/>	I can co-ordinate and use productively other people's abilities and talents.	1
<input type="checkbox"/>	I maintain a steady systematic approach, whatever the pressures.	
<input type="checkbox"/>	I often produce a new approach to a long continuing problem.	
<input type="checkbox"/>	I am ready to make my personal views known in a forceful way if necessary.	
<input checked="" type="checkbox"/>	I am ready to help whenever I can.	5

SECTION D		
IN CARRYING OUT MY DAY-TO-DAY WORK:		
Tick		Points
<input type="checkbox"/>	I am keen to see there is nothing vague about my task and objectives.	
<input type="checkbox"/>	I am not reluctant to emphasise my own point of view in meetings.	
<input checked="" type="checkbox"/>	I can work with all sorts of people provided that they have got something worthwhile to contribute.	2
<input type="checkbox"/>	I make a point of following up interesting ideas and/or people.	
<input type="checkbox"/>	I can usually find the argument to refute unsound propositions.	
<input type="checkbox"/>	I like to see patterns where others would see items as unconnected.	
<input checked="" type="checkbox"/>	Being busy gives me real satisfaction.	6
<input checked="" type="checkbox"/>	I have a quiet interest in getting to know people better.	2

SECTION E		
IF I AM SUDDENLY GIVEN A DIFFICULT TASK WITH LIMITED TIME AND UNFAMILIAR PEOPLE:		
Tick		Points
<input type="checkbox"/>	I often find my imagination frustrated by working in a group.	

<input type="checkbox"/>	I find my personal skill particularly appropriate in achieving agreement.	
<input type="checkbox"/>	My feelings seldom interfere with my judgement.	
<input checked="" type="checkbox"/>	I strive to build up an effective structure.	7
<input checked="" type="checkbox"/>	I can work with people who vary widely in their personal qualities and outlook.	3
<input type="checkbox"/>	I feel it is sometimes worth incurring some temporary unpopularity if one is to succeed in getting one's views across in a group.	
<input checked="" type="checkbox"/>	I usually know someone whose specialist knowledge is particularly apt.	
<input type="checkbox"/>	I seem to develop a natural sense of urgency.	

SECTION F		
WHEN SUDDENLY ASKED TO CONSIDER A NEW PROJECT:		
Tick		Points
<input type="checkbox"/>	I start to look around for possible ideas and openings.	
<input type="checkbox"/>	I am concerned to finish and perfect current work before I start.	
<input type="checkbox"/>	I approach the problem in a carefully analytical way.	
<input checked="" type="checkbox"/>	I am able to assert myself to get other people involved if necessary.	1
<input type="checkbox"/>	I am able to take an independent and innovative look at most situations.	
<input checked="" type="checkbox"/>	I am happy to take the lead when action is required.	7
<input type="checkbox"/>	I can respond positively to my colleagues and their initiatives.	
<input checked="" type="checkbox"/>	I find it hard to give in a job where the goals are not clearly defined.	2

SECTION G		
IN CONTRIBUTING TO GROUP PROJECTS IN GENERAL:		
Tick		Points
<input checked="" type="checkbox"/>	I think I have a talent for sorting out the concrete steps that need to be taken given a broad brief.	5
<input type="checkbox"/>	My considered judgement may take time but is usually near the mark.	

<input type="checkbox"/>	A broad range of personal contacts is important to my style of working.	
<input checked="" type="checkbox"/>	I have an eye for getting the details right.	3
<input type="checkbox"/>	I try to make my mark in group meetings.	
<input type="checkbox"/>	I can see how ideas and techniques can be used in new relationships.	
<input type="checkbox"/>	I see both sides of a problem and take a decision acceptable to all.	
<input checked="" type="checkbox"/>	I get on well with others and work hard for the team.	2

Scoring Key for Self Perception Inventory

Transfer your points allocation from the seven sections of the Self Perception Inventory to the appropriate boxes below. The pre-printed numbers in the grid refer to the question numbers of each section. For example if for Section A, you scored seven points for question 6 and three points for question 1, you would allocate them in the columns RI and IMP respectively.

	SH	CO	PL	RI	ME	IMP	TW	CF
A	3	7	6	4	6	3	5	1
B	1	6	5	8	3	4	7	3
C	7	4	1	6	2	4	3	5
D	2	3	2	6	4	1	5	8
E	6	5	3	1	7	3	4	2
F	6	7	4	1	5	1	3	8
G	5	7	1	6	3	3	2	1
Total	7	13		13		19	12	6

IMP Implementer

Characteristics

Implementers are well organised, enjoy routine, and have a practical common-sense and self-discipline. They favour hard work and tackle problems in a systematic fashion. On a wider front they hold unwavering loyalty to the organisation and are less concerned with the pursuit of self-interest.

However, Implementers may find difficulty in coping with new situations.

Function

Implementers are useful because of their reliability and capacity for application. They succeed because they have a sense of what is feasible and relevant. It is said that many executives only do the jobs they wish to do and neglect those tasks which they find distasteful. By contrast, Implementers will do what needs to be done. Good Implementers often progress to high management positions by virtue of good organisational skills and efficiency in dealing with all necessary work.

Strengths

Organising ability, practical common sense, hard working, self-discipline.

Allowable Weaknesses

Lack of flexibility, resistance to unproven ideas.

CO Co-ordinator

Characteristics

Calm, self-confident, controlled.

The distinguishing feature of Co-ordinators is their ability to cause others to work to shared goals. Mature, trusting and confident, they delegate readily. In interpersonal relations they are quick to spot individual talents and to use them to pursue group objectives. While Co-ordinators are not necessarily the cleverest members of a team, they have a broad and worldly outlook and generally command respect.

Function

Co-ordinators are useful people to have in charge of a team with diverse skills and personal characteristics. They perform better in dealing with colleagues of near or equal rank than in directing junior subordinates. Their motto might well be "consultation with control" and they usually believe in tackling problems calmly. In some organisations, Co-ordinators are inclined to clash with Shapers due to their contrasting management styles.

Strengths

Welcome all potential contributors on their merits and without prejudice, but without ever losing sight of the main objective.

Allowable Weaknesses

No pretensions as regards intellectual or creative ability.

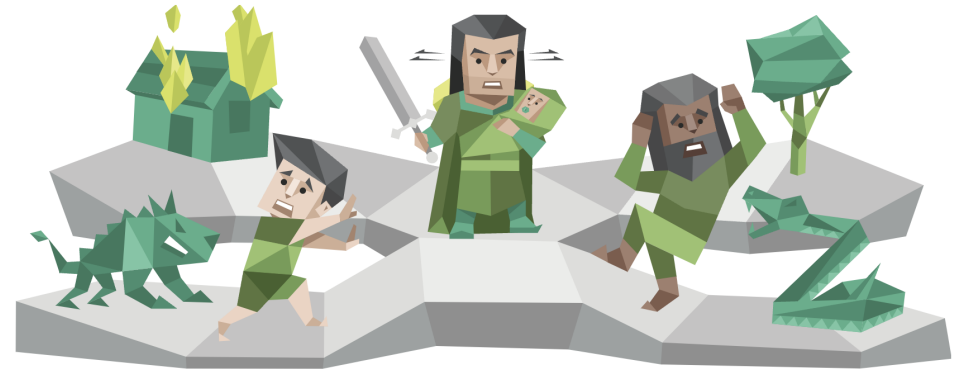
Appendix 7.4 : Myers-Briggs Type, Highlights from strengths and weaknesses of my personality type that would impact group working. Studying this prior to groupworking helped in avoiding behaviours that would negatively impact the group. Leveraged the findings from strengths to resolve conflicts and manage the group.

Protagonist (ENFJ) Strengths



- **Receptive** – Protagonists have **strong opinions**, but they're far from closed-minded. They recognize the **importance of allowing others to express themselves fully**. Even when Protagonists don't agree with someone, they recognize that person's right to voice their truth.
- **Reliable** – Few things bother Protagonists more than the prospect of letting down a person or **cause that they believe in**. People with this personality type **can be counted on to see their promises and responsibilities through** – even when it's difficult to do so.
- **Passionate** – Protagonists are **far from being boring do-gooders**. These types brim with interests, and they take great pleasure in pursuing their hobbies – whether that's hiking, cooking, dancing, growing houseplants, or something else entirely. As a result, they rarely find themselves at a loss for something interesting to do.
- **Altruistic** – These personalities are known for **harboring a deep desire to be a force for positive change**. Protagonists genuinely believe that if they **bring people together, they can do a world of good**.
- **Charismatic** – Determined and inspiring, Protagonists often **find their way into leadership roles**. Whether they're captain of their softball team or a leader on the world stage, they rarely lose sight of their main goal: to be of service to others.

Protagonist (ENFJ) Weaknesses



- **Overly Idealistic** – Protagonists tend to have clear ideas about what's right and what's wrong. They often think that everyone shares these fundamental principles – or, **at least, that everyone should share these principles**. So it can come as a genuine shock to Protagonists when people violate their core values, such as truth or justice.
- **Condescending** – People with this personality type **enjoy teaching others**, particularly about the causes and beliefs that matter so much to them. But, at times, Protagonists' attempts to "enlighten" others may come across as patronizing – not the most effective strategy for **persuading other people**, unfortunately.
- **Intense** – When it comes to self-improvement, Protagonists are rarely short on energy or determination. But they may not recognize that not everyone shares these qualities. At times, Protagonists **may push others to make changes that they aren't ready for** – or simply aren't interested in making in the first place.
- **Overly Empathetic** – Compassion is among this personality type's greatest strengths. But Protagonists have a tendency to **take on other people's problems as their own** – a habit that can leave them **emotionally and physically exhausted**.

Appendix 7.5 : Week-wise reflection on group working and feedback for group members. This exercise was done every week to capture the journey of the teamworking throughout this project.

Week 2 :

"I believe clear communication is the key to groupwork and being able to do that without hurting anyone is very important...I am very happy that everyone in the group is open to suggestions and improvements, and allows us to deliver the best version of our work. Our group has diverse skills and we can all leverage that in the best way."

Week 3:

" It is a little overwhelming to have so many things happening together. I am really stressed about my major project as I am a little behind on my schedule but Industry project is equally important. I am happy that my team understood my concerns with the major project and allowed me to take a step back, I will get back on track as soon as my submission is done and compensate for this time. "

Week 4:

"I am happy with how things are going ! great work and progress every time we work and we managed to get some good content for our second client presentation"

Week 5:

"I really wanted to do the client presentation this week and I really enjoyed doing it with my other teammates.. I am glad we got some feedback that can be translated and applied to our design "

Week 6:

"I have always been in a group where I was leading, It was difficult to take a back seat in the initial stages but during this week, I took a step back and followed the guidance of my teammates. This was a unique experience for me... and learned a lot about working with different mindsets towards the same goal"

Week 7:

"Super excited to present it to the client, I am glad we could bring it all together and everyone played to their strengths in the end "

Week 8:

"I am really happy with how despite all the conflicts we managed to present a unified front. Great work guys "

Appendix 7.6 : My team member's reviews for me as mentioned in the log book.

"I love our group, everyone is actively engaged in the teamwork and finishes respective tasks on time. That's great! [redacted] has strong planning and execution ability, which let us know what we need to do at meetings clearly. [redacted]"

Review from Member #2

Appendix 7.7 : Handling and managing conflict in a group. Here is an issue where my teammate helped me in improving quality of the work. I took the criticism constructively and we both resolved the conflict to work together.

Logbook Issues

Another issue that arose concerned the Logbook. On day 1, [green] volunteered to keep track of everything in the logbook, as her special skill is organisation. However, because English is her second language, [red] noticed there were some grammatical errors. [red] let [green] know about the errors and asked if she could help with the Logbook to avoid these issues in the final submission. [green] was supportive of the idea as she wanted to only have the very best project submitted in the end and was open to whatever it took to have this outcome. This brought [red] and [green] closer because [red] felt she could talk to [green] without her taking anything personal and [green] felt happy that [red] pointed out an issue for the betterment of the group project. [green] also felt that [red] acknowledgement of her grammatical errors triggered her to want to improve her writing skills, which [red] offered to help her with. [green] great concern for [red] taking on so much of the Logbook as the only native English speaker made [red] feel supported with it. They decided that because [green] excelled in organising and [red] excelled in writing, they could split the workload and this made working on the Logbook efficient and feel far less tedious.

[green] **Me**

[red] **Member #1**

Appendix 7.8 : Reflection toolkit : big questions used at end of the project to understand key learnings

‘Have a Go...’ The Big Questions

Q: How have your values and mindset changed as a result of your learning and experiences over the year?

Q: What has changed? And how do you feel about this/these change(s)?

Q: How do you define yourself as a designer now?

This project was a very unique experience for me, there are several things I learned and experienced that I would take apply to my future working scenarios. One of the key learning was about establishing roles and a clear communication channel. I believe doing this in the initial stages would have decreased the conflicts that came up during this project. I believe this project was somehow more focused on the final outcome rather than the process. Staying focused on the process would have helped us deliver a more high-quality outcome that is user-centric.

As adults, we all have established a particular style of working over the years of experience. In many cases, these styles come from the different cultural backgrounds, past experiences and even specific events that have moulded us in a certain way. I learned during this project that it is essential to understand and respect each of group members working style. It is extremely important to listen what each one has to say and empathise with them.

I have a dominant personality, that reflects in most of my personality tests, being conscious about this personality trait and ensuring collecting feedback from group members during the project helped me in developing a more friendly and approachable during the project. This is a learning that I would keep in mind in any other project.

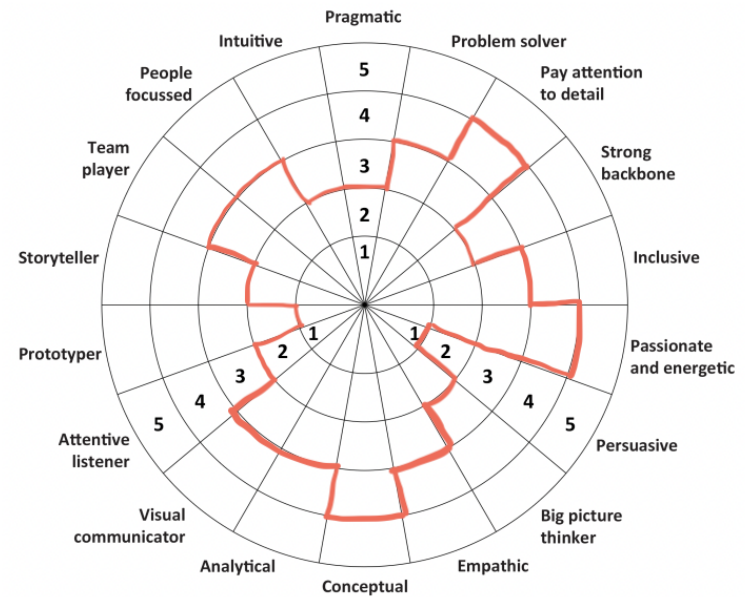
A big change for me is the perspective of ‘leadership’; I had a very distinctive understanding of this term as per my past experience. I felt this project completely altered that. I feel leadership is not something that can be set by self, it needs to developed as a result of teammates or group members through a feeling of mutual trust and respect. When a leader is selected by the team members, it helps in smooth flow of the project and meaningful outcomes.

Me as a designer :

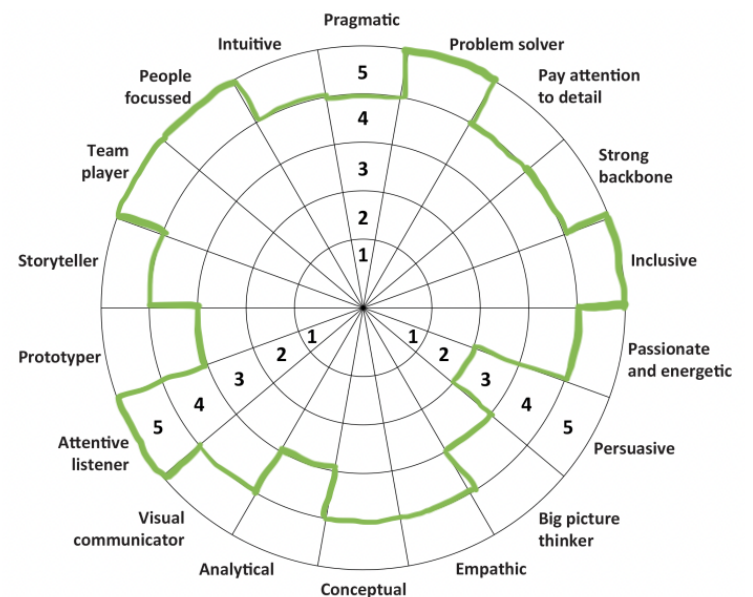
I am an enthusiastic designer, who cares about creating meaningful designs that are have a positive impact on the users, makers and the environment. I want to focus on the process rather than the final outcome, I want to ensure I collect relevant feedback from the user at every stage to ensure the outcome is meaningful to them. I care about every group member and am able to empathise with them, without any bias based on their contribution to the work. I strongly believe having clear communication about conflicts or specific issues within the group would help in moving forward.

Appendix 7.9 : Reflection toolkit : Underlying skill. I developed few skills and traits during this project which were due to group working experiences, peer influence and scenarios faced.

Before the project ->



After the project ->





Thank you !



Word count : 979