

# Essay 4

## Essay and Team Self-Assessment Questionnaire

Dear student. You now have almost 10 weeks of experience working in a team in this course. We would like you to reflect and report on that experience. Note that a (small) part of this exercise requires you to assess other members of your team. This information will be kept confidential by the instructor.

- Fill out the attached **Team Self-Assessment Questionnaire** below.
- Note that there is a blank space for more questions. Imagine you are the head of a company that employs 1,000 software engineers, which typically work in teams consisting of 5 to 20 individuals. What questions would you add to this list? (You must add two to four). What would knowing the results of these questions tell you, what action could you take if the numbers report were disappointing? (We expect you to write at least 500 words).

<b>To what extent...</b> Please answer the following questions by placing a mark in the column that best represents your opinion.	<b>Not at All</b> 1	2	<b>Some what</b> 3	4	<b>To a Great Extent</b> 5
1. Did you learn a new skill or useful behavior from a teammate?					
2. Would you be willing to work with the same team on a new project?					
3. Were the roles and responsibilities of team members clearly defined?					
4. Did your all team members (including yourself) contribute their fair share of the work?					
5. Was there conflict or disagreement between team members?					
6. Was conflict or disagreement between team members handled fairly to everyone's satisfaction?					
7. Did the team members feel free to express their opinions honestly and openly to each other?					
8. Did you find working in a team more enjoyable than working alone?					
9.					
10.					
11.					
12.					

When a group of people work together, there are at least four ways they could work: 1) **Sequential segmentation:** *I work on it for a while, then pass it along to you...* **Parallel segmentation:** *We break it up and everyone does a piece...* **Natural selection:** *We each carry it out and then choose the best result, or we choose the best person and let them do it...* **Collaboration:** *We interact closely during the task.*

- Write a short essay (500 words) in which you describe your experience working in team, the bullet-points below can be used to brainstorm a topic(s) for your essay.
  - o Your team's collaboration method: was it one of the above methods, or something new?

- o Give an example of a situation (different team size, different locations of team members, different skills/age/time commitments, different type of product etc.) in which you think a different collaboration method might work better, why?
- o Consider the amount of work performed by your team. Did each team member “pull their weight”? If not, how do you think you could fix this for future group projects.
- o Lessons learned—what would you do differently?
- o People have been collaborating for centuries. The widespread availability of the telephone (in the 1950s) made collaboration a lot easier. What tools, devices, software or technologies made your collaboration easier?

**Turn in on iLearn:** a single .pdf containing:

- the filled out questionnaire
- the 2--4 additional questions you would ask and a 500-word essay built around them
- a 500-word essay on your experiences working in a team on this project

### **Useful Resources**

#### **An ability to function effectively on teams to accomplish a common goal**

- Waite, W. M., Jackson, M. H., Diwan, A., Leonardi, P. M., *Student culture vs group work in computer science*, In SIGCSE '04: Proceedings of the 35<sup>th</sup> SIGCSE technical symposium on computer science education 2004, New York, NY, USA: ACM Press, pp. 12-16.
- Deibel, K.: *Team formation methods for increasing interaction during in-class group work*. In: Annual Joint Conference Integrating Technology into Computer Science Education. Proceedings of the 10<sup>th</sup> annual SIGCSE Conference, pp. 291-295. Caparica, Portugal (2005)
- Chung-Yang Chen, P. Pete Chong: *Software engineering education: A study on conducting collaborative senior project development*. Journal of Systems and Software 84(3): 479-491 (2011)
- R. Fornaro, M. Heil, and A. Tharp, *Reflections on 10 years of sponsored design projects: Students clients win!*, The Journal of Systems and Software, Vol. 80, Issue 8, 2007.

#### **An understanding of professional, ethical, legal, security and social issues and responsibilities**

- ACM Software Engineering Code of Ethics and Professional Practice  
[www.acm.org/about/se-code](http://www.acm.org/about/se-code)
- IEEE Code of Ethics [www.ieee.org/about/corporate/governance/p7-8.html](http://www.ieee.org/about/corporate/governance/p7-8.html)
- Retraction Watch: Retraction Watch is a blog that reports on retractions of scientific papers [retractionwatch.wordpress.com/](http://retractionwatch.wordpress.com/)
- UCR Student Rights and Responsibilities  
[conduct.ucr.edu/studentRightsResponsibilities/Pages/studentRightsResponsibilities.aspx](http://conduct.ucr.edu/studentRightsResponsibilities/Pages/studentRightsResponsibilities.aspx)
- Wendell Wallach and Colin Allen. *Moral Machines: Teaching Robots Right from Wrong*. Oxford University Press

#### **An ability to analyze the local and global impact of computing on individuals, organizations, and society**

- Bynum, Terrell, and Simon Rogerson. (1996) *Introduction and Overview: Global Information Ethics*. Science and Engineering Ethics, 2 (2): 131-136.

- Spinello and Tavani: pp. 40-54: *“Reason, Relativity, and Responsibility in Computer Ethics”*, by James Moor.
- The \$100,000 Keying Error: Kai A. Olsen,  
[www.academia.edu/543768/The\\_100\\_000\\_Keying\\_Error](http://www.academia.edu/543768/The_100_000_Keying_Error)

**Recognition of the need for and an ability to engage in continuing professional development**

- IEEE [www.ieee.org](http://www.ieee.org)
- Association for Computing Machinery [www.acm.org](http://www.acm.org)
- Continuing Professional Development  
[www.cic.org.uk/activities/cpdguidance0706.pdf](http://www.cic.org.uk/activities/cpdguidance0706.pdf)