

## Reflection on Professional Growth in STAT 371

This course challenged me to lead with clarity, collaborate with purpose, and learn in public. The most valuable skill I brought to our work was structured collaboration. Early in the term I suggested short check-ins before work sessions and brief debriefs afterward. That rhythm kept our team aligned with the weekly topics and due dates. It also gave us a consistent place to surface roadblocks and share small wins. I found that when the process is steady, people feel safe to contribute.

I also practiced calm leadership when work got messy. During the week on model selection our group felt overwhelmed by choices. I helped the team pause and restate the research questions in plain language. We agreed to keep defense and height at the center and only add variables that helped the story. That choice did more than improve the model. It focused our effort and reduced stress. I learned that leadership can be quiet and practical. It can be two sentences that put the team back on track.

Communication was another area of growth. I made a habit of translating output into one clear takeaway and one next step. When we reviewed R results I would say what changed, why it mattered, and what we should test next. This skill served me in class discussions as well. I could connect lecture ideas like diagnostics or information criteria to our project without jargon. The learning outcomes stressed interpretation and model improvement. I leaned into both by asking, What decision does this result support.

I tried to model a growth mindset. When we found inconsistent results across models I treated it as a chance to learn, not a failure. I proposed a small plan, wrote it down, and invited edits. That tone helped teammates share their own ideas. One teammate suggested a better plot to check variance patterns. Another drafted a short paragraph that explained our model choice for a nontechnical reader. Their confidence grew because the team culture rewarded initiative.

Time management mattered across the twelve weeks. I built a simple timeline from the tentative plan and checked upcoming tasks every Friday. That habit prevented last minute rushes and let us use office hours with a clear purpose. It also gave us room to refine writing. Good writing takes more time than expected. I learned to leave space for it.

Finally, I paid attention to integrity and usefulness. We did not chase a perfect score. We aimed for a model that answered real questions and could be explained to someone who does not code. In the end we had a clear statement of the problem, an interpretable model, and a concise summary of the evidence. The experience changed how I see my role. I contribute technical work, and I also create shared understanding. I help teams move from confusion to action.

I leave the course with much stronger habits in leadership, collaboration, communication, and reflective practice. I can build linear models in R and I can explain why a result matters. I can read a plot and turn it into a decision. Most of all, I can help a team learn together. That is the skill I am proud to carry forward.