**Process Report Vibe ✓ - Group 4**

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# Introduction

The approach to the semester project from VIA University College is through the Problem Based Learning methodology (PBL), where students are faced with a problem that could apply to a real-life situation and a solution must be found. This could make PBL sound as just developing a solution from a problem. However, it is more than that, the focus is not only the problem but the development of working as a team, working ethics and organization among group members to achieve success. One of the most important elements of SEP is the process report. Here, the steps taken during the project, decisions and conclusions are documented. Finally, this report also includes personal opinions regarding the development of the project, which adds perspective to the project’s accomplishments and problems.

This semester Group Vibe✓ made use of the SCRUM methodology, which allowed them to organize themselves in an efficient and productive manner. Furthermore, this can be considered an element of importance due to the main issue from last semester being the organization and work divisions.

Group Vibe✓ consist of 4 participants. These members were in the same group last semester and determined that as a group they can achieve great success when they work together. Therefore, personal relationships were already present, which would help them in trusting one another for tasks.

Finally, the group allocated an important amount of time in SEP meetings throughout the semester which totaled to around 30 to 40 hours and SCRUM meetings which 24 were held with a duration between 1 to 2 hours. Furthermore, these numbers are lower than the ones from the previous semester. However, this can be explained by the amount of time allocated to work individually from the SCRUM meetings which differs from last semester’s approach when all work was done as a group or in pairs. \*add reference to appendices\*

# Group Description

As previously mentioned, we collaborated in this group together before. This semester we learned about cultural behaviour and personality traits, accommodating them to our work process. The group consists of 4 members from 3 different countries. We used the cultural map created by Erin Meyer to identify how the countries behave in the different cultural dimensions shown below.

Chart, diagram

Description automatically generatedShape, polygon

Description automatically generated

Despite the cultural differences in our group, we made sure to communicate thoroughly our ideas so that everybody can understand them and come to a common decision. Having different backgrounds has its strengths, as someone may have a different view on the subject, and therefore, highlight something that other people cannot see. The biggest challenge is getting everyone on board with an idea, especially if they have a strong opinion where common ground cannot be met. As stated above, we can ascertain that our strengths can become a challenge if proper communication is not present.

In the map above we can observe the eight cultural dimensions. The most important ones in our opinion regarding our work process are communication, persuading and deciding.

In the communication dimension, most of our group members are in high context, so we make sure that the information provided is clear and concise and does not rely entirely on implicit meanings.

In the persuading dimension, the group is on the principle first, meaning that when we make decisions, we talk about the theory behind it before talking about our opinions or feelings.

In the deciding dimension, all the group members are leaning towards top-down, which means that we prefer someone to be in charge and make process decisions for us. However, when project decisions are taken, we prefer to discuss them democratically and reach an agreement that benefits all parties.

  Although on our cultural map, we have a lot of similarities, some of the differences can lead to conflicts. We solved the challenges through communication, a very important tool for every group. It's also an advantage that everyone is willing to communicate openly, be respectful and try to compromise. If a discussion turns into an argument between two or more members, someone will stop the discussion and we will go back and explain differently to make sure everyone understood correctly what was being said. Then we take turns stating our opinions on the subject, and all members participate in a discussion. By making sure that everyone understands what is being done, we avoid a lot of conflicts and build trust in each other, which reduces the number of disagreements and helps improve the decision-making within the group.

Cultural differences are not the only defining tool, therefore personality traits are also important to mention. We used Insights Discovery by Carl Jung. Based on the graphs that we received, we created a team wheel to show our positions:

Chart, sunburst chart

Description automatically generated

  Circle – Maria-Elisabeta Mihai

Square – Luis Daniel Guzman Bertorelli

Triangle – Dominika Ingrid Ignatowicz

Star – Bianca-Cristina Badeu

  Referencing the team wheel, we can argue that we are a balanced team. Even though we lack one person with an extreme red personality, adding all the member's colours, we view the world from all perspectives.

As colour theory suggests, two opposite colours complement each other. We can notice that we have two members on opposite sides of the wheel. This allowed us to have different points of view on our work, which kept our focus on the tasks as well as having enough time for ourselves.

  The behaviour of group members with different tendencies leads to conflicts in most groups. The opposite colours that we have in the team wheel are blue and yellow, blue focuses on the work and the details surrounding it, while yellow is more chaotic and has a lot of new ideas that distract from reaching the goal. When opposite colours work together rather than against each other, they reach a balanced workflow that ensures the best of both tendencies. Involving the rest of the members can ease the contradicting energies surrounding them and help the group work together more efficiently.

The previous experience as a group gave us a good idea of how to work with each other. The lessons on the profile helped us understand some behavioural tendencies and how to accommodate them. It helped us connect with each other on a deeper level and gave us a good base for the work process this semester. We used the profiles to decide on our roles in the team such as Scrum Master or Product Owner but did not involve them in everyday work.

  Having the positions mentioned before, we gained responsibilities and leadership. The Scrum Master kept a more organized environment and a steady workflow while the Product Owner established small goals and prioritized the workload. Team Members had the responsibility of delivering the given tasks and making decisions about the project, as well as informing the Scrum Master of its progress.

# Project Initiation

# Project Description

# Project Execution

After we defined the problem and understood the methodology of work better, we chose our Scrum roles in relation to our personal profiles. The plan was followed with success, all deviations being brought to someone's attention as soon as possible. Having multiple small deadlines along with smaller goals to achieve has really helped the way our group works. Different from last semester, we also split the workload between us, something we decided at the end of the previous project. In regarding to Scrum, we had six sprints of three days each for the elaboration and construction phase of the Unified Process. Each start of the sprint we will have the sprint planning meeting, where we would decide on what we are going to do in the sprint. Every 24 hours we had daily sprint meetings to keep everyone updated on what we are working on and in the last day of each sprint we had review and retrospective meetings. After the first 2 sprints, it already was not much to say at the retrospective meetings, since we found a work process that gave the best results and was keeping everyone focused and satisfied. If we were to start another project, without any specific methodology to follow, we decided that we would use a combination, while the waterfall methodology in the first semester was not a pleasure to work with, having to do it as many times as sprint we have in the unified process is by far enjoyable. The way of constructing the project will probably have no structure like the waterfall has, but we found that keeping small goals with multiple deadlines has helped with our procrastination tendencies. Therefore, we decided we would keep a sprint-like schedule if given the opportunity to work without a methodology.

The project itself went much better than we expected from last semester's experience. From the beginning, we set smaller goals for it and kept inventive ideas to a minimum if we were not sure we could deliver them. We managed our time schedule well thanks to the sprints, and we achieved a level of functionality to our project that we are proud of. Some of the risks that we were aware of from last semester, such as time schedule, leadership inside the group and being excited about new features that we cannot implement, were handled carefully. The previous experience has helped us to push back on overwhelming ideas and large goals, therefore allowing us to focus on the quality of the work, rather than the quantity.

# Personal Reflections

## Bianca Cristina Badeu

## Dominika Ingrid Ignatowicz

## Maria-Elisabeta Mihai

## Luis Daniel Guzman

# Supervision

This semester we had 2 supervisors. However, we had a primary supervisor which was Henrik Kronborg. The supervision this semester was very different from the last one. Previously we had worked more with our mentors last semester and less with the teachers when it came to this matter. However, this time our group worked more with the teachers, without being afraid of booking meetings and constantly keeping in touch with them when help was needed.

Perhaps the most important aspect of supervision this semester was availability. Although it is not the teacher's fault for not being on campus every day, it could become problematic for students who were struggling and could not reach their primary supervisor. Therefore, on many occasions during the project period, we had to book meetings with our other supervisor Steffen Andersen.

Finally, it is important to acknowledge the importance of our primary supervisor in the weeks leading to the project period. Here, we kept in touch with him constantly and gave our work some necessary revisions by him, which resulted in critical fixes to our early stages of analysis and design.

# Conclusions

The process for this semester's project was better than before. The organization was one of the keys to achieving success and efficiency, along with good communication between us and understanding each other's differences and embracing them.

One of the most important topics this semester was cultural backgrounds and personal profiles. The cultural backgrounds allowed us to understand why some of us were so different yet so similar, how our cultures have an everlasting impact on the way we behave and how to positively deal with any side effects that may arise. For the personal profiles, the key aspect was to learn how our behavioural tendencies could react to certain situations and to make the best out of it.

Thanks to this acquired knowledge, we can keep on improving our work habits as a team and keep on striking for success every day. Not only is this information relevant for the future semester projects but for real life, where living in an international environment requires you to understand who you are working with and how can you work with them.

# Sources

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**Appendices**