**TEAM PROFILE and CAPABILITY ASSESSMENT**

**TEMPLATE**

|  |  |
| --- | --- |
| TEAM NAME | Undecided (this is the team name) |
| TEAM NUMBER | CC05 - Group 4 |
| TEAM MEMBERS | Mingxiang Zhang (540082261) |
| BOKAI SUN (540954463) |
| MingJay Zhang (540798904) |
| Divaskar Arulmozhi (550290807) |
| DOCUMENT VERSION | V.8.0 (*update this for each new version)* |
| EFFECTIVE DATE | 16 Match 2025 *(update this for each new version)* |

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*In this assignment, you will first document information about individual team members and their capabilities[[1]](#footnote-1), and then combine and summarise the team’s capabilities and areas for improvement.*

# Team Name

*Give your team a name (and a logo if you wish).*

# Individual profiles

*Individually, tell us a bit about yourself (there are two tables below for each team member)*

*You do not need to share any information you do not want to. Use section 2.5 for the fifth member, if required. If not, remove the section.*

# Team Member 1

|  |  |
| --- | --- |
| Name | Mingxiang Zhang |
| Preferred name | Mark |
| Student ID | 540082261 |
| Skills (not only in IT) | *communication, critical thinking* |
| Experience | 2 years work experience tutor of teenager |
| Career/life ambitions | software engineer |
| Hobbies, sports, home life, etc. | basketball, US TV series |

|  |  |  |  |
| --- | --- | --- | --- |
| Descriptor:[[2]](#footnote-2)  In your own words, assess your strengths (capabilities) | Rating: How strong? | | |
| 1 = quite | 2 = mostly | 3 = very |
| Good programming skills |  |  | very |
| communication skills |  | mostly |  |
| *critical thinking* |  |  | very |
| schedule time properly |  | mostly |  |
|  |  |  |  |
| Descriptor:  In your own words, assess areas in which you’d like to improve | Rating: How much? | | |
| 1 = a bit | 2 = more | 3 = a lot |
| lack experience of IT industry experience | a bit |  |  |
|  |  |  |  |

# Team Member 2

|  |  |
| --- | --- |
| Name | BOKAI SUN |
| Preferred name | BOKAI |
| Student ID | 540954463 |
| Skills (not only in IT) | *Sleeping and eating. Programming. Willing to learn.* |
| Experience | None (or being a student for more than 20 years) |
| Career/life ambitions | Low-level developing |
| Hobbies, sports, home life, etc. | Try not-so-oldish tech things |

|  |  |  |  |
| --- | --- | --- | --- |
| Descriptor:  In your own words, assess your strengths (capabilities) | Rating: How strong? | | |
| 1 = quite | 2 = mostly | 3 = very |
| Sleeping and eating |  |  | very |
| Programming | quite |  |  |
| Willing to learn |  |  | very |
| Descriptor:  In your own words, assess areas in which you’d like to improve | Rating: How much? | | |
| 1 = a bit | 2 = more | 3 = a lot |
| Computer architecture and operating systems |  |  | a lot |
| AI |  |  | a lot |
| Teamwork |  |  | a lot |
| Schedule time properly |  |  | a lot |
| Experience |  | more |  |

# Team Member 3

|  |  |
| --- | --- |
| Name | MingJay Zhang |
| Preferred name | Mingjay |
| Student ID | 540798904 |
| Skills (not only in IT) | Java, Python, SSM, Vue3, AI, football, cooking |
| Experience | Internship in NLP and develop serval project in Bachelor degree |
| Career/life ambitions | Be happy |
| Hobbies, sports, home life, etc. | Football, table tennis |

|  |  |  |  |
| --- | --- | --- | --- |
| Descriptor:  In your own words, assess your strengths (capabilities) | Rating: How strong? | | |
| 1 = quite | 2 = mostly | 3 = very |
| Creative |  | Mostly |  |
| Optimistic |  | Mostly |  |
| Energetic |  | Mostly |  |
|  |  |  |  |
|  |  |  |  |
| Descriptor:  In your own words, assess areas in which you’d like to improve | Rating: How much? | | |
| 1 = a bit | 2 = more | 3 = a lot |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Team Member 4

|  |  |
| --- | --- |
| Name | **Divaskar** |
| Preferred name | Divaskar |
| Student ID | **550290807** |
| Skills (not only in IT) | **Team Work, Creativity, Programming, Designing (Game/Web)** |
| Experience | **Completed Internships in Software and Game Development** |
| Career/life ambitions | **Software Engineer, Data Analyst, AI Developer** |
| Hobbies, sports, home life, etc. | **Badminton, Billiards, Drawing, Swimming, Football & Photography** |

|  |  |  |  |
| --- | --- | --- | --- |
| Descriptor:  In your own words, assess your strengths (capabilities) | Rating: How strong? | | |
| 1 = quite | 2 = mostly | 3 = very |
| **Patience** |  |  | **Very** |
| **Optimistic** |  | **Mostly** |  |
| **Willing to learn** |  |  | **Very** |
| **Problem-Solving** |  | **Mostly** |  |
| **Hard-working** |  |  | **Very** |
| Descriptor:  In your own words, assess areas in which you’d like to improve | Rating: How much? | | |
| 1 = a bit | 2 = more | 3 = a lot |
| **Too much perfectionist** | **a bit** |  |  |
| **Distraction from focus** | **a bit** |  |  |
| **Limited industry experience** |  | **more** |  |
|  |  |  |  |
|  |  |  |  |

# Team capability assessment

*Create a single profile of your team’s capabilities and areas for improvement (descriptors) as follows:*

1. *Analyse and summarise the individual descriptors so that you have a single list of descriptors for capabilities and a single list for areas of improvement.*
2. *Record that list in a table or spreadsheet and enter the ratings for each team member against the two lists mentioned above where appropriate (i.e., team members do not need to have a rating for every descriptor).*
3. *Aggregate the ratings and present the results ranked from highest to lowest for capabilities and areas of improvement.*
4. *Below are some examples of descriptors from previous classes to inspire your own list. You do not need to use these yourself, but you may include any of them with your own descriptors if you wish.*

|  |  |
| --- | --- |
| *STRENGTHS (capabilities)* | *AREAS FOR IMPROVEMENT* |
| *Good programming skills* | *Experience of IT industry* |
| *Communication skills* | *Programming Skills* |
| *Critical thinking* | *Schedule time properly* |
| *Schedule time properly* | *Too much perfectionist* |
| *Sleeping and eating* | *Distraction from focus* |
| *Willing to learn* | *Limited industry experience* |
| *Creative* |  |
| *Optimistic* |  |
| *Energetic* |  |
| *Patience* |  |
| *Problem-Solving* |  |
| *Hard-working* |  |
|  |  |

*Read the guidelines for working well as a team on Canvas -* [Guidelines for working well as a Team: INFO5990 Professional Practice in IT (sydney.edu.au)](https://canvas.sydney.edu.au/courses/59195/pages/guidelines-for-working-well-as-a-team?module_item_id=2332232)

*Refer to these guidelines during the semester, as they will help you in your progress as a team. They include:*

* *Characteristics of groups that work effectively.*
* *Common problems that prevent groups from working effectively.*
* *Strategies for improving group dynamics.*
* *Characteristics of different types of team members.*

# [Team Governance](https://canvas.sydney.edu.au/courses/43682/pages/team-work-roles-and-responsibilities?module_item_id=1697714)

Governance encompasses the system by which an organisation is controlled and operates and the mechanisms by which it and its people are held accountable. It includes policies, roles, responsibilities, and rules. The following sections describe those we have developed for our team.

# Team Policy

Policy guides what our organisation (i.e., our team) will do and how we will do it. It is a principle (or set of principles) that helps us determine roles, responsibilities, and rules.The table below identifies and explains our policies.

*Record here the important principles you can all agree on, which will be reflected in your roles and responsibilities and your rules.*

*Examples might be that you have a policy of equal contribution to the workload and a policy of making rules by consensus (everyone agreeing) or by majority (most agreeing).*

*Policies influence roles and responsibilities, and rules but are not as detailed as rules.*

As Bokai just added in the group near the end of Week 3, more chats, discussions and collaborations are needed before more/all rules are set.

|  |  |  |
| --- | --- | --- |
| **POLICY TITLE**  *(Name of your policy)* | **POLICY DESCRIPTION**  *(Complete policy description)* | **EXPLANATION**  *(Why is this policy in place? What are their benefits of it)* |
| Workload Assignment | Assignment of work is made only by consensus. | We respect each other and hope for an equal-contributing and flexible team. Everyone should be responsible for their preferred job.  (This rule can be changed by consensus) |
| No BLOCKING/ CONTROLLING/ FREE LOADING | *BLOCKING*, *CONTROLLING*, and *FREE LOADING* should be identified by majority, and stopped. | We respect each other and their work. Robbing, or stealing other’s work, deliberately blocking information sharing, or making no contribution is UNacceptable and should be identified by majority and stopped immediately.  (This rule can be changed by consensus) |
| No More AGGRESSIVE/ DISCOUNTING | Once a conduct is deemed to be a misconduct by any one or more members, the conduct should be discontinued. | We respect each other and also leave room for cultural differences.  (This rule can be changed by consensus) |

*Once your team has decided on the rules, copy and paste them into your* [Team Work Space on Canvas: INFO5990 Professional Practice in IT (sydney.edu.au)](https://canvas.sydney.edu.au/courses/59195/pages/team-work-space-on-canvas?module_item_id=2332234)*. If they change, update them there.*

# Team roles and responsibilities

The following roles and responsibilities align with our Team policy.

*An important aspect of an organisation’s governance (in this case, your team) is defining roles and responsibilities, considering the policy you have set above.*

*Make an initial allocation of the following roles and record them in the table below (you may add further roles if you wish).*

1. A **coordinator** (you may rotate this; if you do, make sure that the name of the current coordinator is updated in the table below). The coordinator:
   * 1. Negotiates the schedule of tasks and meetings
     2. Prepares for and runs meetings according to the guidelines in the document[How to Prepare and Conduct Meetings: INFO5990 Professional Practice in IT (sydney.edu.au)](https://canvas.sydney.edu.au/courses/59195/pages/how-to-prepare-and-conduct-meetings?module_item_id=2332233).
     3. Makes sure assigned tasks are finished on time,
     4. Makes sure all members of the team are participating in the activities
     5. addresses problems (including the need for conflict resolution) with any of the above or refers them to a tutor
2. A **recorder** (rotate this role through the team) who:
3. Records meetings as set out on the Canvas page [How to Prepare and Conduct Meetings: INFO5990 Professional Practice in IT (sydney.edu.au)](https://canvas.sydney.edu.au/courses/59195/pages/how-to-prepare-and-conduct-meetings?module_item_id=2332233).
4. upload a copy of the meeting records in the files section of your team’s Canvas Workspace
5. An **observer** (rotate this role through the team) who, at the beginning of meetings, observes and asks for comments on:
   * 1. What is working well in the team
     2. What needs improvement

The recorder must record these in the meeting records.

# Record of roles

*Make an initial allocation of the above roles and record them in the table below (add rows for any further roles you included). Copy and paste the table into your Canvas Team Space. Whenever the roles change, update the table and copy and paste it into your* [Team Work Space on Canvas: INFO5990 Professional Practice in IT (sydney.edu.au)](https://canvas.sydney.edu.au/courses/59195/pages/team-work-space-on-canvas?module_item_id=2332234) *again.*

|  |  |
| --- | --- |
| **ROLE** | **ALLOCATED PERSON** |
| Coordinator | Divaskar |
| Recorder | BOKAI, Mingjay |
| Observer | Mark |

# Agreed team operating rules

*Make an agreement about the rules by which the team will operate. These rules must be aligned with a Team Policy in section 4.1 above and record the agreement in the table below: These will remain the official rules of your team unless you agree to change them.*

*Ask each team member what processes and behaviours(rules) (including ethical issues):*

1. *You must include rules for required behaviour (e.g., punctuality, cooperation, and civility in feedback and discussions)*
2. *You must include rules for unacceptable behaviour (e.g., rudeness and unwarranted criticism)*
3. *You must agree and include mechanisms(rules) by which agreements can be changed.*
4. *You must agree and include methods(rules) for resolving conflicts.*

*Once your team has decided on the rules, record the agreements in the table below, then copy and paste them into your* [Team Work Space on Canvas: INFO5990 Professional Practice in IT (sydney.edu.au)](https://canvas.sydney.edu.au/courses/59195/pages/team-work-space-on-canvas?module_item_id=2332234)*. If they change, update them there.*

*At the end of the semester, you will be asked to compare how your team actually operated with the agreements you made here.*

|  |  |  |  |
| --- | --- | --- | --- |
| **POLICY TITLE**  *(Name of the aligned policy, it must exist on section 4.1)* | **RULE TYPE**  *(rule type)* | **RULE**  *(Complete rule description)* | **EXPLANATION**  *(How the rule must be complied and what will happen if not correctly followed)* |
| Workload Assignment | required behaviour | Workload should be equally assigned. | Workload should be equally assigned during discussions.  Conflicts should be addressed by discussion. Consultation with the tutor is feasible if needed.  (This policy can be changed by consensus) |
| No BLOCKING/ CONTROLLING/ FREE LOADING | unacceptable behaviour | Each member is responsible for their assigned parts. Information should be shared as soon as possible | Each member is responsible for their assigned parts. Helping others should be only considered as a bonus without agreement of exchanging work and notification in group. Each member is responsible for their assigned parts, completely and with high quality.  Information should be shared as soon as possible.  Conflicts should be addressed by discussion. Consultation with the tutor is feasible if needed. (This policy can be changed by consensus) |
| No More AGGRESSIVE/ DISCOUNTING | unacceptable behaviour | If any conduct ,can be improved, is spotted, a private or group discussion should be held. | If any conduct ,can be improved, is spotted, a private or group discussion should be held.  Conflicts should be addressed by discussion. Consultation with the tutor is feasible if needed.  (This policy can be changed by consensus) |

# Amendment History

*Update the following table for each new version of this document.*

|  |  |  |  |
| --- | --- | --- | --- |
| **VERSION NUMBER** | **DATE** | **APPROVED BY** | **AMENDMENTS** |
| V.1.0 | 25 Feb 2023 | Dr Andrea Stern | Creation of initial template |
| V.2.0 | 1 Aug 2023 | Omar Acuache | Major modifications to the template. Updated the instructions. |
| V.3.0 | 16 Feb 2024 | Omar Acuache | Major modifications to the template. Updated the instructions. |
| V.4.0 | 1 Aug 2024 | Omar Acuache | Major modifications to the template. Updated the instructions. |
| v.5.0 | 5 March 2025 | Mingxiang Zhang | Creation and sharing on Google docs |
| v.6.0 | 8 March 2025 | Divaskar Arulmozhi | Update on name and personal profile (Incomplete) |
| v.6.1 | 10 March 2025 | Mingxiang Zhang | Update on name and personal profile |
| v.6.2 | 12 March 2025 | MingJay Zhang | Update on name and personal profile |
| v.6.3 | 13 March 2025 | Divaskar Arulmozhi | Update on name and personal profile (Complete) Delete Table of “Team Member 5” (non-exist) |
| v.6.4 | 14 March 2025 | BOKAI SUN | Update on name and personal profile |
| v.6.5 | 15 March 2025 | BOKAI SUN | Finalising Part 2, Team Member tables, and fixing the history update records. |
| v.7.0 | 15 March 2025 | BOKAI SUN | Gathering stuff for part 3. |
| v.8.0 | 16 March 2025 | All members | Finalising other parts during group discussion. |
| V.9.0 | 4 April 2025 | BOKAI SUN | Deleted the role exchange line to meet out situation: roles are fixed. |
|  |  |  |  |

1. Things that you are able to do. [↑](#footnote-ref-1)
2. A word or phrase used to identify something [↑](#footnote-ref-2)