**ВЫСШАЯ ШКОЛА ЭКОНОМИКИ**

НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

**Faculty of Social Science, Department of Psychology**

# Psychology of Software Development Team Management

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# Информация о курсе

Psychology of Software Development Team Management (читается на английском языке)

Где читается: Факультет компьютерных наук

Уровень: Магистратура, 2 курс
Направление: 09.04.04. Программная инженерия
«Системная и программная инженерия»

Страница курса:
https://www.hse.ru/edu/courses/205517544

# Case method

Developed at **Harvard Business School** (School of Law)



Course was based on classical case method

- Widely used in MBA
- Think ▷ Implement ▷ Reflect
- Used in field studies

Case method benefits:
- The distinctive academic rhythm made the learning more meaningful
- Privilege of learning from my classmates
- Learned to take a position and express my thoughts in a convincing manner

http://www.hbs.edu/mba/blog/post/3-benefits-of-the-case-method

# Case method in form of project

Was implemented as a team homework project (shared group task)

# How case project was organized in previous?

Homework is in the form of case study development and analysis, providing in teams of 4 - 5 students.
The topics and cases select by the student based on their interests. Once approval of the topic is obtained from course instructor, the student writes the case study based on the information from public sources, personal experience and imagination.

There were  two versions:
- Development own case
- Analysis of case study

# Adopting Problem-Based Learning principles

To the classical Harvard-like case method

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To the classical Harvard-like case method

## Problem-based learning principles (according to Dolmans, 2011)

1. **Constructive** (project is helpful for IT, managerial and psychological fields)
2. **Self-directed** (student can choose from two topics and describe personal-related problem)
3. **Collaborative** (students can work in pairs or small groups, in cooperative manner they can split and write cases by their own, chose best one and share mark; in collaborative manner student can help each other by provide initial feedback, correct analysis etc. to foster and improve group mark)
4. **Contextualized** (checking variety of cases can extend understanding of field, case specificity to IT field, presentation of cases initiates sharing professional experience)

# Adopting Problem-Based Learning principles

## To the classical Harvard-like case method

## Additions

- **Motivation**
Why? etc.

- **Group issues (free-riders)**
Individual vs group task
Individual vs group mark

- **Form basis for different examples**
In form of case specification

# Task description (case description)

## Final Home Assignment: Case analysis project

**Motivation:** case method widely used in law and managerial studies, but in specific fields (like IT-industry) finding examples of cases of problems in IT-teams and communication with clients is a bit problematic. Analysis of case can ██████████████████████████████

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# Case specification

| A. Organizational level | | Company Scale | 0 |
|---|---|---|---|
| | | Team Internationality | 0 |
| | | Virtual Communication | 0 |
| **B. Team level** | | Team age | 0 |
| | | Case realism | 0 |
| **C. Case level** | | Case duration | 0 |

| **A. Organizational level** | |
|---|---|
| **Amount of employees** | Enter № here: |
| 1 | Freelancer |
| 2 | Startup, small team, not many workers, one office |
| 3 | Average company, already exists different departments, but not for all processes |
| 4 | Something in between |
| 5 | Large company, large amount of workers. The most processes are automatized |
| **Company Internationality** | Enter № here: |
| 1 | All teams are fully-native (domestic) |
| 2 | Something in between |
| 3 | Mixed-teams in company 50/50 |
| 4 | Something in between |
| 5 | Mostly all teams consists from people from different countries |
| **Company Industry** | |
| | Choose the most appropriate category (in text form) from list below — Enter industry type: |
| | https://gist.github.com/rhangelxs/0f3cf967ab874e4d6d9c72e4999fa5fc |

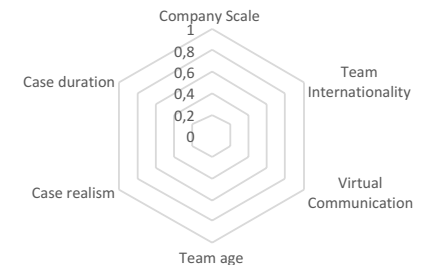| **B. Team vs small-group everyday behaviors** | |
|---|---|
| **Number of team members at all** | Enter № here: |
| | Specify number of team members |
| **Team Internationality** | Enter № here: |
| 1 | Native team |
| 2 | Something in between |
| 3 | Mixed-team 50/50 |
| 4 | Something in between |
| 5 | Mostly all members from different countries |
| **Virtual Communication** | Enter № here: |
| 1 | Only virtual communication, calls, video-conferences. No opportunity for real life interaction |
| 2 | Something in between |
| 3 | Mostly communication by calls, mails. But exists opportunity to create real life meetings |
| 4 | Something in between |
| 5 | Close interaction, opportunity to immediately connect to |

IT-cases specification

Company Scale
1
0,8
0,6
0,4
0,2
0
Team Internationality
Virtual Communication
Team age
Case realism
Case duration

# Summary

- Engagement based on publishing of student's work
- Case specification (or any framework) is helpful to build one consistent basis for all cases
- Learning objectives achieved by reflection, sharing group expertise and getting feedback
- Student can choose to work individually or in a group