

Work Done by Team	
Karen Aguilar	Question 1
Kerianne Bugbee	Question 2
Daniel Acosta	Question 3
Cortez Bartolome	Question 4
Alexis Burgess	Question 5
Emmanuel Gichile	Question 6
Saaif Ahmed	Question 7
Andrew Burcham	Question 8
Team	Conclusion

Saaif Ahmed, Daniel Acosta, Karen Aguilar, Cortez Bartolome, Kerianne Bugbee, Andrew  
Burcham, Alexis Burgess, Emmanuel Gichile

12/10/21

Team Development Reflection: Group 1

**Question 1 : "Describe the organizational culture of your team? What artifacts or processes support this analysis?"**

The organizational culture of Team 1 would best be described as outcome oriented. Within Team 1 there are different majors and different obligations that everyone tends to outside of class. Therefore, for all assignments the team would focus on having the best outcome possible while still keeping the needs of the team in mind. The organizational structure would be a process based one because the team was self-regulating, flexible and adaptive. Throughout our project work, especially during our cultural competency presentation on inter-generational culture differences, many team members had hectic schedules and therefore a meeting time with the whole team present was not possible. However, the presentation was completed to a high caliber of work, it was known that even if all team members were available at one time, the work would be done. There is a trust within all team members knowing that we all want a high grade in the course that we will all produce high quality work. Team members worked on the presentation when they were able to throughout the week and the presentation was complete before the deadline. When the team was working on the presentation, updates were presented in the WebEx chat to keep everyone aware of the progress of the presentation. Common behaviors of the team included making sure all prompts of any given assignment were answered and that the whole team was aware of them in order to receive full credit. This further shows that the team is outcome oriented because everyone had an agreement to produce high quality work that satisfied the requirements of any given task. Within the different structures learned in class, Team 1 most closely aligned with the Process Based Structures because there was a great deal of autonomy when working and everyone kept in mind the end goal which is getting an excellent grade in this class while learning about leadership competencies.

**Question 2: During the semester when working as a team which leadership competencies were displayed by the group or specific individuals within the group? When and how did this occur and what was the impact?**

During the semester, our group demonstrated many leadership competencies. Some of the competencies displayed were project management, effective communication, teamwork/collaboration, and EQ- self- regulation. Project regulation was displayed by everyone in our team. Everyone was able to demonstrate individual accountability and get the cultural competency and 60 second sell completed efficiently. Everyone was able to effectively multi-task and balance the projects in this class along with work in all of our other classes. Everyone was able to get these projects done even though many of us found it hard to prioritize a 1 credit course. Effective communication was also demonstrated by everyone in the group. Most everyone was able to communicate both in class and on the webex effectively so that we were all on the same page when it came time to hand in our projects or present them. Most of our group displayed strong presentation skills. Everyone in our group excelled at teamwork/collaboration. Everyone made sure to respect and even value the diversity of our group. Most of us were able to give and receive feedback appropriately throughout the semester (ie. 60 second sell, peer review of personal essays, etc). We all also shared information, resources, and knowledge efficiently when it came to our projects. Some of our group was more experienced with interview situations and gave great feedback to other group members during the 60 second sells. Finally, we were all able to demonstrate EQ- self- regulation. We all recognized and managed our emotions in an appropriate manner and displayed ethical integrity when discussing how we would get the projects done. Also, we all were self-motivated and demonstrated initiative when we were able to get those projects done efficiently. During the cultural competencies presentation we all were

aware of individual strengths and weaknesses of each group member so that the presentation could go smoothly. The impact these leadership competencies had on our groups was impressive. With mostly all of us able to demonstrate these competencies, the quality of our work was excellent and we were able to work efficiently. We helped each other a lot and are all now more prepared for the workforce, and for whatever comes along with getting there.

**Question 3: Which leadership competencies could've improved team functioning but were not exhibited? When and why didn't this happen and how might the assertion of particular competencies help the group to be successful?**

Throughout the semester our team worked and utilized several leadership competencies, however there were a few opportunities to develop additional competencies and improve our team as a result. The first competency that our group did not utilize throughout the semester was innovation. When given both group and individual assignments, each of us mainly focused on the given instructions and rubric for a given task. For example, during the 60 second sell assignment, many group members set the scenario and backdrop as a conversation with a generic company recruiter at the career fair. This assignment had given a short list of example scenarios, but didn't limit us to each choosing one scenario. At the time of this assignment the school career fair was a few days away, and choosing to practice an elevator pitch did help prepare for that event; however, by creating our own scenario outside of the immediate presentation with a much more specific audience, we could've prepared for interviews with certain companies that we might have spoken with after the career fair or plan to work with in the future.

Another competency that our team did not show was technical expertise. While working on each project, there was no clear chance to develop or exhibit our technical knowledge in each of our respective fields. If each of us had the chance to use this skill, we all would have had the chance to better understand the talents of each group member in different types of work. While this might not have had an effect on any assignments directly, having an opportunity to use and share the knowledge we have accumulated would have allowed each of us to know the capabilities of the team better, as well as give us all the chance to further develop this skill for our future work in team settings.

**Question 4: Throughout the semester did your team consider the global and cultural aspects of your team members? If so, provide evidence (direct measures) of how you leveraged the diversity on your team.**

The team addressed the cultural diversity both explicitly and implicitly as part of the collaborative process in order to broaden cultural knowledge and understandings as well as fostering a more inclusive and tolerant environment. Discussions based on curricula regarding cultural competency as well as current events often allowed team members to share and leverage the varying socio-cultural identities of the group. When discussing the lived experiences of as it pertained to previous work experience as well as cultural foundations in education prior to arriving at RPI, this helped to deepen the team's understanding of each other as well as offered unique insight into previously unknown dimensions of professional competency.

Such conversations included a discussion of international backgrounds and how a person's previous experience in foreign countries impacted their understanding of professional ethics when dealing with international parties and interests. This allowed for reflection on how different work experiences shaped our own understandings of professional culture, especially workplace cultures and how the spectrum of cultural competency can exist for multiple different cultural identities simultaneously. For example, many group members were aware or had experience with workplace support diversity initiatives for women or people of color, but very few of our previous experiences featured or made clear the existence of LGBTQ+ support initiatives. The explicit differences and experiences unique to the cultural identities of the group members allowed for these ideas to be shared and enabled further reflection of the identity of each group member in the context of their environment.

Passively, the sharing of diverse backgrounds and experiences helped to foster a team environment where the unique experiences and values of all team members were heard and integrated into future discussion. Knowing that team members did not share socio-economic backgrounds, ethnic identity, or even area of study meant that group members were almost always being given opportunities to hear and integrate knowledge and perspectives that were previously unknown to them. In the case of the group presentation, this meant that team members already had a sense of what they or other team members were best equipped to present based on their experience and knowledge of the topic. This also meant that after a new group member was added in the middle of the semester, that they could easily and quickly integrate into the new group at their own pace as every group member was primed to be open and engage with each other in ways that recognized the value offered by each member.

**Question 5: During the course of the semester how did your team's actions correspond/fail to correspond to the tenants of the NSPE Ethical Code? Please use specific examples.**

According to the NSPE code of ethics for engineers, engineers must adhere to a professional code of conduct that compels them to follow the highest ethical standards. During the course of the semester, some of the fundamental canons of the NSPE ethical codes were practiced to an extent. For instance, one of the canons states that engineers should “perform services only in areas of their competence.” This means that they should only embark on projects if they are qualified in the technical domains concerned, either through education or experience. This was evident during the cultural competency project. When distributing the tasks, everyone chose to work on what they felt most comfortable doing and knowledgeable in. Another example of this was during the 60 sell presentations when we had to give peer feedback. Everyone gave feedback based on what they have learned from previous experience. If someone didn't have much experience with interviews, they didn't give much feedback and spread misinformation.

According to another fundamental canon, engineers should, “conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the honor, reputation, and usefulness of the profession.” In other words, engineers are expected to uphold the highest standards of honesty and integrity. This was also evident during the course of the semester. When working on our group projects everyone assumed responsibility for certain parts of the project and fulfilled the goals of getting it done correctly and in a timely manner. Also, just when we were in class, the team conducted themselves very honorably. Everyone was respectful of one another. There was no dislike for each other or disrespect towards one another.



**Question 6: What might your team have done to improve the group's collective emotional intelligence?**

The ability to recognize and regulate one's own emotions, as well as the emotions of others, is referred to as emotional intelligence. Our group displayed a high level of emotional intelligence and did a very good job dealing with emotional concerns and issues. One thing our group did very well on was building team norms, meaning everyone in the group displayed small acts that make a huge difference, which is what group emotional intelligence is all about. It's not about thanking someone for staying up all night to achieve a deadline; it's about expressing gratitude for doing so. It's not about having a lengthy debate; it's about asking a quiet member for his thoughts, which our group did excellently. However, with every group, there is always room to improve, and we as a group can improve in emotional intelligence.

Firstly, to improve we should identify team members' strengths and weaknesses, we could have done this by getting to know each other better and discovering more about each other outside of a project if possible. Knowing each other on a personal level would have helped us find each other's strengths and weaknesses, doing this would have increased our emotional intelligence competency. Furthermore, another method our team should have done to improve is trying to understand each other point of view withholding judgment about each other's views. It is very vital for each of us to have an open mind, which we did, however, improving it can only make us better. We could improve it, by asking ourselves what we would do if we were in their circumstance and what decision we would make. Changing perspective and putting ourselves in the driver's seat will help us build empathy and regain our sense of control. Overall, implementing these improvements would have definitely made a difference. We did not have a

lot of issues relating to emotional intelligence and everyone in our group was very emotionally mature and aware.

**Question 7: What might your team have done differently to improve team decision making or functioning?**

The team performed well in the aspects of decision making or general functioning. There are not many glaring issues that the team struggled to overcome when discussing the work of the semester such as the 60-Second Sell or the Cultural Competency Presentation. However no team is perfect and there were issues that the team in general could have improved upon by making changes to our process. The first problem the team encountered would be the long time required to make a decision. While large design choices and critical decisions do need to be researched and discussed thoroughly there does exist a subset of still critical, yet smaller decisions that need to be made rapidly. For example, deciding the platform to collaborate on such as Microsoft Word or Google Docs, or choosing locations and times for meetings. These took the team a very long time to settle on, and decisions were sometimes made without the team's full approval. This is not a good system that cannot scale into our professional careers. If given the opportunity the team would make the change of paying greater attention to the WebEx Team Space. Members of the team would download the application on their phones, computers, and tablets to ensure they can always be updated with new information. Good decision making is a factor of both choosing the best weighted option and also making that decision in a reasonable amount of time.

The team also struggled with the aspect of vague or unclear instructions in assignments. Given that much of the assignments in the course were up to group and individual research for synthesization purposes, the team was left with the freedom to make their own arguments but unsure of the content being graded on. This is very similar to the scenario many engineers see in their field when working with clients. It is very common for engineers to be given ownership of a project but be unsure of the clients true vision of the product or system. The team could have

resolved this issue by asking questions to the professor earlier on in the project timeline. In addition team members should have read instructions of the assignment earlier to address what we did not have a firm grasp on. It is important for engineers to ask questions that pertain to clarifying details of a project. Especially when we are given ownership of this assignment, matching the expectations of the client is crucial for a successful engineering team.

**Question 8: Throughout the semester did your team work to create an inclusive environment? Provide evidence.**

At the beginning of the semester, we were placed into groups with people we had never met in various stages of their college careers and with different backgrounds. We were expected to work together on projects and problem solve and this was best achieved by having an inclusive environment. Whenever we had discussions in class, we made sure to listen to everyone's input and no voices were silenced. During the cultural competency presentation, we all had our parts to do and trusted each other to be able to do them. There were no points in the semester where we didn't listen to anyone's thoughts. All input was valid whether it was coming from a sophomore or a senior. On the 60 second sell, everyone was respectful and grateful of the input we received knowing that it was only to help us. By the end of the semester we knew more about each other and had created an inclusive environment that everyone felt comfortable enough to share in.

**Conclusion:**

In order to increase team performance throughout the semester the team would make some significant changes. The most critical change that would be made is a stronger emphasis on communication. The team believes that communication will never realistically reach a point of “too much communication”. Keeping everyone on the team up to date on project details, especially when elements are as closely related, like most engineering systems, is a strong benefit to any development environment. This also extends to communication with our superior in the class.

The team gained an abundance of knowledge through the class. The largest insight into the material of the course by far has to be that leadership competencies are real tangible traits that when present positively affect the team’s performance. The next insight the team gained would be that cultural competencies are just as important as leadership competencies. The team learned that bridging cultural and generational gaps in the workplace leads to effective engineering. Every developing member on a project has a unique perspective that deserves to be presented. With these cultural competencies the team is equipped to handle the task of building an environment where such conversation is encouraged. The last insight the team would like to highlight is the importance of being concise yet interesting. The 60-Second Sell allowed the team to realize both how long and short one minute is, as the duration is never long enough to say everything, but if you have not much to say one minute can feel very empty. As a team we learned how to analyze the best parts about ourselves that we may showcase to a new professional connection.

Improvements to the course can be made and the team has a few ideas about what should be included. Primarily a topic detailing the resources on campus that can lead to self driven

professional development would be useful. Topics such as the CCPD, the NSBE career fair, and mock interviews would be very useful to students. Since this course can be taken earlier than senior year, a description of how all the professional development courses that engineers will take at RPI link together would be amazing. That way as students move through their RPI journey they can analyze what they may to work on when interviews or career fairs are upcoming. Lastly the team believes that the 60-Second Sell should be done in person to the whole class to get maximum amount of feedback. It is such a crucial part of meeting new people in the professional world and deserves to be perfect.