

1.1 Achievement

COMPLETED
1265

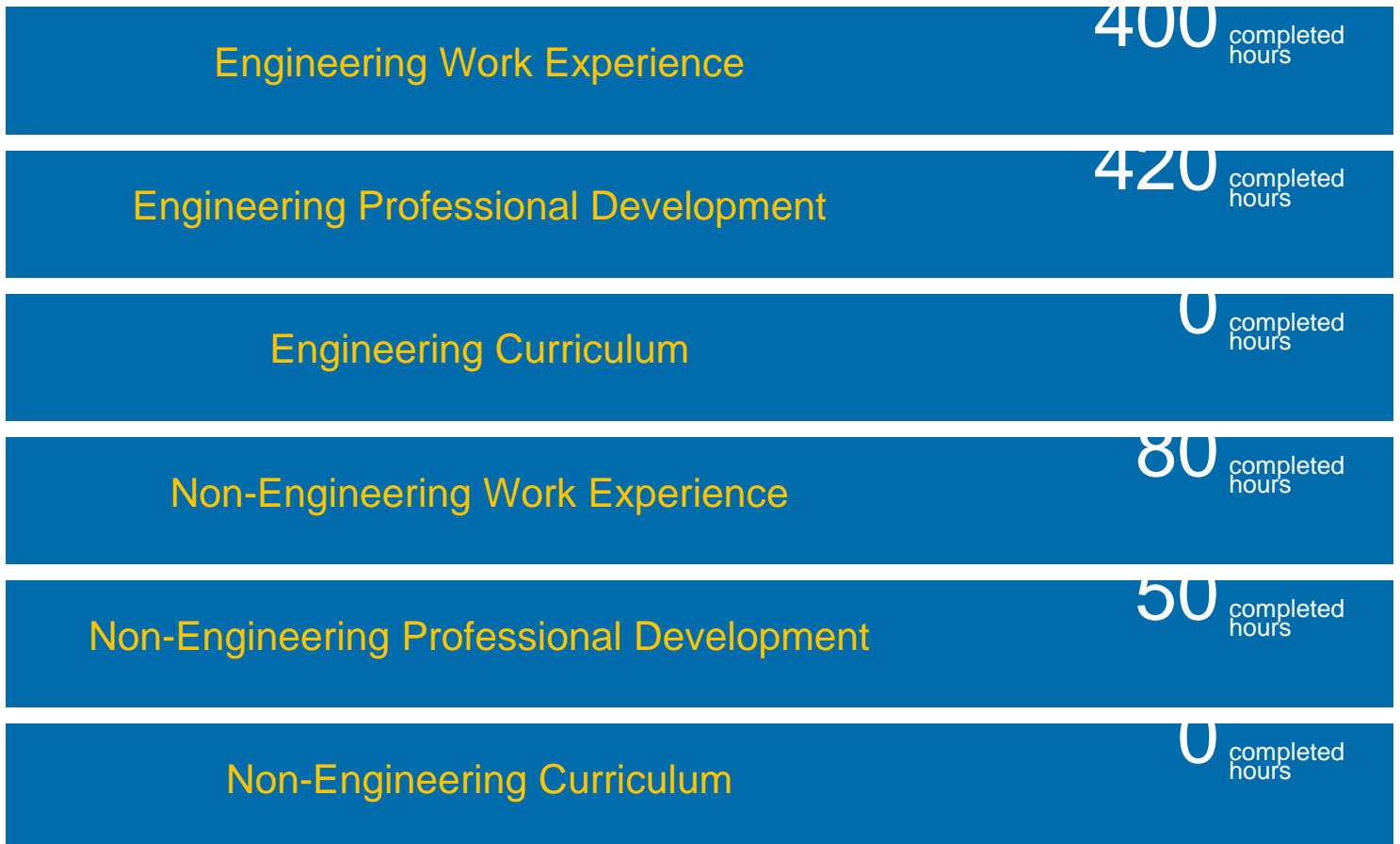
hours

TARGET

420
hours



1.2 Activity Summary



Student Name:

Student ID:

1.3 Reflection Summary

(Company) Summer Vacation Program

Hours claimed: 420 hour(s) as Engineering Professional Development

I completed the (Company) Summer Vacation Program within the Global Enterprise Product

Engineering Division. I worked on a UX/CX project looking to redesign an administrative portal for VoIP telephony services.

Contact: (removed)

Position:

Phone:

SKILLS UTILISED:

Teamwork

Describe how you go about building relationships with other members of a team you are part of.

During my Internship at (Company) I worked on a project with a group of other students as well several (Company) employees. As students we were all meeting for the first time.

Our project involved redesigning an online portal for business customers. While we had a level of autonomy in planning our project, we needed a lot of input and knowledge from senior members.

With the students, I was friendly and made an effort to spend time with them during lunch, or invite them to things after work. My creating a comfortable environment I felt we all enjoyed working together and could do our best. I showed the same level of friendliness and care with the (Company) staff. I also showed my enthusiasm in the work by asking questions and actively seeking to learn from them, which they appreciated.

I was able to get along with many people at (Company), which led to an enjoyable and successful internship. I was able to create a valuable network of people, a few of home I am still in contact with regularly.

Creativity and Innovation

Describe a situation where you had to challenge or extend perceptions of how things are, and how they might be.

During my internship at (Company) I worked on a project focussing on the redesign of an online service management portal for business customers.

Through a series of user interviews, I developed a better understanding of the problems users were facing, a lot of which came down to the processes of ordering and provisioning new phones, and not the management portal itself.

There was a perception that process changes were almost impossible in a large organisation like (Company). When discussing the project with senior employees I conveyed my concern in trying to fix a small part of a much larger problem. By sharing design concepts of the online portal given process changes I was able to encourage people to think of the possibilities if existing practices were changed.

Although this didn't result in any immediate change, I believe it was a positive step forward in opening up the conversation about larger project work that could occur with other teams around (Company).

Communication

Describe a time when you demonstrated the ability to listen to and understand others.

During my time at (Company) I worked on a project that involved redesigning an online portal used by business customers. I contributed to the user experience design component of the project.

As part of our design process, we chose to conduct user interviews with six existing customers in order to understand their current use of the tool and their attitudes towards it.

I prepared a series of open-ended questions for the interviews that encouraged the participants to share their experiences. During the interviews I gave them time to speak, often using the silences to encourage them to think further or add to their responses. Although I had prepared a script, depending on their responses I asked follow up questions to develop a better understanding of their challenges using the portal. This made the interviews more conversational.

I was able to obtain an insight into how people were using the tool, by using my listening and communication skills. This was helpful in the next stage of the project where we actioned the feedback into new designs.

Professionalism

Describe a situation that demonstrates your ability to take responsibility for your own professional learning and development.

While at (Company), I worked in a Product Engineering Team. I was given a lot of independence in completing my work and managing my own time.

I was asked to lead the customer experience part of a project, which was a new area for the team. I was looking to learn about best practice processes in that domain, however, no one in my immediate team was able to help me.

I started by developing my knowledge online to gain a base understanding of the area. I then reached out to other people in the business who I met up with to discuss practices within the wider organisation. I also found some user experience meet-ups happening in Melbourne that I attended outside of work.

I gained a lot of knowledge in this area and felt more confident in making decisions for the project. I also gave a presentation to my team in order to share what I had learnt with them.

Initiative and Enterprise

Describe a situation when you showed initiative and took the lead.

I was working part-time at (Company) in a product engineering team. The team I was in worked on small proof of concept projects related to IoT or software applications

My role was to work with various stakeholders on understanding the problem and requirements gathering. I then created low fidelity designs and gave these to the developers to build prototypes.

I felt the process through which we worked wasn't efficient and lacked the depth of research, testing and feedback that I believed was the industry standard for successful software companies. I researched design thinking processes and practices, as well as met with other people within (Company) to learn from their experiences. Given this area of work was fairly new to my team, I spoke to my manager about my desire to build out user research and testing capabilities within our team as I believed it was the best thing to do for our work.

My manager gave me the freedom to develop a new working process and structure for our team that showed a greater appreciation for design and user experience. I presented it back to my manager and team, so we could iterate on it and eventually adopt it.

Professionalism

Describe a time when you were able to express your opinions maturely in spite of disagreements or objections.

While completing the (Company) Summer Vacation program I was working on a new project aiming to create an MVP for redesigned administration portal.

After completing user research I was required to share my findings with a few senior stakeholders who had differing ideas on the necessity of the redesign. They felt the product was too big to change and were disinterested in seeing the project go forward. I was required to explain why the project was of value.

When presenting my opinions in continuing the project I ensured I used as much evidence and justification from my research findings. By putting the customers at the heart of the issue and using testimonials and quotes, I was able to convey the frustrations they had with the current product. I believed this was the correct way to approach the pitch given the company's values and focus on improving the customer experience.

Although the senior employees understood the complexities of the product, they could not argue with the opinions and feelings of customers that I shared. They saw value in the project and turned their straight disapproval into helpful suggestions of roadblocks that may be faced along the way as the project continued.

(Company) Internship

Hours claimed: 400 hour(s) as Engineering Work Experience

I worked with (Company) for 10 weeks through the Monash Industry Team Initiative

Contact: (removed)

Position:

Phone:

SKILLS UTILISED:

Use of Tools and Technology

Describe a situation in which you were able to apply technology as a management tool in the workplace.

During my internship with (Company) I worked with four other students on a project. We were given a lot of independence to manage our own time and work flexibly.

Our project involved iterations of research, ideation, design and testing in order to develop a prototype solution. Given the various skills we had, we needed to divide work up appropriately while also having visibility across what everyone was working on.

I suggested the use of Trello, an online project management tool that we could use for task management. I set up the software and introduced it to my peers. They were quite receptive to trying it, with two having used it before. We also agreed to use OneDrive to store our work on the cloud, and complete most of our work online in order to work collaboratively.

The team were able to use the tool effectively in order to keep on top of our work. We brought it into our regular meetings, using it as a way to plan and hold each other accountable for progress.

Communication

Describe a situation when you demonstrated an ability to recognise and work with differences and manage conflict.

While working at (Company), my team consisted of three other students. We were self-managing our time and working quite independently.

Our project began with exploratory research and ideation, before deciding on a solution to prototype. Our team were stuck in disagreement about the direction in which to proceed. Three of us had come to an agreement, while the fourth member of the team was dismissive of our ideas and quick to jump to a final solution. We found it difficult to have group discussions with this member.

Given we had all only just started working together, I thought it would be good to create a culture of openness and honesty. We all took a break and gathered our thoughts in order to discuss how we were working as a team, not the project itself. We were able to voice our concerns and discuss our preferred working styles.

This was helpful in that our team member was unaware that we felt that way during prior discussions. He was incredibly proactive going forward in being open to ideas, and we were glad we cleared up the issue early on.

Teamwork

Describe a situation which demonstrates your ability to identify and work with the strengths and limitations of team members (and yourself!).

I worked in a team of four students, on a three-month project with (Company) and Monash University. We were given a problem to solve around lecturer and student interaction.

Our team was required to make a prototype for our final solution, a chatbot and web application, however only one of the team had a computer science background.

I was open with the team about my own weaknesses and strengths, and encouraged we all think creatively about how we could redefine our outcomes to match our skills. I also didn't want our weaknesses to stop us from learning, so encouraged my team to pursue tasks we may have lacked skills in at the time, but wished to develop. We were able to create a lower fidelity prototype as well as a promotional video, which played to our strengths.

The team was really proud of our final outputs; as were the (Company) team and Monash. They were impressed by our creativity in producing final deliverables as it showed greater depth of thinking and understanding of our audience.

Use of Tools and Technology

Describe a situation in which you demonstrated an ability to evaluate and select appropriate tools and technology to perform a task.

While at (Company) I worked on a project with Monash Learning and Teaching, aiming to improve interactions between lecturers and students using technology. Our final solution would take the form of a chatbot.

We chose to prototype our solution in order to test it with students and gain feedback on their experience. I had to evaluate a range of chatbot technologies and prototyping tools in order to find an effective way to create a testable application.

I began by understanding the goals of our user tests and working backwards to identify the fidelity of the desired prototype. After deciding on the required functionality I researched various tools online and sought advice from colleagues at (Company) with experience in prototyping. Before committing to a tool I tested them

myself and matched their capabilities with the list of functionality I required.

The final tool I decided on met all the necessary requirements and was easy to use. It allowed myself and the rest of the team to work quickly to build a prototype we were proud of.

Creativity and Innovation

Describe a time when you were able to develop or design a novel product, processes or strategies.

I worked at (Company) on a project in conjunction with Monash Learning and Teaching. I was on a team of four students, all with diverse skills and backgrounds.

The project I worked on involved creating an innovative solution to improve the way students and lecturers interact, specifically in relation to asking questions about unit content. As our final outcome, we wanted to create a prototype that could be shown to (Company) and relevant Monash parties.

We used an iterative design thinking approach, working through cycles of research, ideation, design and testing. We worked collaboratively throughout the process, however, I took a lead in designing the interfaces of our solution. I also spent a lot of time doing interviews with users and testing preliminary prototypes for feedback.

Our final solution of a chatbot was quite novel and unconventional. By ensuring it was backed up by a foundation of research and user testing, I was able to prove it wasn't merely the product of industry trends or technology hype. The final solution was creative but ensured it actually addressed the problem we were presented with.

Planning and Organisation

Describe a time when you were able to establish clear project goals and deliverables.

I worked in a team of four students, on a three-month project with (Company) and Monash University. We were given a problem to solve around lecturer and student interaction.

The project was quite open-ended and the team was given the flexibility to work independently. While this was helpful during the exploratory phase of the project, as we moved towards solution mode the team felt lost and uncertain of what to produce as final outputs.

I decided to define clear outputs and deliverables for the team to work towards. I started by talking to our main stakeholders to understand their expectations of the team. It was important to gauge what they wanted to do with any prototypes in order to establish the level of interactivity with any software solutions we built. I then worked with the other team members to align these expectations with our own skill sets. Given the team had limited software development skills, it was important to leverage the skills we did have to achieve the desired expectations of our stakeholders.

Instead of choosing to develop a fully functioning web application, we created a prototype application and a promotional video for our solution. Deciding on these deliverables brought clarity to the team, allowed us to organise our time and motivated us to work towards these goals. Our stakeholders were impressed with the level of creativity we had shown and had an easily distributable marketing tool to share with colleagues in the form of our video.

Problem Identification and Solution

Describe a time when you came up with a new approach to a problem.

I worked as an Intern at (Company) in Hobart for 10 weeks. The project I was on involved working with 3 other students and Monash University to address a problem related to student-academic interaction.

The project aimed to address the issue of academics spending too much time addressing repetitive student questions at university. After understanding the problem deeply we were able to find a new approach to address the problem.

We used an iterative process of research, ideation, design and testing, which allowed us to come up with an innovative and new solution to the problem. This involved speaking to the users (students and academics) and then prototyping and testing ideas with them.

We designed an intelligent question and answer platform that used a chatbot on the student's end, and an online application for academics to respond to questions. Our stakeholders were impressed with the different and novel approach to addressing the issue.

(Name) Leadership Seminas

Hours claimed: 50 hour(s) as Non-Engineering Professional Development

The (Name) Leadership Series brings together some of Australia's finest leaders from the world of politics, commerce, the military, sport, and the arts with invited participants from the Monash University student community. Participants are nominated by Monash faculties as leaders capable of becoming future prime ministers, CEOs, academics or community leaders within their chosen field.

Contact: (removed)

Position:

Phone:

SKILLS UTILISED:

Planning and Organisation

Describe a situation when you had to attend to several competing demands at the same time, and outline the steps you took to achieve this.

As part of the Leadership Program, we completed Service Learning projects with partner organisations in small groups of five. I worked with The (Company) Hospital Foundation on a project to further understand their donor base and giving habits.

Given the project progress during university semester, the team were faced with many conflicting priorities and commitments.

We preemptively identified this problem as a team which allowed us to plan for it. We completed the bulk of our work early on, allowing the load to lighten as university studies became busier. During the time when I personally had to manage with conflicting commitments, I was honest with the rest of my team and worked to manage my personal time better.

Our team was able to complete the requirements of the project with minimal setbacks. We were all satisfied

with the quality of work from one another and the honesty we were able to show.

Problem Identification and Solution

Describe a time when you had to analyse and critique information about a problem, evaluate the views of others, and make a recommendation that lead to effective outcomes.

As part of the Leadership Program, I completed a Service Learning project with (Company) Hospital Foundation in a team with four other students.

The team was given the task of looking at the Foundation's donor base and learning more about their giving habits. The outcome was to provide recommendations in order to help the Foundation bring in more donations.

We began by speaking to members of the Foundation board to understand their views on the problem and their desired outcomes. This set a framework for exploration and uncovered question we needed to answer. I then suggested sending a survey out to the current donor base, which we were able to do successfully. We then reviewed the responses and made recommendations, aligning with the Foundation's goals.

The team presented a series of recommendations, some of which the Foundation had never considered before. It gave them a valuable insight into their donors and they appreciated the different views we had uncovered and represented.

Intercultural Competence

Describe a situation where you demonstrated your ability to recognise and respect diverse values, beliefs and behaviours.

The participants of the leadership program were of all various ages, backgrounds and genders. We all met for the first time over a 3 day series of workshops.

During the workshops we undertook various discussions on personal values in relation to leadership and shared personal stories about our goals and backgrounds.

I listened and respected the values and stories of other, even when they differed from my own. Although I did not agree or follow certain practices and aspirations of others, I still took their views as opportunities to learn more about the individuals and the world in general.

I was able to get along with many participants in the program, and connected with people I may not have usually found myself speaking to. It was a positive experience overall.

Communication

Describe a time you were expected to read and synthesize complex information in a way that was easily understood by others.

As a part of the Leadership Excellence Program, I completed a service learning project with (Company)' Hospital around increasing involvement and donations to their Foundation from alumni of the hospital.

At the end of the project, my group had to present our research findings to the rest to the cohort and other leaders, in a limited amount of time.

I chose to break down the complex research findings into small actionable insights that would be relevant and interesting to the audience being spoken to. Given the time limit on the presentation, it was important to simplify the information that was found by avoiding the discussion of statistical concepts, but rather explaining what this meant for the hospital and foundation.

The presentation was quite successful with a good response from the audience. During feedback, the judges

of the presentation were able to reiterate some of the key findings exhibiting the fact they were able to understand the content.

(Company) Program - New York Internship

Hours claimed: 80 hour(s) as Non-Engineering Work Experience

I participated in a two-week internship with a global software company, (Company), through the (Company) Program. I worked on a project related to user experience design.

Contact: (removed)

Position:

Phone:

SKILLS UTILISED:

Initiative and Enterprise

Describe a situation when you showed initiative and took the lead.

While interning with (Company), I worked with three other students on a short-term project.

We were tasked with completing some user research and then designing website templates for different user groups. The group was getting to know each other, while also trying to complete the task. However, it felt as if we were not making any progress.

I decided to take the lead and come up with a plan for how we would go about researching and then sharing design ideas. We went through this process once, and then I asked for feedback to iterate and improve our method for the next website design we created.

The team started to work together better as we had a plan to get us going. Iterating on our process was helpful in allowing us to work more efficiently and successfully.

Intercultural Competence

Describe a situation or project where a positive outcome depended on the work of people from a wide range of backgrounds and ideas.

I completed an internship with (Company) in their New York office. They are a global, Australian company, headquartered in New York. There were people from Australia, America, the UK and Africa all working in the office.

Working with a group of Monash students and the (Company) staff, we designed intranet site templates to form a part of their primary product offering.

I worked closely with the staff in the office who were of diverse backgrounds, both culturally and career-wise. I took the time to understand their values as well as their strengths and possible contributions to the project.

Having a broad range of backgrounds and ideas both from the staff and the intern team of students brought

unique insights and creative solutions to the work. We were not restricted by what we knew, but were challenged by the ideas of others.

CPD Question 1: *Ethics and Professional Accountability*

Drawing upon your CPD experiences, provide an example for two of the following situations.

Part 1:

1. A situation where you had to consider your actions in terms of **ethical conduct**, specifically relating to the Engineers Australia Code of Ethics. **(250 words)** [Download the code here](#)

While on the committee of (Student Club) Monash, I was proactive in encouraging gender diversity in engineering at the university and with school students. On one occasion, I was faced with a challenge in deciding whether to carry these values of diversity, as outlined in the Engineers Australia Code of Ethics, outside of the scope of (Student Club) into other activities occurring in the Engineering department. I had become aware of an engineering industry panel that failed to include any female engineers. Although it was organised by a group I was not involved with, I felt it my duty to exercise leadership and support diversity across the board – not just within my small area of influence. After speaking to the organisers and relevant parties within the faculty I felt as though I had upheld the reputation of engineering to the best of my ability, as stated in the Code of Ethics.

Maximum Words = 250

Part 2

(choose only 1 of the following situations):

- A. A situation where you had to consider whether **due diligence** had been applied in relation to risk management compliance.
- B. A situation where you had to consider the **safety of other people**.
- C. A situation where you had to consider **environmental protection concerns**.
- D. A situation where you had to recognise and address **intellectual property** requirements.

(250 words)

Scenario B

During my time as Schools Manager at (Student Club) Monash, I was responsible for organising workshops with school students, both at Monash and at schools. I managed a team of volunteers who help in running the sessions. During school visits we had the support of classroom teachers, but I also made sure my team of volunteers were aware of safety requirements and expectations on their behaviour with the school students. This involved ensuring they all obtained Working with Children checks before attending any workshops. Similarly, when events were held at the university, I ensured there were enough volunteers to support the number of students attending. I encouraged the volunteers to lead by example when running through safety expectations using the robots with the students. The safety of the volunteers was also important and I ensured they were able to take breaks and able to eat as necessary.

Maximum Words = 250

CPD Question 2: *Effective Communication*

Drawing upon your CPD experiences:

Part 1

Reflect on a time when you gave an **oral presentation**. Describe the audience and how you tailored your oral and visual communication to suit the audience. How effective was this method and what would you change in the future? **(250 words)**

At the conclusion of my internship at (Company), I was required to present to my team and senior managers on my experience and learning. Well aware that the audience had to sit through several presentations from students over the coming days, I made an effort to make my presentation as engaging as possible. Instead of merely listing the tasks I'd done and my reflections on them, I chose to use more of a story telling approach to share my experience. This tied in well to the work I had been doing around user experience and customer journeys. I decided to create a "customer journey map" of my own experience and time at (Company). This provided a nice visual reference for the audience as I shared my story. The audience were pleasantly surprised by the unique approach I took with my presentation and I received positive feedback. In the future I would take more time to develop my reflections further, as although at that time I may have felt as though they were less relevant in comparison to the outcomes I produced, I have since learnt that my learnings are far more valuable.

Maximum Words = 250

Part 2

Describe and **contrast two different formal engineering written reports** that you have produced, in terms of their objectives, target audiences, writing style and structure. Comment on how each of these reports was appropriate for the intended purpose. **(250 words)**

While at (Company), while working on a single project, I produced two reports for two different audiences. One was an audience of technical specialist, and the other, while having technical backgrounds were working at a higher level of strategy and management. The purpose of the technical report was to give an overview of the project while justifying its technical feasibility and proving a level of backing and research to support changes. The report that was more business oriented, while including some level of technical overview, was centred around the values and benefits of pursuing the project, including the costs involved. The reports were structured to suit the goals of each audience, with the business report being significantly shorter than the technical one. I chose to do this as I knew it would be shared widely and needed to contain 'headlines' a senior manager could skim through and understand.

Maximum Words = 250

CPD Question 3: *Self-Management and Professional Conduct*

Drawing upon your CPD experiences, provide an example of **one** of the following:

Part 1

(choose only 1 of the following situations):

- A. A time where you had to **critically assess your professional performance** as an engineer (e.g. ability to analyse, judge and make decisions). What criteria did you use to self-review your engineering performance? How did this help to improve yourself as an engineer?
- B. A situation where you needed to **apply time management and prioritisation skills** to a project. What steps or decisions were needed to achieve the project requirements? To what extent did your project goals conflict with your personal goals/expectations? **(250 words)**

At the end of my internship at (Company) I had to undergo a performance review. In order to self-review before meeting with my manager I reflected on the work I had done, thinking honestly about what I had achieved and what I had not. At the start of the program I had set some personal goals that I wanted to achieve, so I used these as a tool to assess my performance. The goals were a mixture of learning practical knowledge, as well as personal development. I wanted to increase my confidence in the work place and feel more comfortable in expressing my ideas amongst other employees. Taking time to reflect allowed me to feel proud of my progress, but also identify ongoing areas for improvement. By continuing to do this, I know I will be able to work towards becoming a better engineer and person.

Maximum Words = 250

Part 2

Give **two examples of professional engineering societies** and reflect on the impact the professional bodies have on the engineering profession and the general society. How has this helped you to improve yourself as an engineer? **(250 words)**

(Student Club) and (Student Society) are examples of professional engineering societies with whom I have engaged with over the course of my degree. These bodies have a significant impact in providing ongoing education, and promoting development within their respective fields. Both organisations have given me opportunities for further learning outside the scope of my degree. I participated in a study tour with (Student Club) around human centred design that opened me up to a range of new career opportunities through engineering that I had never considered. This was vital in helping me refine what I would like to do once finishing university. Similarly, events organised by the local (Student Society) chapter around web development gave me valuable skills that I have continued to apply to further my engineering progress.

Maximum Words = 250

CPD Question 4: *Innovation and Creativity*

Drawing upon your CPD experiences, provide an example of **one** of the following:

Part 1

(choose only 1 of the following situations):

- A. A time when you used **creative or innovative approaches** in either a technical or non-technical context;
- B. A time when you **assessed or systematically evaluated** a new development within the field of engineering;
- C. A time when you **engaged with professionals** from outside your field of study to increase your awareness of broader issues relating to STEM and/or the business environment. **(400 words)**

I worked at (Company) on a project in conjunction with Monash Learning and Teaching. I was on a team of four students, all with diverse skills and backgrounds. The project I worked on involved creating an innovative solution to improve the way students and lecturers interact, specifically in relation to asking questions about unit content. As our final outcome, we wanted to create a prototype that could be shown to (Company) and relevant Monash parties. We used an iterative design thinking approach, working through cycles of research, ideation, design and testing. Although not a new approach by any means, design thinking was still quite new to a team of university students. Our rapid ideation sessions in particular were always high energy and free from judgement. They were a great way to start with big ideas and narrow down on finer solutions – a good example of divergent and convergent thinking.

We worked collaboratively throughout the process, however I took a lead in designing the interfaces of our solution. I also spent a lot of time doing interviews with users and testing preliminary prototypes for feedback. Our final solution of a chatbot was quite novel and unconventional. By ensuring it was backed up by a foundation of research and user testing, I was able to prove it wasn't merely the product of industry trends or technology hype. The final solution was creative but ensured it actually addressed the problem we were presented with.

Maximum Words = 400

Part 2

Reflect on how and why the example you have selected is evidence of your creative, innovative and pro-active demeanour. **(100 words)**

This example is an ideal example of creativity being combined with problem solving to produce effective solutions. It aligns well with my natural way of thinking 'big picture', and reinforces the fact that none of this would've been possible without a team of equally diverse thinkers. While I was proactive in leading parts of the project, there were other parts that were less aligned to my skills. This allowed us to work collaboratively and creatively to produce a good result as a group.

Maximum Words = 100

CPD Question 5: *Management of Information*

Drawing upon your CPD experiences, provide an example of **one** of the following:

Part 1

(choose only 1 of the following situations):

- A. A time when you located the information you required via a systematic search of multiple sources (both online and physical).
- B. A time when you critically assessed the accuracy, reliability or authenticity of an information source and found it inadequate.
- C. A time when you utilised document identification, tracking, naming conventions and/or version control procedures. **(400 words)**

Scenario A

While at (Company) I was researching design thinking in order to develop my own knowledge, as well as to share it with my team in time for a new project that was beginning. I broke my research up into three stages: An initial discovery online, looking at websites and blogs from leading design agencies; searching through (Company) internal sources on the company intranet; and finally, reaching out to design practitioners in the business to discuss any final questions I had in person.

I chose to structure my research in this order to begin with a wide view of the topic, before narrowing down to understand the '(Company) way' of practicing design thinking. This would allow me to have a critical view of the (Company) practices, as I believed the essence of design thinking may have been lost within the large organisational process. I was also keen to speak to people in person, as I believed it was an effective way of learning and clarifying doubts.

Overall all I was able to go through a systematic process of learning and developing my skills. I collected my information by taking Notes, which I eventually reshaped into a digital resource to share with my team. It contained the basics of design thinking, and links to relevant readings and resources for further reference.

Maximum Words = 400

Part 2

Reflect on how and why the example you have selected is evidence of your professional use and management of information. **(100 words)**

This example displays my structured and through approach to managing information. What could've been an overwhelming quest for knowledge was broken down into manageable steps in order to complete the assigned task. I showed a high level of professionalism in the way I chose to distribute my learnings as well, making it easy for future management of the information.

Maximum Words = 100

CPD Question 6: *Being an effective part of a Team*

Drawing upon your CPD experiences, provide an example of **one** of the following:

Part 1

Describe a time when you were part of a project where there was conflict within the team and reflect on:

- Your role within the project team.
- How did you accommodate varying personality types and gain the trust of your peers & team members.
- What did the team do to resolve the situation.
- What you would do differently in the future and why.

(500 words)

While working at (Company), my team consisted of three other students. We were self-managing our time and working quite independently. Our project began with exploratory research and ideation, before deciding on a solution to prototype. Our roles were still yet to be defined as we wanted to work collectively to the point of deciding on a solution, after which we could identify specific roles to work towards building the prototype.

Our team were stuck in disagreement about the direction in which to proceed. Three of us had come to an agreement, while the fourth member of the team was dismissive of our ideas and quick to jump to a final solution.

We found it difficult to have group discussions with this member. Given we had all only just started working together, I thought it would be good to create a culture of openness and honesty. We all took a break and gathered our thoughts in order to discuss how we were working as a team, not the project itself. We were able to voice our concerns and discuss our preferred working styles. This was helpful as our team member was unaware that we felt that way during prior discussions. He was incredibly proactive going forward in being open to ideas, and we were glad we cleared up the issue early on.

Having created this open culture of feedback in the team also meant that as the project continued we could continue to show the same level of candour when we felt we were not progressing effectively. We trusted one another to speak out if we were unhappy and we were aware that all comments came from a place of wanting the best for the team.

In the future I believe it would be helpful to set these guidelines from the beginning and discuss personal working styles before beginning a new project. It is easy to get caught up in wanting to begin a project, but these preliminary conversations could be very valuable in the long run.

Maximum Words = 500