

Perceived scrum Values, Conflict Resolution Ability, and Cultural Self-Awareness in the Context of System Analysis and Design Teamwork

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Abstract

Teamwork has been identified as one of the essential professional skills for the 21st century. Business, industries, and corporates require their employees to work in teams on various projects. Therefore, it is crucial to introduce and train undergraduate students on teamwork skills. Working in teams is not easy as one needs to collaborate with people from diverse backgrounds, skillsets, and opinions. The disagreement among the team members may lead to conflict and chaos that jeopardizes the team's harmony. Therefore, just creating teams and assigning a group project is insufficient to help undergraduate students develop teamwork skills. Instructors need to help students become cognizant of their teamwork skills, such as conflict resolution, scrum values, and cultural self-awareness. In this research paper, we intend to understand the perception of students enrolled in a sophomore-level system's course regarding conflict resolution skills, scrum values, and cultural self-awareness. We also want to understand how the perception of these values is related to one another. In the light of this study, we want to answer the following research questions (1) How do students' reported conflict management skills relate to their reported scrum values? (2) How do students' cultural self-awareness relate to their conflict management skills? (3) How do students' cultural self-awareness relate to their reported scrum values?

A course on system analysis and design followed a project-based cooperative learning approach. The students were required to work in teams and complete the course deliverables, including the final course project. The team projects followed a scrum approach that helped students identify the project requirements, perform modeling and develop a prototype. Since students worked on scrum-driven projects in a cooperative learning environment, the students were required to participate in a survey study that allowed the instructional team to develop an understanding of the students' perception of conflict management, scrum values, and cultural self-awareness. The responses of the students were analyzed using descriptive and inferential statistics. The results suggest that students were competent in managing conflict, adhering to scrum values, and demonstrating a high-level cultural self-awareness.

Keywords: Scrum values, conflict management, cultural awareness, undergraduate education

1. Background

Companies require their employees to collaborate while working on projects. Software methodologies exist to guide professionals in implementing IT solutions while working in teams. Agile approaches for developing, delivering, and sustaining complex software products include elements of teamwork and collaboration [1] [2] . While working in groups, team members may put forward various opinions that can be conflicting or not of interest. Another essential aspect to consider while working in a team is diversity [3]. Team members must be mindful and appreciative of other cultures, else, misunderstanding can lead to conflict [3]. Specifically focusing on the IT and software industry, working in teams is expected. Scrum Agile framework of software developed is valued by these industries [4]. Scrum upholds five values focused on promoting teamwork and collaboration. These five values are team focus, the courage to do what is right, sharing challenges and openness at work, team commitment to goals, and respect for individual abilities [4], [5]. Research on the implementation of scrum in general and specifically on scrum values has been documented in the workplace [6], but significantly fewer studies have focused on teaching scrum values to students.

A study conducted by Karabiyik et al. [7] implemented the scrum framework in a sophomore-level Information Technology class. The findings revealed that teams with an active scrum master and active team members demonstrated the highest level of team effectiveness. It is essential to understand that scrum values are not restricted to IT or software development classrooms; instead, they can be implemented in any higher education context that promotes project-based learning. Navas and Luna [8] conducted a study at a Spanish University in an English classroom. The course allowed the students to work in groups following the scrum values on their English projects. The study revealed that students who were reluctant to work in teams found the experience valuable as they developed empathy, interpersonal skills, and knowledge. The study also revealed that implementing scrum in the college classroom helps students develop creativity, critical thinking, understanding, and working with team members. Learning to work with people from diverse cultures is also crucial as being culturally cognizant helps the team members value others' perspectives and minimize conflict. Therefore, higher education institutions must focus their effort on helping students develop teamwork skills [9] and make them culturally aware. In this study, we focus on a class that implements the scrum approach and helps students develop conflict resolution techniques and create cultural awareness. Therefore, this study intends to answer the following three research questions.

The research questions for this study are:

How do students' reported conflict management skills relate to their reported scrum values?

How do students' cultural self-awareness relate to their conflict management skills?

How do students' cultural self-awareness relate to their reported scrum values?

2. Theoretical Framework

The integrated model for Group Development theory developed by Susan Wheelan was used as the theoretical framework for this study. The model proposes a four-step model for group

development. Wheelan et al. [10] argued that teams need to cross the four stages of group development to become highly effective teams. The first stage of group development is referred to as dependency and inclusion. At this stage, the team members are new, and they try to interact with one another to develop an understanding. The team members look up to the team leader for suggestions, feedback, or inclusion issues. After the team members have crossed stage one and developed an understanding, stage two is counter dependency and fight. At this stage, team members set group goals and may disagree in multiple situations.

Conflicts can arise in this situation, and it allows group members to develop patience and understand the perspectives of other group members. If team members deal with the conflicts in stage two, they move to stage three: trust, commitment, and cooperation. In this stage, team members develop a better interpersonal relationships as they feel free and open to express their opinion and engage in mature decision-making and negotiations. Lastly, teams move to stage four, marked by team productivity and team effectiveness. At this stage, team members are set in action, and they put effort into achieving the desired goals set by the team. The framework demonstrates the importance of inclusion in stage one and conflict management in stage two as two critical steps to navigate for the teams to become highly effective teams in the future. Since our study focuses on the perception of students about their scrum values, conflict management strategies, and cultural self-awareness in a team setting, we find this theoretical framework appropriate for this study. Specifically, this study focuses on identifying students' beliefs about their values, conflict management skills, and cultural self-awareness at the first stage of group development. Therefore, the theoretical framework helped us to determine the research questions for the study.

3. Learning Design

The course design implemented the Scrum Agile framework guided by the principles of cooperative learning [11]. We did so because we wanted to adapt the framework for educational purposes by promoting small-group learning and giving recognition based on group performance [12]. Elements of cooperative learning include (a) group members agreeing on strategies for solving a particular problem, (b) student interactions supporting one another in their learning, (c) individual accountability in assessing the performance of each student, (d) application of social skills for communicating and managing conflict, and (e) group processing by students reflecting on their functioning as a team [11]. In our previous work, we have identified a pedagogical way to introduce scrum guided by cooperative learning [9], [13], [14]. Table 1 summarizes the details of how we accomplish such alignment.

Table 1. Alignment between principles of cooperative learning and the scrum framework (adapted from Magana et al., [14]).

Principle	Definition	Course Implementation
Positive interdependence	The group has a clear task or goal.	The project was divided into four clear milestones and deliverables. Students created a Gantt chart to plan and monitor the work based on those milestones. Students defined the scope of the

		project in the first milestone. The prototype was completed in five iterative sprints.
Individual and group accountability	The group is accountable for achieving its goals. Each member must be accountable for contributing a fair share of the work.	Students are expected to work together as a team throughout all four milestones and deliverables of the project. However, as part of the project, students are also expected to contribute individually. Two-thirds of the project is graded as a team, but about a third of it is graded individually. In addition, students perform a self and peer evaluation at the end of the semester.
Interpersonal and small group skills	Basic teamwork skills: as a group, provide effective leadership, make decisions, build trust, communicate, and manage conflict.	Students are expected to work in-class and out-of-class throughout the entire semester. However, during class time, the instructor and TAs monitor group performance, provide feedback, and facilitate conflict resolution if needed. Teams are expected to self-manage; however, the role of scrum master needs to be rotated for every milestone.
Face-to-face promotive interaction	A group member teaches classmates about a topic.	As part of the individual portion of the project, students become specialized in one aspect of the system. However, for them to complete the prototype, everyone must understand the system functionality as a whole. In addition, students utilize in-class time to work on the project and help each other as a team
Group processing	As a group, make decisions about which behaviors to continue and which ones to change.	Team retrospectives were used as a mechanism for group processing. For every milestone, students were asked to reflect on what went well and what challenges they encountered. They commit to improving at least one team behavior as they progress through the milestones.

The implementation of this study took place in a course using an agile methodology along with a scrum framework to provide students with a general outline of goals and strategies to follow to design an information system effectively. To facilitate an even exposure across each team member, a different team member was required to be the scrum master for each of the milestones. Each scrum master is asked to submit a retrospective with the team's experience of the current milestone from which the instructors can evaluate the project's progress as well as any possible conflicts that may have occurred. This allowed each student to be able to get a chance to manage the project, guide the team, and resolve conflicts as they progressed throughout the semester.

Students are provided with materials throughout the semester to assist them in navigating through conflicts that may occur within their projects. From the first week of class, students are given access to multiple documents concerning this topic, foremost of which is a document by Barbara Oakley [15] on handling team members that are not contributing effectively to the team. Also, early in the semester, one class session is dedicated to a guest speaker who has had experience in dispute resolution to share their experience and advice on handling various situations that may arise.

4. Methods

4.1 Context and Participants

This study was performed in the context of an undergraduate system analysis and design course. Each semester, the course has a regular enrollment of approximately 110 to 150 students, with about 30% sophomores, 40% juniors, and 30% seniors. For the Spring 2021 semester, 127 students enrolled in the course, 16% were female, and 84% were male. This demographic composition is comparable to other semesters in the past and the major. From the overall sample, 103 students responded to the survey.

4.2 Procedures and Data Collection Method

The data was collected from the Spring 2021 semester at a large Midwestern University. The data was collected in the form of a survey. The questions were based on three primary constructs and their definitions:

- Conflict resolution skills [16]
 - Natural response – The ability to understand team members' points of view and adequately handle most conflicts and disagreements.
 - Understand context – The ability to understand if a disagreement is caused by a misunderstanding and also possess the ability to hear out the other person's feelings during a disagreement.
 - Apply approach – The willingness to make compromises during disagreements to fix them.
- Scrum values
 - Commitment - The quality of trusting team members with what they say they will do and allowing them to trust you with what you say you will do.
 - Courage -The ability to freely express opinions and not be afraid to express feelings.
 - Openness – Seeking new ideas and opportunities to learn and being honest.
 - Focus - The quality of finishing whatever work is started with dedication.
 - Respect – The quality of acknowledging team members' contributions in completing work and demonstrating kind behavior towards them.

- Cultural Self-Awareness – The ability to understand how own differences in cultural background may affect teamwork and adjust team interactions accordingly.

Each construct within the three main topics had one or more questions, and the students were supposed to choose on a 5-point Likert scale. The options were as follows: *1 corresponding to not very like me, 2 corresponding to not like me, 3 corresponding to undecided, 4 corresponding to somewhat like me, and 5 corresponding to very like me.* The survey questions were adapted from formal definitions in the literature. Three experts in project management and systems analysis and design provided feedback to the questions related to scrum values, one expert in industrial relations provided feedback on the conflict resolution questions, and one expert in intercultural pedagogy provided feedback on the cultural self-awareness questions. Table 2 demonstrates the sample questions for three categories and the Cronbach alpha values for each construct. The Cronbach alpha value greater than 0.80 signifies the reliability of the instrument was high [17]. Appendix A contains the complete survey used for this study.

Table 2. Sample questions from the survey and reliability scores for each construct

Construct	Sub-Construct	Question	Cronbach Alpha
Conflict resolution skills	Natural response	When working in teams, I feel good about how I often handle most conflicts or disagreements.	0.90
	Understand context	I try to understand if a disagreement is caused by a misunderstanding.	
	Apply approach	During a disagreement, I try to find a compromise.	
Scrum values	Commitment	When working in teams, I often trust my team members to follow through on what they say they are going to do.	0.90
	Courage	When working in teams, I feel safe enough to say no, to ask for help, and to try new things.	
	Focus	When I work on a teamwork deliverable, I often finish what I start.	
	Openness	When working in teams, I am honest when I need help.	
	Respect	When working in teams, acknowledge the unique contribution.	
Cultural self-awareness	Cultural self-awareness	I am able to recognize how my own cultural background may have an influence on my teamwork interactions.	0.89

3.3 Data Analysis

The data were analyzed using descriptive statistics and correlational analysis. Computing descriptive statistics enables sensibly simplifying large data sets. Descriptive statistics were used to understand the measures of central tendency in terms of mean and spread. Further, a correlation analysis was performed to understand the relationship between the three constructs. The Correlation coefficient determines the degree of association or the strength of the relationship between two quantitative variables. Since the data is ordinal in nature, the Spearman correlation coefficient was used for the purpose of analysis. Table 3 has been adapted from Dancey and Reidy [6] and has also been used in the work of Leclezio et al. [18] was used to interpret the results of the correlation.

Table 3. Interpretation for Correlation Value by Dancey and Reidy [19]

Spearman Correlation Coefficient	Correlation
≥ 0.70	Very Strong Relationship
0.40-0.69	Strong Relationship
0.30-0.39	Moderate Relationship
0.20-0.29	Weak Relationship
0.01-0.19	No or negligible Relationship

5. Results

This result section is organized into two parts; the first part demonstrates the results of the descriptive statistics of the three constructs and their sub-constructs. In the next section, the correlation results for the three constructs are represented, followed by the correlation results of the sub-constructs.

5.1 Descriptive Analysis

Table 4 represents the mean and spread of the three constructs. It is evident from the results that students demonstrated a high perception of their conflict resolution skills, scrum teamwork values, and cultural self-awareness.

Table 4. Overall Descriptive Statistics for the three constructs

Constructs	n	Mean	Std. Dev.
Scrum teamwork values	103	4.32	0.77
Conflict resolution skills	103	4.36	0.72
Cultural-Self Awareness	103	4.50	0.77

5.1.1 Scrum Values

In Table 4, we have already seen that students had a high perception of their overall scrum values. Also, students demonstrated a high perception of the sub-constructs of the scrum values, as demonstrated in Table 5. This means that students trust their team members, do not shy away from asking for help or expressing their opinion, finish whatever they start, seek out new ideas and opportunities to learn, acknowledge and respect their team members. This also demonstrates a high group cohesiveness and good interpersonal relations.

Table 5. Descriptive statistics for the sub-constructs of Scrum Values

	Students		
Sub-Constructs	n	Mean	Std. Dev.
Courage	103	4.00	1.00
Openness	103	4.11	0.93
Focus	103	4.56	0.62
Commitment	103	4.23	0.93
Respect	103	4.71	0.55

5.1.2 Conflict Management Skills

As observed in Table 4, overall, students reported a high perception regarding their conflict management skills. Table 6 demonstrates the mean and standard deviation for the three sub-constructs of conflict management skills. The results of descriptive statistics for the three sub-constructs: natural response, understand context, and apply approach, demonstrate that students perceived themselves as competent in handling conflict. Specifically, the results indicated that students felt good about how often they handled most of the conflicts when working in teams. Students also reported that they often tried to understand the other person's point of view when they had an argument. Students reported that they understand when misunderstanding can cause disagreements and try to talk to other team members and understand them when they encounter conflicts. Students also reported that they are willing to compromise with their team members.

Table 6. Descriptive statistics for the sub-constructs of Conflict Management Skills.

	Students		
Constructs	n	Mean	Std. Dev.
Natural Response	103	4.37	0.72
Understand context	103	4.33	0.81
Apply approach	103	4.40	0.70

5.1.3 Cultural self-awareness

As observed in Table 4, the average of the students was (M=4.5, S.D.=0.77), which means that students perceived themselves as high in cultural self-awareness. This suggests that students believe they can understand how their cultural backgrounds can influence other team members and are comfortable working with team members from different cultural backgrounds. They believe they can recognize differences between team members' cultural backgrounds and adjust their team interactions accordingly. Also, since the cultural self-awareness did not contain any sub-constructs, the values are the same as in Table 4.

5.2 Correlation Analysis

The correlation analysis results in Table 7 demonstrate a strong relationship between scrum values and conflict management, cultural awareness and conflict management, and scrum values and cultural awareness. This means that students who demonstrate a higher level of scrum values also possess good conflict management skills and a high level of self-cultural awareness.

Table 7. Representing the Spearman Correlation values among the three constructs

	Scrum Values	Conflict Management	Cultural Self-Awareness
Scrum Values	1	0.66**	0.68**
Conflict Management	0.66**	1	0.64**
Cultural Awareness	0.68**	0.51**	1

To explore further, we also calculated the correlation among the sub-constructs. Table 8 demonstrates the relationship between the sub-constructs of each construct. The values marked in blue demonstrate a very strong correlation. The values marked in red demonstrate a strong correlation. Values marked in black demonstrate a moderate correlation, and values marked in green demonstrate a weak correlation.

Table 8. Correlation Analysis for the sub-constructs

	Scrum Values					Conflict Management Skills	Management		Cultural Self-A
	COU	OPE	FOC	COM	RES	NAT	UND	APP	CUL
COU	1								
OPE	.527**	1							
FOC	.302**	.435**	1						
COM	.352**	.373**	.307**	1					
RES	.314**	.553**	.378**	.405**	1				
NAT	.316**	.402**	.277**	.286**	.481**	1			
UND	.352**	.481**	.287**	.289**	.589**	.438**	1		
APP	.503**	.531**	.343**	.294**	.526**	.593**	.603**	1	
CUL	.354**	.483**	.309**	.272**	.590**	.392**	.705**	.593**	1

**correlation is significant at the 0.01 level (2-tailed)

COU-Courage, OPE-Openness, FOC-Focus, COM-Commitment, RES-Respect, NAT- Natural Response, UND- Understand context, APP- Apply Approach, CUL- Cultural Self Awareness

According to Table 8, the sub-constructs of conflict management (1) understanding the context has a very strong relationship with cultural self-awareness with .705, (2) apply approach has a strong relationship with cultural self-awareness with .593, and (3) the natural response has a moderate relationship with cultural self-awareness with .392. None of the sub-constructs of conflict management skills demonstrated a weak relationship with cultural self-awareness.

The sub-constructs of scrum values and cultural self-awareness can be interpreted as follows: openness and respect demonstrated a strong relationship with cultural self-awareness; the values are .483 and .590, respectively. The scrum values courage and focus demonstrated a moderate association with cultural self-awareness. The values are .354 and .309, respectively. In contrast, the commitment demonstrated a weak relationship with cultural self-awareness .272.

Lastly, the relationship between scrum values sub-constructs and conflict resolution sub-constructs can be interpreted as follows (1) the scrum value sub-construct openness demonstrated a strong relationship with all the three sub-constructs of conflict management skills natural response .402, (2) understanding the context .481 and (3) apply approach .531. Also, the scrum value construct of respect demonstrated a strong positive relationship with (1) natural response .481, (2) understanding the context .589, and (3) apply approach .286. We found a moderate relationship between scrum value courage with conflict resolution skills, natural response .316, understanding the context .352, and scrum value focus and conflict resolution value apply approach .343. Whereas we found a weak relationship between scrum value commitment and all the three conflict management skills, natural response .286, understanding the context .289 and apply approach .294 and also with scrum value focus and conflict management skills, natural response .277, understanding the context .287. Also, it is important to note that all correlations were significant.

6. Discussion

The paper intends to explore the relationship between cultural self-awareness and conflict management skills, scrum values and conflict management skills, and scrum values and cultural self-awareness in sophomore-level system analysis and design course. Since the course follows a project-based learning approach and students work in groups to develop a prototype following the scrum principle, understanding scrum values, conflict management skills, and cultural self-awareness are crucial. This study helps to identify students' perceptions of scrum values, conflict management skills, and cultural self-awareness and understand their relationship. The paragraph below discusses each research question in detail.

6.1 Relationship between Cultural Self-awareness and conflict management skills

Cultural diversity presents challenges to teamwork because teams need to form a shared understanding of the project to be accomplished, but that shared understanding can be hindered by disparate problem-solving and communication processes informed by culture [20]. Cultural self-awareness suggests a strong positive relationship with conflict management skills. Analyzing the correlation between the sub-constructs helped us to understand the relationship better. We found that there is a very strong relationship between sub-construct, understanding of context, and

cultural self-awareness .705, which indicates that if a student has the ability to understand the various cultural backgrounds and appreciate the difference among the cultures, they may also be competent to understand any disagreement or misunderstanding that takes place in a team setting; also, they may be able to respect views of their team members during a disagreement [21]. We also find a strong relationship between the sub-construct to apply the approach and cultural awareness, meaning that students who are aware of their culture and appreciative of other cultures in a team setting demonstrate the willingness and ability to mend any misunderstanding in the team setting [22]. We also find that natural response is moderately correlated with cultural self-awareness. Studies [23],[3] have demonstrated that being culturally aware of every individual is crucial as organizations have become global and embrace the diverse workforce. Conflicts are common in any setting as conflicts are not always negative; conflicts also allow individuals to solve problems and learn to establish better interpersonal skills [23]. Therefore, culture and conflict have gained substantial attention; being mindful of cultural differences is always good as it allows the individual to mitigate the problem diligently [23], [24].

6.2 Relationship between sub-constructs of scrum values and conflict management skills

Scrum Teamwork values demonstrate a strong positive relationship with conflict management skills. Analyzing the correlation between the sub-constructs helped us to understand the relationship better. Table 8 represents a strong relationship between the sub-constructs. When focusing on the constructs of scrum values and conflict resolution skills, we find a strong relationship between courage (SV) and apply approach (CRS) .503. These findings suggest that students who may not be shy in expressing their opinion may take the lead and mitigate any differences or misunderstandings in a team setting [25].

Further, we find that there is a strong relationship between openness (SV) and natural responses (CRS) .402, openness and understanding of context .481, and openness (SV) and apply approach (CRS) .531. This means that students who embrace openness are open to learning new ideas and gaining new knowledge. They are also competent to understand the perspective of the team members, mitigate any misunderstandings, and make compromises to fix any misunderstandings during a team interaction. Further, we also find a strong relationship between the scrum value respect and all the three sub-constructs of conflict management skills. This means that students who are kind and acknowledge other team members' contributions are also competent in handling conflicts in a team setting [13], [26].

We also find that the scrum value courage has a moderate relationship with conflict resolution skills, natural responses, and understanding context. Also, scrum value focus is moderately linked to apply approach of conflict management skills.

We also found that scrum value focus demonstrated a weak relationship with conflict resolution skills, natural response, and understanding the context. This means that students who do not have the capability to complete the work they started in the team setting lack abilities to handle team conflict or disagreements in a team setting. We also found that the scrum value commitment is weakly associated with all three constructs of the conflict management skill. This means that students who lack trust in their team or themselves are not competent to manage team conflict or disagreements [26].

A study by Adkins and Blake [27] has argued that conflict is an inevitable situation in an agile environment as each individual depends on the other to complete a task. Therefore, team members

must learn the methods to mitigate conflict in an agile team. The study by Adkins and Blake also argues that an agile team holds all the five scrum values very tightly. Therefore, expressing the opinion might raise conflicts, but helping the teams learn methods manage conflict will help them resolve the issues in a meaningful way [10].

6.3 Relationship between sub-constructs of scrum values and Cultural Self-Awareness

Scrum Teamwork values demonstrate a strong positive relationship with Cultural Self-Awareness. Analyzing the correlation between the sub-constructs helped us to understand the relationship better. We identified a strong relationship between the scrum value openness with cultural self-awareness .483 and respect with cultural self-awareness .590. This means that students who demonstrate awareness about their own culture and can understand and appreciate the cultural differences in the team setting are also open to learning new ideas and respecting the team members' contributions. We also find that scrum values courage and focus are moderately associated with cultural self-awareness. In contrast, commitment is weakly associated with cultural self-awareness. This means that students who are not trustworthy or cannot trust others find it challenging to understand their culture and appreciate other cultures [26]. Jukich [4] conducted a study to understand the relationship between scrum values and intercultural awareness. In his study, he argued that being aware of culture and diversity is crucial in a scrum setting because the adoption of scrum values differs in western countries from that of eastern countries. The study pointed out how western nations value openness, expression of ideas, and flat organizational structure. In contrast, eastern nations are hierarchical, and challenging the senior members of the team is not expected. Therefore, it is crucial to understand the relationship between scrum values and cultural values.

7. Conclusion, Limitations, and Future Work

This paper analyzed the relationship between perceived scrum values, conflict resolution ability, and cultural self-awareness among computer and information technology students. The study identified how students perceived their awareness of scrum values, conflict resolution skills, and cultural self-awareness at the first stage of group development. The study has two limitations: one limitation of this study is that the scores were self-reported, which means they are subject to biases; thus, participants were bound to choose a socially acceptable answer rather than being truthful. A second limitation is that the survey instrument needs further validation. Future work will continue to investigate the interplay between scrum values and cultural self-awareness and the effectiveness of conflict resolution training. Future work will compare the online and in-person models of the instructions.

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Appendix A. Survey questions related to conflict resolution skills, scrum values, and cultural self-awareness.

Conflict resolution skills (Questions for conflict resolution skills were adapted from [11])

Natural response	Not very like me	Not like me	Undecided	Somewhat like me	Very like me
When working in teams, I feel good about how I often handle most conflicts or disagreements.					
In an argument, I try to understand the other person's point of view.					
Understand context					
I try to understand if a disagreement is caused by a misunderstanding.					
When I disagree with someone, I talk about how I feel and listen to them talk about how they feel.					
Apply approach					
During a disagreement, I try to find a compromise.					
When I disagree with someone, I try to talk it through with them.					

scrum values:

scrum values	Not very like me	Not like me	Undecided	Somewhat like me	Very like me
Commitment: When working in teams, I often trust my team members to follow through on what they say they are going to do.					
Commitment: When working in teams, my team members trust me to follow through on what I say I am going to do.					
Courage: When working in teams, I feel safe enough to say no, to ask for help, and to try new things.					
Focus: When I work on a teamwork deliverable, I often finish what I start.					
Openness: When working in teams, I often seek out new ideas and opportunities to learn.					
Openness: When working in teams, I am honest when I need help.					
Respect: When working in teams, I demonstrate respect to my team members.					
Respect: When working in teams, acknowledge the unique contribution of my team members toward completing the work.					

Cultural self-awareness:

Cultural self-awareness	Not very like me	Not like me	Undecided	Somewhat like me	Very like me
I am able to recognize how my own cultural background may have an influence on my teamwork interactions.					
I am comfortable to work with team members who have a different cultural background than my own.					
I am able to recognize differences in cultural backgrounds among team members and adjust my team interactions accordingly.					