**COMP3851A – Computing and Information Sciences WIL**

**School of Information and Physical Sciences**

**University of Newcastle – 2024**

“Whenever anyone goes to his or her associates and says: “This is *what* I am good at. This is *how* I work. These are my *values*. This is the contribution I plan to concentrate on and the results I plan to deliver” the response is *always*: “This is most helpful. But why haven’t you told me *earlier*?”” (Drucker, 1999 p.187).

**Course No. COMP3851A Course Name: Computing and Information**

**Sciences Work Integrated Learning Part A**

**Group No.** **3**

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| **Name (as in** **University records)** | **Student Number** | **Contact phone / Skype name** | **Email** |
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**Discussion and agreement made of the grade expectations of all group members:**

Yes

**Project Action Plan**

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| **Event** | **Agreed Action** |
| Team member not participating in discussions regularly or joining the meetings late. | **Action 1**: Initiate Communication  Start by reaching out to the student in question in a non-confrontational and understanding manner. Ask them if there are any challenges or issues preventing their active participation. Give them an opportunity to explain their perspective.  **Action 2**: Clarify Expectations  Make sure that all group members, including the non-participating student, understand the expectations for participation in the project. This includes attending meetings, contributing to discussions, completing assigned tasks, and meeting deadlines.  **Action 3**: Regular Check-Ins  Schedule regular check-in meetings or progress updates to keep everyone accountable. During these meetings, ask each member, including the non-participating student, to provide updates on their progress and discuss any challenges they may be facing. |
| Team member not completing work with the level of quality expected. | **Action 1**: Set clear timelines  Collaborate to set explicit and achievable periods for tasks and projects. Ensure unanimous agreement and meticulous documentation of these deadlines to minimize the likelihood of miscommunication.  **Action 2**: Monitor Progress  Implement regular progress assessments by organizing scheduled check-in meetings to oversee team members' advancement in their designated tasks. These meetings provide a platform for tracking project milestones, addressing challenges, and, if required, adjusting deadlines.  **Action 3**: Establish Accountability  If persistent delays continue despite supportive measures and well-defined expectations, address the issue with firm professionalism. Maintain a comprehensive performance record of the team members, including instances of missed deadlines and any mutually agreed-upon remedial actions. |
| Team member dropping out | **Action 1**: Open Communication  If a team member communicates their intention to withdraw from the project, engage in immediate and transparent dialogue with them. Seek to understand the underlying reasons for their departure, whether they stem from personal issues, academic challenges, or other commitments.  **Action 2**: Assessing Project Impact  Conduct a thorough assessment of how the team member's departure will impact the project, encompassing aspects such as project timelines, task distribution, and resource allocation.  **Action 3**: Task Redistribution  Reassign the departing team member's tasks and responsibilities among the remaining team members, considering their individual skills, capacity, and expertise. Ensure that all team members understand their new roles and responsibilities. |
| Team member not communicating in a timely manner, e.g. taking several days to respond a simple e-mail. | **Action 1**: Individual Discussion  Remind the team member during class and ask open-ended questions to work together to improve communication.  **Action 2**: Define clear expectations regarding response times  Ensure everyone understands the importance of timely communication and the impact it has on the overall project or team dynamics.  **Action 3**: Instead of using email, call the team member directly to discuss the doubts if the team member took longer time to respond frequently. Moreover, schedule a one-to-one meeting either via online or face-to-face. |
| Discussions not achieving goals | **Action 1**: Define clear objectives and goal  Begin by reviewing and precisely defining the goals and expectations of the discussion. Ensure that everyone involved comprehends the purpose, objectives, and the desired outcomes.  **Action 2**: Establish Transparent Decision-Making Procedures  Clearly outline the decision-making processes to be used within the group. Specify that decisions will be made through a majority vote.  **Action 3**: Institute Discussion Guidelines  Create a set of discussion guidelines or ground rules, encompassing expectations for participation, respectful communication, and meeting decorum. Share these guidelines with the entire group and encourage their input. |
| Conflict between members (please include as many areas as possible of conflict you foresee) | **Diverse Work Styles**:  Varied work ethics are common among students in group projects, with some being highly motivated and committed, while others may procrastinate or contribute less. This diversity can sometimes lead to resentment and frustration within the group.  **Inconsistent Participation**:  Uneven involvement in group discussions and tasks often creates conflict as some students may feel that others are not pulling their weight. This discrepancy can result in tension and disagreements.  **Differing Ideas and Perspectives**:  Conflicts often arise when students bring different viewpoints, opinions, or problem-solving approaches to the table. While these differences can be productive when managed constructively, they can escalate into conflicts if not handled properly.  **Communication Challenges**:  Cultivating a culture of transparent and open communication is crucial. Promote active listening and consider offering training or workshops to enhance interpersonal skills and foster effective communication among team members.  **Personality Differences**:  To mitigate personality conflicts, encourage team members to build relationships and gain a deeper understanding of each other's personalities. Embrace and value the diversity in personality traits within the group and offer conflict resolution training if needed. |
| Member not delivering tasks in a timely manner | **Action 1:** Establish Milestones  Divide the project into smaller, well-defined milestones or deliverables, each accompanied by clear deadlines. This segmentation facilitates enhanced progress tracking for the team members and reinforces accountability.  **Action 2**: Conduct Periodic Progress Meetings  Arrange periodic progress meetings to oversee advancements and tackle any obstacles or challenges that may arise. These meetings serve as a platform for the team members to seek guidance or clarification and foster effective project management.  **Action 3**: Schedule an immediate meeting  Schedule a meeting to see how much progress each person has made to ensure that each member has completed tasks from the last meeting. |
| Member dominating group | **Action 1**: Set Ground Rules  Create guidelines for meetings that underscore the importance of equitable participation. These guidelines may encompass time restrictions for speaking, a prohibition on interruptions, and an expectation that all attendees contribute insights on designated subjects.  **Action 2**: Listen to the dominant team member's perspective.  Invite the dominant team member to express their viewpoint. They may not have insight into their conduct or its effects on their colleagues. Encourage them to articulate their thoughts and emotions concerning their role within the team.  **Action 3**: Stop the behaviour  Inform the group member to stop his behaviour and respect the project leader’s decisions. |

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| Task | Person(s) responsible |
| Research UON course planner and competitor analysis.  Requirements gathering.  Refine use case, activity diagram, and use case descriptions.  Web site review and testing. | Deegala Suhain Melitha Somasiri, Marcus Tan Wei Jie, Kennedy Tan, Diing Yang Loh, Chung Li Yang, Thi An Doan |
| Research existing CMS.  Front-End development.  Develop an activity diagram.  Define business rules. | Deegala Suhain Melitha Somasiri |
| Make a Gantt chart.  Conduct user research.  Write the project plan.  Back-End development.  Write meeting minutes. | Marcus Tan Wei Jie |
| Design web pages.  Research existing UI.  Write the project plan.  Write the pre-action plan.  Front-End development. | Kennedy Tan |
| Build application prototype.  Develop an activity diagram.  Define business rules.  Compile course data.  Back-End development. | Diing Yang Loh |
| Make a Gantt chart.  Lead the team, solve issues that arise.  Write meeting minutes. | Chung Li Yang |
| Design web pages.  Research existing UI.  Front-End development.  Conduct system analysis. | Thi An Doan |

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| **Agreed Milestones for Project** | **Milestone Dates** |
| Pre-Action Plan | 15/01/2024, 5.00pm |
| Requirements Gathering and Objectives | 15/01/2024, 5.00pm |
| Research and Competitor Analysis | 22/01/2024, 5.00pm |
| Develop Use Case and Activity Diagram | 5/02/2024, 5.00pm |
| Design Web Page using Figma | 5/02/2024, 5.00pm |
| Write the Project Plan | 8/02/2024, 5.00pm |
| Front-End Development (prototype) for Primary Pages | 26/02/2024, 5.00pm |
| Back-End Development | 11/03/2024, 5.00pm |
| Improvement of Web Pages | 18/03/2024, 5.00pm |
| Web site Review and Testing | 1/04/2024, 5.00pm |
| Final Adjustments and Launch | 5/04/2024, 5.00pm |

Signed (Must be signed by group leader and all members in the group) Date 15/01/2024.

***Marcus Tan***  *Yang*

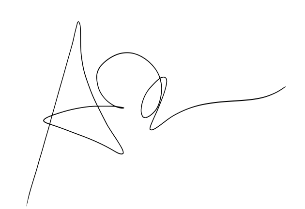


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**Deegala Suhain Marcus Tan Wei Jie Diing Yang Loh**

**Melitha Somasiri (Deputy PM) (Back-End Web**

**(Back-End Web Development) Development)**

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**Chung Li Yang** **Kennedy Tan Thi An Doan**

**(PM) (Front-End Web Development) (Front-End Web**

**Development)**

**Reference:**

Drucker, P. F. (1999) Managing oneself, In *Management challenges for the 21st century*, Butterworth-Heinemann, Oxford, pp. 163-195.