Reflective Memo Assignment

1. Overview

Reflection is important to the improvement of our software process. Good retrospection builds team rapport, rewards project successes, and improves the next project after it. In addition to sprint retrospectives, which you will perform next semester, software teams often reflect on lessons learned over an entire epic or project.

This assignment asks your team to reflect on collective and individual processes throughout your junior design project and highlight some of the key lessons you have learned from the experience.

2. Goals

The purpose is to describe key actions taken by the team on the project, every reason for that action, every outcome of that action, and what you learned from that action.

- Lessons should be both communal and individual (in other words, lessons that apply to all of you, as well as lessons that apply to your individual careers after this class).
- The main two ethics at work here are transparency and accountability: you should strive to be 100% open, and your focus should go from the whole project down to the grittiest of details.

3. Conventions

Rhetorical Context
- The *primary* audience is your supervisor in your organization (in our case, your CS and LMC instructors). Therefore, you should be more open than you would with your client.
- The *secondary* audience is your peers in future CS/LMC classes, who might learn from your experiences.
- Keep in mind that all of your teammates will see what is in this document; ergo, it is not the appropriate venue to conduct individual peer evaluations (save that for CATME).

Design
Standard business memo format addressed to your instructors is expected for this assignment, with sections for sender, recipient, subject line. Please refer to the "Memos" section of Alred for the proper memo format. While there is no formal page minimum, most successful reflective memos for this course range from 2-5 pages.

Prose
When composing the document, pay attention to the prose you choose. This includes:
- The voice of the document should be direct, succinct, confident, and formal.
- The verb tenses of your sentences should reflect the temporal position of your project when the Memo is due.
- All lists should be parallel.
- All grammar and punctuation should conform to the conventions of Standard Edited English.

4. Requirements
The report must include the following sections:

Introduction
The Introduction should provide a broad overview of the semester's project goals and outcomes.

Lessons Learned
This section should answer the "what's next" question - what lessons will you (collectively and individually) take away from this semester into the second part of the course?
- *Collective Lessons:* This is specifically oriented towards your team project analysis. In a real-world retrospective, this would be the only section you would do. Be specific and explain the lessons to reflect the team's unique experiences. To better focus your reflection, we ask that you examine your collective experiences through **three or more** of the following **categories**:
     Technical Skills: technical decisions and tools; code management and standards; project management;quality

assurance practices

User Awareness: design decisions and processes; usability; accessibility; audience awareness

Communication Skills: document design and organization; visual design and placement; demonstration organization and delivery; presentation process and etiquette

Team Collaboration: team communication practices and tools; accountability; division of labor; managing project/class requirements; collectively balancing your project with other classes, priorities, and obligations

Client Engagement: client communication; rapport-building; understanding client needs; expectation management

Civic Engagement: community impact; community input; organizational (client or academic) power dynamics; organizational leadership; organizational policies (e.g., security or requisition protocols)

- *Individual Lessons:* This section is a reflective section for each individual student on the team. This section is just for the academic class and would not be included in a normal retrospective/post mortem for a company. However, individual reflection often plays a direct part in other workplace processes such as performance reviews, promotion dossiers, and job search materials. It is also an important component of learning. Each team member should include their name and 2-3 paragraphs that include what they feel are the most pertinent lessons resulting from their individual reflection. As will the collective lessons, be specific and use concrete details to reflect your unique experience with the project. To better focus your reflection, we ask that you examine your individual experiences through **two or more** of the following **categories:**

    Professional Development: technical/design skills, decision-making, goal setting (and re-evaluation), business etiquette, documentation practices

    Personal Growth: time management, stress management, adaptability, self-motivation, personal vs. group value assessment

    Civic/Organizational Learning: communication skills, leadership, conflict resolution

5. Evaluation

This assignment is worth 100 points or 10% of your course grade. For the purpose of grading, it is the instructors' expectation that **all** team members **take an active role** in development of the Reflective Memo. Individuals should think carefully about how they can demonstrate their participation in this assignment to their instructors. Your instructors will grade the assignment deliverables based on the following criteria:

Code Review Criteria	Content	Organization & Prose
Exemplary	The memo successfully identifies key successes and problems, and consistently uses concrete and specific details to describe the processes, actions, and attitudes that led to each success/problem. For each lesson identified, a concrete and logical application of the lesson learned is clearly described. Individual lessons provide well thought out explanations of what was learned, what the individual did well, and any identified improvement needs.	Organization principles greatly enhance the reader's understanding of the content and transition the reader smoothly from one idea to the next. The memo consistently uses the proper formatting standards and conventions for a memorandum. Tone and word choice is professional and consistent throughout, even among lessons from individual team members. Consistently adheres to standard syntax and grammatical conventions.
Mature	The memo successfully identifies key successes and problems, and consistently uses concrete and specific details to describe the processes, actions, and attitudes that led to each success/problem. For each lesson identified, a concrete application of the lesson learned is provided, but the team has not sufficiently connected the application to the related success/problem. Individual lessons provide well thought out explanations of what was learned, what the individual did well, and any identified improvement needs.	Organization principles enhance the reader's understanding of the content and provide adequate transitions from one idea to the next. The memo consistently uses the proper formatting standards and conventions for a memorandum. Tone is professional and consistent throughout. Consistently adheres to standard syntax and grammatical conventions.
Competent	The memo clearly lists key successes and problems, and uses some concrete and	Organizational principles allow the reader to understand the content.

	specific details to describe the processes, actions, and attitudes that led to each success/problem. For each lesson identified, an application of the lesson learned is provided, but the application is more generic than specific, and may not be logically connected to the success/problem. Individual lessons provide explanations of what was learned, what the individual did well, and any identified improvement needs, but rely on over-generalizations or cliches.	Transitions from one idea to the next are attempted but may not always succeed. With only minor exceptions, the memo uses the proper formatting standards and conventions for a memorandum. Overall tone is professional with only minor lapses or inconsistencies across different sections of the memo. With only minor exceptions, adheres to standard syntax and grammatical conventions.
Developing	The memo does not clearly identify key successes and problems, and uses only generalizations to describe the processes, actions, and attitudes that led to each success/problem. Applications of each lesson are overly generic or not logically connected to the success/problem. For individual lessons, explanations are superficial and do not adequately discuss what was learned.	Clear organizational principles may be lacking or detract from the reader's understanding of the content. Transitions are scant or non-existent. The memo does not consistently adhere to standard formatting conventions. Tone may be too informal in some or all sections of the memo, or may be inconsistent across different sections. There are significant grammatical issues that may interfere with a reader's understanding of the content.
Unsatisfactory	The memo does not address the questions asked (i.e. it does not reflect any thoughtful response to the questions that need to be addressed).	The memo appears to lack an organizational structure, and transitions are absent. The memo does not adhere to standard formatting practices. Tone is informal or widely inconsistent. There are significant grammatical issues that interfere with a reader's understanding of the content.

6. Submission Instructions

Reflective Memos should be submitted as PDF files to the Canvas Assignment and MS Team Files. Please use the following syntax to name your file: TeamNumber_Reflective Memo_Spring2020.pdf.
For example, 9199_Reflective Memo_Spring2020.pdf