

Team Assignment: Industry Sandbox Group Project

Your group project involves real-world challenges proposed by industry experts from Microsoft Australia. Throughout this term, you will be working with your teaching team, industry mentors, and peers to co-develop solutions that could make an impact in the real world.

Summary

- This assignment is to be undertaken as a group assignment
- Team size: 4-5 students (depending on the tutorial class size)
- Team formation method: Self-selection (students in the same tutorial)
- This assignment is graded upon 30 marks (i.e., 30% of the course total marks)

Important Dates

- Team formation: Week 4 Friday, 24th June 5.00pm
- Industry mentor sessions: Week 5 and 10 Tuesday, 6:00pm
- Visual report submission (15%): Week 10 Monday, 1st August 4.00pm
- Oral presentation (15%): Week 10 Tutorials

*All dates are set in Australian Eastern Standard/Daylight Time (AEST/AEDT). If you are located in a different time-zone, you can use a [time and date converter](#).

Expected Learning

- Create data driven visual reports using visual analytic techniques.
- Utilise visualisations to communicate with analytics team members and influence stakeholders.
- Develop problem-solving skills and learner agency that will serve you in the long-term.
- Work effectively in a collaborative environment.
- Enrich your professional profile with industry-relevant experience.

Part 1: Project Background

The COVID pandemic brought a record number of employees to quit or to think about doing so. A recent research by Microsoft ([the 2021 Work Trend Index](#)) showed that 41% of the workforce is considering leaving their employer this year. Companies are struggling to address the problem, and many will continue to struggle if they don't really understand their workforce traits as well as the true causes of attrition. By not understanding their employees, what they are running from, and what they might gravitate to, company leaders are putting their very businesses at risk (Mikinsey Quaterly 2021).

Concerned with the alarming resignation trend across industries, Contoso (fictional company) C-level executive is keen to gain insights into their current employee base so that appropriate actions can be taken to address this challenge. As consultants working for a leading analytics consulting company, your team has been hired by Contoso to provide an end-to-end visibility on the status quo of their employee base and any insights related to employee attrition.

Contoso's data engineers have provided your team with access to the semantic models that pulls the data from all their system. (PBIX file with data arranged in a star schema and measures etc.).

There are two deliverables required in this assignment (30%):

1. Produce a comprehensive visual report to present the key insights in the datasets (15%).
2. Deliver a oral presentation to communicate key findings to the the C-Level executives at Contoso (in Week 10 tutorial) (15%).

Part 2: Project Deliverables

2.1 Project expectation

Your group assessment is designed as a "Sandbox Industry Project" – which means the assessment involves an actual problem in the industry, and was proposed by data analytics specialists to support you in developing the most relevant and practical knowledge and skill sets. Unlike textbook case studies, these real project specifications will not have step-by-step guidance or a solution template. You will need your learning skills, critical thinking and problem-solving abilities, creativity and proactiveness to do well.

To succeed in this project, you will need to manage your learning process carefully – including demonstrating agency in performing self-directed learning, conducting research, taking initiative, and more. These tasks are expected to take an average of 12-15 hours (per week) of your time.

2.2 Project deliverables

2.2.1 Produce a visual report that encapsulate key insights

The visual report should contain a set of visualizations that you have produced in exploring and presenting the insights from the datasets. Such insights may include but not limited to headcount evolution over time, Job Positions, Male/Female Ratio, Full-Time vs Part-Time Ratio, Employees Age trends, Diversity and Inclusion trends as well as influencers of Attrition.

- Submission: Week 10 Monday, 1 August 4.00pm
- Only ONE submission is required per team.
- Marking criteria: Please see Appendix for detailed marking rubric.

2.2.2 Deliver a oral presentation to communicate key findings

The oral presentation is your opportunity to communicate key findings/insights to the C-level executive at Contoso to address their concerns. You are expected to leverage on different communication techniques such as storytelling to create an effective and engaging presentation. Specifically, your team will need to:

- Prepare a slide deck for the presentation (12 slides max, everything is included in this page limit)
- Deliver a oral presentation in Week 10 tutorial (10 minutes max)

Any content beyond 12 slides (for the pitch deck) and beyond 10-minute mark (for the pitch video) will NOT be assessed. A detailed marking rubric is provided in Appendix.

2.3 Submission and Presentation

During Week 10 tutorials, each group will present their work by sharing their screen and have video camera ready. All group members must participate and present, and be in virtual attendance at the presentation. Slides are expected to be of a high quality and your presentation format should be concise and suitable for senior management. Your presentation will be recorded and shared with your industry mentors from Microsoft Australia.

2.3.1 Submission Format

- The visual report should be saved in the format of **Microsoft Power BI Desktop Document (.pbix)** and submitted through Team Assignment Submission Link under the *Assessments* tab on Moodle page.

- The slide-deck with speaker notes that summarizes the key points should be submitted as a single file through Team Assignment Submission Link under the *Assessments* tab on Moodle page.
- All teams need to submit the files based on the following naming convention: GROUP_ASSIGNMENT_COURSE_CLASS_GROUP NAME
i.e. GROUP_ASSIGNMENT_INFS5700_W11A_G1.

2.3.2 Late Submission Penalties

Late submissions are subject to a penalty of 5% of the available marks per day, including weekends and public holidays.

Part 3 Opportunities to Engage with Industry Partners

Project Introduction Webinar (6pm, Tuesday Week 5): Your industry mentors from Microsoft Australia will join us. The Webinar is designed for the industry mentors to share their experiences and perspectives of the challenges in the assignment and answer your questions.

Guest Lecture (Week 10): Industry mentors will facilitate a feedback and sharing session. Details will be provided on Moodle closer to the date.

Part 4 Dealing with Group Issues and Conflict Resolution

Conflict is almost inevitable when you work with others. People have different viewpoints and, under the right set of circumstances, these differences may escalate to conflict. It is common that most groups experience issues at some time. What matters is how you handle that issue or conflict. This will determine whether it works to the team's advantage or contributes to its demise. Conflict is not necessarily a bad thing, though. Healthy and constructive conflict is a component of high-functioning teams. Conflict arises from differences between people; the same differences that often make diverse teams more effective than those made up of people with similar experience. When people with varying viewpoints, experiences, skills, and opinions are tasked with a project or challenge, the combined effort can far surpass what any group of similar individuals could achieve. Team members must be open to these differences and not let them rise into full-blown disputes.

Understanding and appreciating the various viewpoints involved in a conflict are key factors in its resolution. These are key skills for all team members to develop. The important thing is to maintain a healthy balance of constructive difference of opinion and avoid negative conflict that is destructive and

disruptive. One of the objectives of this project is to help you build communication and conflict resolution skills. The following resources are included to support you:

[Guide to Group Work](#)

[Identifying Group Issues](#)

[Dealing with Group Work Issues](#)

Peer Evaluation

A peer evaluation will be conducted at the end of the term to account for equal contribution. Significant unequal contributions should be discussed in due time within the group. In the case that a dispute emerges, the group needs to discuss with the LiC as early as possible. The purpose of the within-group peer evaluation is to critically reflect on the group work, to prevent “free-riding” and to redistribute marks between group members in cases where free-riding or unequal contributions occur. Claims of unequal contributions, especially if contradicting the evaluation of others, will need to be substantiated with evidence (e.g., group diary, personal diary, meeting notes, emails, Facebook messages). The LiC will make a final judgement in the case that a dispute emerges, calling in the group, considering earlier discussions and submitted evidence. Overall, active and genuine collaboration from each team member will lead to a well-performed team project.

Appendix

Table 1. Marking Criteria for Visual Report (15%)

Criteria	%	Below Expectations (FL)	Meets Expectations (PS – CR)	Outstanding Performance (DN – HD)
Business Knowledge <ul style="list-style-type: none"> • Demonstrate a strong understanding of the business issue being analysed. • Provide contextual knowledge that are relevant for understanding the practicality and impact of the proposed recommendations. 	3%	<ul style="list-style-type: none"> • Does not demonstrate appropriate application of knowledge in relevant topic areas. • Key objectives of the assessment not addressed. 	<ul style="list-style-type: none"> • Demonstrate a capacity to explain and apply relevant concepts. • Provides some analysis and recommendations but not sufficiently substantiated by evidence from course materials and independent research. 	<ul style="list-style-type: none"> • Makes a clearly informed and effective selection and application of knowledge that is highly appropriate for the project context. • Uses relevant examples and/or evidence to support recommendations. • Demonstrating extensive research and ability to consolidate information from various sources.
Visual Design <ul style="list-style-type: none"> • Information is presented in a manner that is visually appealing and easily understood. • The visual reports provide targeted audience with valuable, relevant and comprehensive insight to the business issue they are interested in. 	12%	<ul style="list-style-type: none"> • The selection of visuals are inappropriate and/or incorrect in presenting the data, very limited variety of visuals are used to display data. • The visual designs are poor. They are visually unattractive and are communicating meaningless and misleading information to targeted audience. 	<ul style="list-style-type: none"> • The selection of visuals are generally appropriate, though some data can be better presented by alternative visuals. • A limited variety of visuals have been used to displays data, though some advanced visuals can be used for effective presentation. • The visual design is reasonably appealing and effective in presenting and communicating relevant insights. 	<ul style="list-style-type: none"> • Data are effectively presented by using most appropriate and correct visuals. • The visual report involves a variety of variables/measures and they are skilfully developed with a variety of visuals and interactive features. • The visual report comprehensively and elegantly address the problem, clearly connecting objectives and stakeholders that would use the visualizations.

Table 2. Marking Criteria for the 10-minute presentation (15%)

Criteria	%	Below Expectations (FL)	Meets Expectations (PS – CR)	Outstanding Performance (DN – HD)
Business Knowledge <ul style="list-style-type: none"> Accurate analyse the project requirements. Present recent and relevant knowledge to support arguments and discuss them with accuracy and depth. 	3%	<ul style="list-style-type: none"> Does not demonstrate appropriate application of knowledge to rigorously analyse the project requirements. Does not identify concepts that are relevant to the project. 	<ul style="list-style-type: none"> Applies relevant knowledge and sufficiently engages with the project requirements. Demonstrates a capacity to explain relevant concepts in sufficient depth. 	<ul style="list-style-type: none"> Makes clearly informed and effective selection and application of knowledge that are highly appropriate for the project context. Systematically and critically discriminates between assertion of personal opinion and information substantiated by robust evidence from course materials and independent research.
Problem Solving <ul style="list-style-type: none"> Apply appropriate and rigorous analysis to understand the problem domain as presented in the project. Demonstrate capacity for independent critical enquiry. Propose evidence-based solutions that are relevant and practical, and clearly addressing the challenge proposed in the project. 	8%	<ul style="list-style-type: none"> Does not clearly or correctly identify the project requirements Does not provide relevant and useful insights justified by analysis, theory and/or research. Does not sufficiently consider or evaluate differing perspectives or acknowledge limitations and constraints of own recommendations. 	<ul style="list-style-type: none"> Identifies key elements of project requirements, but does not cover all relevant aspects or convey its complexity Formulates plausible and appropriate recommendations although it may contain some weaknesses or over-simplification, and/or limited justification. Does not sufficiently consider or evaluate differing perspectives or acknowledge limitations and constraints of own recommendations. 	<ul style="list-style-type: none"> Clearly discusses and addresses the project requirements through the application of rigorous analysis and critical thinking. Clearly analyses the solution domain and assumptions are clearly articulated. Demonstrates innovative thinking; project outputs show plenty of in-depth analyses that support the recommendation development process. Presents highly relevant and practical recommendations; provides strong justifications to demonstrate its feasibility and impact. Considers and evaluates differing perspectives and alternative strategies (if appropriate) and acknowledges limitations and constraints of own recommendations.

Business Communication <ul style="list-style-type: none"> • Present relevant contents that can effectively address the specific target audience. • Present contents in a clear logical flow, effectively delivering important information. • Effective consolidation of information from multiple sources. • Engaging and professional. 	4%	<ul style="list-style-type: none"> • Does not engage the target audience. • Does not present arguments in a logical manner; communication is unclear for the audience. • Delivery is not sufficiently professional (e.g., audio too weak, lack of visual aid, etc.). 	<ul style="list-style-type: none"> • Engages with the target audience but lacks logical sequence. • Reasoning and evidence are presented but not well organised. • Delivery is sufficiently clear but time management (e.g., content felt rushed) and engagement need improvement. 	<ul style="list-style-type: none"> • High quality presentation with clear logical flow and engaging content. • Topics discussed are relevant for the target audience; effectively highlights the key findings/ideas of the work. • Presents well-evidenced arguments with accurate and relevant examples; overall delivery is effective and tailored for the target audience.
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