

METADATA TOOLS

ASSIGNMENT 4, TASK 2 AND 3



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W0441213

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# INTRODUCTION

There are different metadata tools and solutions available. You must determine what kind of tools you would need based on your company/organization’s requirements, that is why it is important to be familiar with them, to know what they are and how to use them. This will make metadata management easier and more efficient.

This assignment will explore different tools and methods that can be used in a project. It will explore the creation of a stakeholder matrix and tech inventory, as well as source to target mapping and creating a quality assurance plan. All of these will help in project management.

# TASK TWO:

## STAKEHOLDER MATRIX

Stakeholders will be those who are affected by or will affect the project (directly or indirectly), those who are engaged or involved in it. It is important to understand that different stakeholders have different levels of interest and influence in a project. The effect a project has on stakeholders vary. Determining the stakeholders of a company or organization is essential because it can help you determine the goals you want to set for a project. It is essential because of the roles these stakeholders play (whether it is a big role or not). For the purposes of this assignment, I will be using the definition for stakeholder mentioned to determine who are the stakeholders of the college (NSCC).

I will be creating a stakeholder matrix to help me identify and analyze the influence/power and interest of each stakeholder. The first quadrant of the matrix is the “Meet their needs” group. They have high power or influence on the project but have low interest in it. We must continually engage with them and consult them on their areas of interest. The goal with them to increase their interest in the project, and maybe move them to the second quadrant. The second quadrant is the “Key Player” group. They have high power or influence on the project as well as high interest. They are the most important stakeholders that we should be keeping an eye for. They put in effort in the project and they are involved in the decision-making aspect of it. It is essential to regularly engage with them and consult them on matters regarding the project. The third quadrant is the “Least important” group. They have low power or influence in the project, as well as low interest. Although they have little influence or power in the project, it is still important to keep them informed, probably through general communications such as newsletters and emails. Like with the first quadrant or the “Meet their needs” group, the goal is to increase their interest in the project, and move them into the fourth quadrant, which is the “Show consideration” group. The “Show consideration” group is the last quadrant of the matrix. They have low power or influence on the project but have high interest. It is important to keep them informed and involved in their key interest areas as they are a “goodwill ambassador” for the project.

|  |  |
| --- | --- |
|  | Stakeholder |
| A | Charities |
| B | Non-Administrative Staff |
| C | Administrative Staff |
| D | Student Government |
| E | Students |
| F | Alumni |
| G | Government |
| H | Faculty |
| I | Neighbors (of the campuses) |
| J | Parents/Guardians |
| K | Suppliers |
| L | Board of Governors |
| M | Job Market |
| N | Vendors |

After an analysis on NSCC, I have identified the stakeholders of the college which are shown in the matrix below.

POWER/INFLUENCE

**LEGEND**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10 |  |  |  |  |  |  |  | **G** |  | **L** |
| 9 |  | **MEET THEIR NEEDS** |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  | **KEY PLAYER** |
| 7 |  |  |  | **K** | **N** |  | **H** |  |  |  |
| 6 |  |  |  |  |  |  |  | **D** |  |  |
| 5 |  | **LEAST IMPORTANT** |  |  |  |  |  |  |  |  |
| 4 |  |  |  | **J** | **E** | **A** |  |  |  |  |
| 3 |  |  |  | **I** |  |  | **M** |  |  |  |
| 2 |  | **B** | **F** | **C** |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |  |  | **SHOW CONSIDERATION** |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

INTEREST

### STAKEHOLDER DESCRIPTION AND COMMUNICATION METHOD:

Charities

* This would be the companies or organizations that have sponsored either the college, a department of the college, or students.
* They have about medium interest and low power/influence in the college. They are mostly concerned with the areas they are interested in. For example, if they are interested in sponsoring an event, or sponsoring a student to join an event. They are a potential supporter/goodwill ambassador for the college.
* Communication methods can include emails and newsletters.

Non-Administrative Staff

* This would be the individuals responsible for the upkeep of the school. This includes the janitorial staff, electricians, security, and maintenance staff.
* They have low influence/power and low interest as well.
* Communication methods can include emails and staff meetings.

Administrative Staff

* This would be the individuals involved in the clerical aspect of the college. This includes library staff, secretaries, and registrar’s office.
* They have low influence/power and low interest as well.
* Communication methods can include emails and staff meetings.

Student Government

* They are the students selected by the student body to represent them.
* They are somewhat involved in the decision-making process because they are the representatives of the student body. They need to be engaged and consulted with regularly to hear the collective opinions of the student body.
* I would count them as high influence/power and interest.
* Communication methods can include emails, newsletters, and meetings.

Students

* These are the individuals enrolled in the college, both online and in-campus, and full-time or part-time.
* They do not have much influence/power and have little interest in the college. They are mostly mainly focused on their department or area of interest.
* Communication methods can include emails, newsletters, meetings, college website, and forums.

Alumni

* These are the individuals that went to the college.
* They have little interest and power/influence.
* The goal is to move them over to the right box so that they can possibly become a goodwill ambassador for the college.

Government

* This is composed of the Nova Scotia Government and Federal Government.
* They have high power/influence and high interest. This is because they execute the country and province’s policies that the school must adhere to. For example: building permits, fire safety checks, labour laws, etc.
* Communication methods include paperwork and appointments.

Faculty

* This is composed of teachers, professors, and lecturers at the college. They are the educators, the individuals who impart knowledge to the students.
* They have high power/influence and high interest in the college.
* Communication methods include emails, newsletters, meetings, and forums.

Neighbors

* This is composed of the individuals that occupy the properties surrounding or close to the college.
* They have low interest and low power/influence in the college.
* Communication methods can include mail, flyers, and emails.

Parents/Guardians

* This is composed of the parents or guardians of the students in the college.
* They are indirectly affected by the college. They have low interest and low power/influence.
* Communication methods can include emails, phone call, and the college website.

Suppliers

* This is composed of the companies that supply the college from smaller things like cleaning supplies, to the technologies used in the college.
* They have high power/influence but have little interest in the college.
* Communication methods can include emails, phone calls, invoices, and meetings.

Board of Governors

* This is composed of the individuals that run the college. They are the top decision-makers of the college.
* They have high power/influence and high interest. Thus, they are a key player.
* Communication methods can include emails, phone calls, meetings, and newsletters.

Job Market

* This is composed of the companies and organizations that hire individuals.
* They have low power/influence but high interest. They have high interest in the college because when they are recruiting for new employees, they are interested in what the college is doing with regards to what a student’s training looks like.
* Communication methods would be emails, phone calls, and job fairs.

Vendor

* This is composed of the companies that are selling products in the college. For example, Tim Hortons and the cafeteria.
* They have high power/influence but low interest. They have high power/influence because what they agree on with the college with regards to rental prices and their product prices could affect the college.

## TECH INVENTORY

A tech inventory is a list of the technological inventory/items used in an organization. It contains all the detailed information for each inventory/asset. It is essential to keep a tech inventory because of the numerous benefits it brings to the organization. It helps with efficiency and costs. It is important to know what the organization has, and where it is located. This makes it so that it is easier to manage and can determine their usability. The organization might need to explain their costs, for example, if they need to apply for funding or file taxes, and the tech inventory can aide with that. It helps with keeping track of what is useful or not. This way, whatever is not being used can be disposed of and not repurchased.

Below is a tech inventory example for NSCC:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TECH NAME | SERIAL NUMBER | DEVICE TYPE | INITIAL COST | RUNNING COST | VENDOR | LEASED/  OWNED | PURCHASE DATE | GO- LIVE DATE | WARRANTY | STATUS  (USED, STORAGE, RETIRED, DISPOSED) | LOCATION |
| MEETING ROOM A DVD PLAYER | 132IOJF | DVD PLAYER | $100 | NA | SONY | OWNED | 10-10-14 | 10-11-14 | 10-10-16 | STORAGE | MEETING ROOM A, 1ST FLR |
| SERVER A | SDHA-4 | SERVER | $4,000 | $900 | DELL | OWNED | 10-31-19 | 11-2-19 | 10-31-22 | USED | SERVER ROOM A |
| SERVER B | DSJA-7 | SERVER | $4,500 | $1,200 | DELL | OWNED | 10-31-20 | 11-7-20 | 10-31-22 | USED | SERVER ROOM B |
| SWITCH 1 | SDA-31 | SWITCH | $3,000 | $2,000 | DELL | OWNED | 1-30-17 | 2-21-17 | 1-30-19 | USED | D123 |
| DESKTOP PC LIB A | 546511 | PC | $2,200 | NA | DELL | OWNED | 3-12-19 | 3-20-19 | 3-12-21 | USED | LIBRARY |
| DESKTOP PC LIB B | 565482 | PC | $2,200 | NA | DELL | OWNED | 4-11-12 | 4-20-12 | 4-11-14 | DISPOSED | LIBRARY |
| LAPTOP LIB A | DNW45 | LAPTOP | $900 | NA | DELL | OWNED | 7-31-18 | 8-2-18 | 7-31-20 | USED | LIBRARY |
| LAPTOP LIB B | DSH88 | LAPTOP | $900 | NA | DELL | OWNED | 2-3-17 | 2-8-17 | 2-3-19 | STORAGE | LIBRARY |
| MULTI USE PRINTER LIB A | 4328A | MULTI USE PRINTER | $200 | $100 | HP | OWNED | 3-4-18 | 3-19-18 | 3-4-20 | USED | LIBRARY |
| LCD PROJECTOR CLASSROOM B231 | DSK231 | LCD PROJECTOR | $200 | NA | CANON | OWNED | 8-12-20 | 8-20-20 | 8-12-22 | USED | B231 |
| TV LIB A | D123DA | TELEVISION | $230 | NA | SAMSUNG | OWNED | 2-1-11 | 2-21-11 | 2-1-14 | RETIRED | LIBRARY |
| SOUND SYSTEM AUD | FAJL131 | SOUND SYSTEM | $1000 | NA | DELL | OWNED | 10-9-17 | 10-19-17 | 10-9-19 | STORAGE | AUDITORIUM |
| LCD MONITOR CAFETERIA | FJLKS23 | LCD MONITOR | $250 | NA | DELL | OWNED | 11-2-15 | 11-12-15 | 11-2-17 | STORAGE | CAFETERIA |
| ROUTERS A | KDFL22 | ROUTER | $200 | $20 | APPLE | OWNED | 5-24-10 |  | 5-24-12 | DISPOSED | D123 |

# TASK THREE

The data set I have chosen is the Google Play Store Apps data set from Kaggle. It is the web scraped data of the various google play store apps. This is composed of two csv files, one with the app information, the other with the review information.

## SOURCE TO TARGET MAPPING

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SOURCE | Data Source | https://www.kaggle.com/lava18/google-play-store-apps?select=googleplaystore\_user\_reviews.csv | | | | | | | | | | | | | |
| Source Table | googleplaystore.csv | | | | | | | | | | | | | |
| Source Column | AppID | App | Category | Rating | Reviews | Size | Installs | Type | Price | Content\_Rating | Genres | Last\_Updated | Current\_Version | Android\_Version |
| Source Datatype | INTEGER(10) | VARCHAR(32) | VARCHAR(32) | INTEGER(10) | INTEGER(10) | INTEGER(10) | TINYINT | INTEGER(10) | INTEGER(10) | VARCHAR(32) | VARCHAR(32) | DATE | VARCHAR(32) | VARCHAR(32) |
| Constraints (PK or FK) | PK |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Format/Restrictions | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NULLABLE | NOT NULL | NOT NULL | NULLABLE | NULLABLE |
| Notes | Unique Identifier | Application Name | Category that the app belongs to | Overall user rating (as when scraped) | Num of reviews (as when scraped) | Size of the app (as when scraped) | Num of user downloads/installs (as when scraped) | Paid or Free | Price of app (as when scraped) | Age group | Genres that the app belongs to (1 or many) | Date of when the app was last updated (as when scraped) | Current version of app available (as when scraped) | Minimum required android version to use app (as when scraped) |
| Transformation Process | Business  Key | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Transformation/  Business Rule | Where this attribute does not exist in the Target insert the new record | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target |
| Error Handling Rules |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Transformation Comments/  Other rules |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target | Data Source | AppID | App | Category | Rating | Reviews | Size | Installs | Type | Price | Content\_Rating | Genres | Last\_Updated | Current\_Version | Android\_Version |
| Target  Table | INTEGER(10) | VARCHAR(32) | VARCHAR(32) | INTEGER(10) | INTEGER(10) | INTEGER(10) | TINYINT | INTEGER(10) | INTEGER(10) | VARCHAR(32) | VARCHAR(32) | DATE | VARCHAR(32) | VARCHAR(32) |
| Target  Column | PK |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Target  Datatype | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NOT NULL | NULLABLE | NOT NULL | NOT NULL | NULLABLE | NULLABLE |
| Constraints (PK or FK) | Unique Identifier | Application Name | Category that the app belongs to | Overall user rating (as when scraped) | Num of reviews (as when scraped) | Size of the app (as when scraped) | Num of user downloads/installs (as when scraped) | Paid or Free | Price of app (as when scraped) | Age group | Genres that the app belongs to (1 or many) | Date of when the app was last updated (as when scraped) | Current version of app available (as when scraped) | Minimum required android version to use app (as when scraped) |
| Format | AppID | App | Category | Rating | Reviews | Size | Installs | Type | Price | Content\_Rating | Genres | Last\_Updated | Current\_Version | Android\_Version |
| Notes | INTEGER(10) | VARCHAR(32) | VARCHAR(32) | INTEGER(10) | INTEGER(10) | INTEGER(10) | TINYINT | INTEGER(10) | INTEGER(10) | VARCHAR(32) | VARCHAR(32) | DATE | VARCHAR(32) | VARCHAR(32) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SOURCE | Data Source | https://www.kaggle.com/lava18/google-play-store-apps?select=googleplaystore\_user\_reviews.csv | | | | | |
| Source Table | googleplaystore\_user\_reviews.csv | | | | | |
| Source Column | ReviewID | App | Translated\_Review | Sentiment | Sentiment\_Polarity | Sentiment\_Subjectivity |
| Source Datatype | INTEGER(10) | VARCHAR(32) | VARCHAR(350) | VARCHAR(32) | DECIMAL(20,17) | DECIMAL(20,17) |
| Constraints (PK or FK) | PK | FK |  |  |  |  |
| Format/Restrictions | NOT NULL | NULLABLE | NOT NULL | NOT NULL | NOT NULL | NOT NULL |
| Notes | Unique Identifier | App Name | User review translated to English | Positive/Negative/Neutral | Sentiment polarity score | Sentiment subjectivity score |
| Transformation Process | Business  Key | Y |  |  |  |  |  |
| Transformation/  Business Rule | Where this attribute does not exist in the Target insert the new record | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target | Update with source value if different between source and target |
| Error Handling Rules |  |  |  |  |  |  |
| Transformation Comments/  Other rules |  |  |  |  |  |  |
| Target | Data Source | ReviewID | App | Translated\_Review | Sentiment | Sentiment\_Polarity | Sentiment\_Subjectivity |
| Target  Table | INTEGER(10) | VARCHAR(32) | VARCHAR(350) | VARCHAR(32) | DECIMAL(20,17) | DECIMAL(20,17) |
| Target  Column | PK | FK |  |  |  |  |
| Target  Datatype | NOT NULL | NULLABLE | NOT NULL | NOT NULL | NOT NULL | NOT NULL |
| Constraints (PK or FK) | Unique Identifier | App Name | User review translated to English | Positive/Negative/Neutral | Sentiment polarity score | Sentiment subjectivity score |
| Format | ReviewID | App | Translated\_Review | Sentiment | Sentiment\_Polarity | Sentiment\_Subjectivity |
| Notes | INTEGER(10) | VARCHAR(32) | VARCHAR(350) | VARCHAR(32) | DECIMAL(20,17) | DECIMAL(20,17) |

## QUALITY ASSURANCE PLAN[[1]](#footnote-1)

### QUALITY OBJECTIVES

It is imperative that we set objectives or goals so that we stay on track and create a standard for quality. The SMART formula should be a good guideline when setting the goals. They should be smart, measurable, appropriate, realistic, and timely. Our goals must satisfy the data users.

### ROLES AND RESPONSIBILITIES

A team will be appointed that is dedicated to the creation, implementation, and maintenance of the quality assurance plan. They will be composed of current employees and newly hired employees that have an expertise in a specified area that will benefit the project as a whole.

Training will be provided to all members of the team, regardless if they are new or current. Team building will be a part of the training to help build rapport and get a sense of how well the team can work together.

A set of policies need to be set by the team so that the expectations and goals of the project is clear, and everyone understands it.

### IMPLEMENTATION

Once the plan has been created, the team formed and trained, and the team deems it to be ready, it can now be implemented. It is essential to make sure that all the equipment, resources, and services required are ready to go to avoid any delays or hang ups.

The plan and its objectives should be laid out for everyone to see so that the expectations can be understood well and instilled in everyone’s minds.

A risk management assessment and documentation guidelines would need to be done as well.

### COMMUNICATION METHOD

Creating a communication method is required because it is essential to keep your team in the loop. It is important to keep them updated, how the plan is going, if it is effective. This way you can also gather your team’s constructive feedback and make them feel like their opinion is valued in the project. Encouraging them and making them feel valued inspires them to do a great job.

Communication method can include, but is not limited to, emails, phone calls and biweekly meetings.

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1. Referenced from (Boog, 2019) [↑](#footnote-ref-1)