MILESTONE 3

SOLUTION SEEKERS

PREPARED BY :

Wanatda Phengphonekeo, Bradley Pike, Irah Loreto, Nate Lapointe, Robee Lou Diaz

Lethbridge, Alberta

OCTOBER 30, 2023

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OUR TEAM

"SOLUTIONS BY EVERY BYTE"

BRADLEY PIKE

CONTACT REPRESENTATIVE LEAD

Bradley Pike serves as our main point of contact between the client and our team. He is responsible for coordinating meetings, as well as building a strong client relationship.

WANATDA PHENGPHONEKEO

DOCUMENTATION LEAD

Wanatda Phengphonekeo handles documentation. She is responsible for project reports, project updates, UX design, as well as the documentation between the client.

OUR TEAM

“SOLUTIONS BY EVERY BYTE”

NATE LAPOINTE

TEAM LEAD

Nate Lapointe guides the team by ensuring that all members are on track with the client’s goals. He is also first to resolve any team conflict.

IRAH LORETO

HARDWARE SPECIALIST

Irah Lorteo specializes in hardware related tasks. He focuses on the technical side of the system, ensuring everything runs smoothly.

ROBEE LOU DIAZ

PROGRAMMING SPECIALIST

Robee Lou Diaz is responsible for the development of our system. He specializes in programming and coding. Robee guarentees our project concept comes to life.

ABOUT OUR CLIENT

Stephen Graham is a long time instructor at the Lethbridge College.

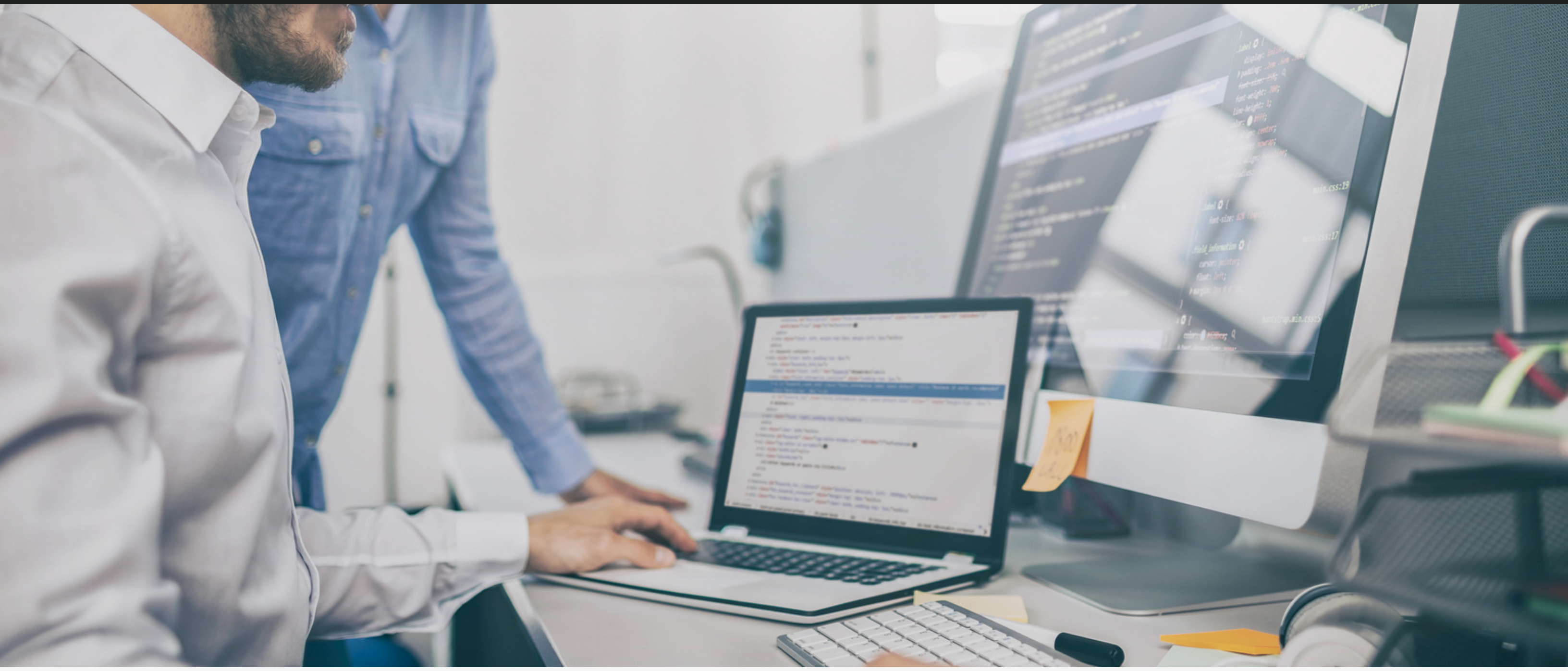
He teaches multiple courses in the Computer Information Technology program.

More specifically, he specializes in managing practicum programs for his students in the CIT 2271 - Field Work course.

His business involves connecting students with employers for co-op work experiences, managing agreement forms, timesheets, and self evaluations.

Our team, Solution Seekers, are students of the Lethbridge College and are assigned to closely work with Stephen to develop a practicum tracking system tailored to his business needs.

3000 College Dr. S, Lethbridge, AB T1K 1L6
Stephen.Graham@lethbridgecollege.ca
403-320-3200 ext. 5794



CURRENT SYSTEM MODEL

The Current System Model will represent an overview of how our clients' current practicum tracking and management system operates.

We will demonstrate this using specific Use Cases and logical data flow diagrams to represent the current system.

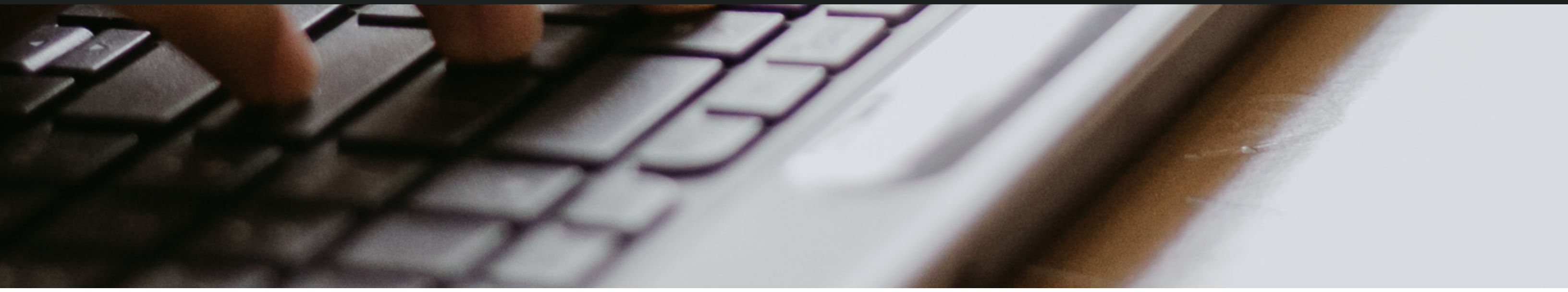
Use Cases: A descriptive table with step-by-step actions to represent how the user (or system) interacts with the system to perform a specific task.

Logical Data Flow Diagrams (DFD): These diagrams represent how data flows through the system, it contains the inputs, processes, and outputs. We use these diagrams to help provide a better understanding of how information is passed within the current system.

USE CASES

FINDING EMPLOYERS (EXISTING AND NEW)

User Case Number (ID)	001
Importance	High
Actor	Admin
Trigger	Admin will need to reach out to employers for practicum placements.
Trigger Type	External
Description	Admin searchers for employers, either those that have worked with him before or new ones. New employers must sign an agreement form.
Pre-condition	• Admin is logged into the system. • There is a need for more practicum placements. • There is a list of potential employers, including those who have worked with him before and new ones. • The agreement form for new employers is made available.
Post-condition	• Admin is successful in finding potential employers. • New employers who haven't worked with Stephen before have agreed to the practicum placement terms and have signed the agreement form.

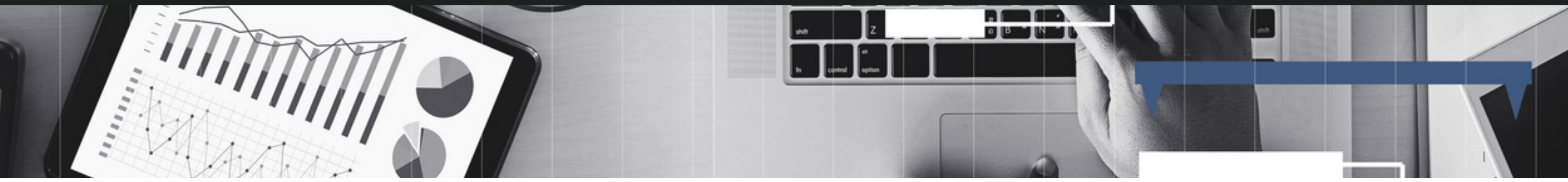


POSTING JOB LISTINGS

User Case Number (ID)	002
Importance	High
Actor	Admin
Trigger	Admin wants to post a job listing for practicum placements.
Trigger Type	External
Description	Admin will create a job posting in Canvas under the Announcements tab.
Pre-condition	• Admin is logged into the system. • Admin needs to create a new job listing for practicum placements. • The job listing includes a brief job description, indicating the requirements.
Post-condition	• New job listings was successfully created and posted onto Canvas. • Students are able to view and apply to the newly posted job listing.

STUDENT APPLICATION PROCESS

User Case Number (ID)	003
Importance	High
Actor	Students
Trigger	Students want to apply to the job posting.
Trigger Type	External
Description	Students will apply to the jobs posted by Stephen in Canvas.
Pre-condition	• Students are logged into the system. • Job postings created by Admin (Stephen Graham) are made available in the system.
Post-condition	• Students' applications are submitted for their selected job postings.



MANAGING/COMPLETION OF PRACTICUM FORMS

User Case Number (ID)	003
Importance	High
Actor	Admin
Trigger	Admin manages the storage of practicum forms.
Trigger Type	External
Description	Admin will need to protect and store the information of completed forms in a spreadsheet. Ex: Forms A&B, FOIP, and Personal Information Form.
Pre-condition	• Completed practicum forms, including Form A (Employer Information), Form B (Employer Agreement), Form C (Student Feedback at 100 Hours), Form D (Student Feedback at 200 Hours), FOIP Form, and Personal Information Form, are made available in the system.
Post-condition	• Admin manages the information from the practicum forms. • The system maintains a record of completed forms.

Output Information:

- Completed Form A (Employer Information) records.
- Completed Form B (Employer Agreement) records.
- Completed Form C (Student Feedback at 100 Hours) records.
- Completed Form D (Student Feedback at 200 Hours) records.
- FOIP Form.
- Personal Information Form.

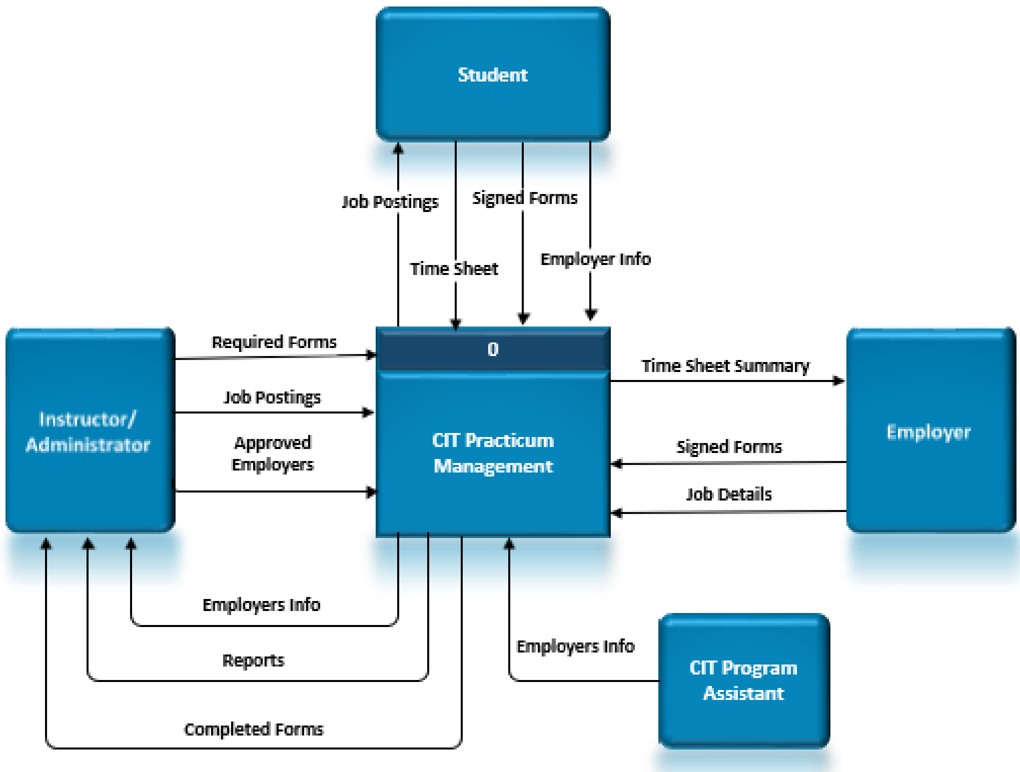
MANAGING TIMESHEETS

User Case Number (ID)	005
Importance	High
Actor	Admin
Trigger	Admin needs to manage the student timesheets.
Trigger Type	External
Description	Admin has the final decision over the timesheets for tracking practicum hours. Students currently have employers fill out forms C and D (100/200 hour forms), where employers can also provide feedback on the students’ performance. Admin will review the hours and comments provided.
Pre-condition	• Completed student timesheets are made available in the system.
Post-condition	• The system maintains the records of all completed timesheets, including the practicum hours.

EXIT INTERVIEWS

User Case Number (ID)	006
Importance	High
Actor	Admin
Trigger	Admin conducts an exit interview with students.
Trigger Type	External
Description	Admin will conduct exit interviews with each student to collect feedback on their practicum experience. This helps to highlight any strengths, weaknesses, and recommendations.
Pre-condition	• Exit interviews are scheduled with students.
Post-condition	• Admin conducts and records exit interview responses from the students. • The system maintains records of exit interview responses for any future reference.

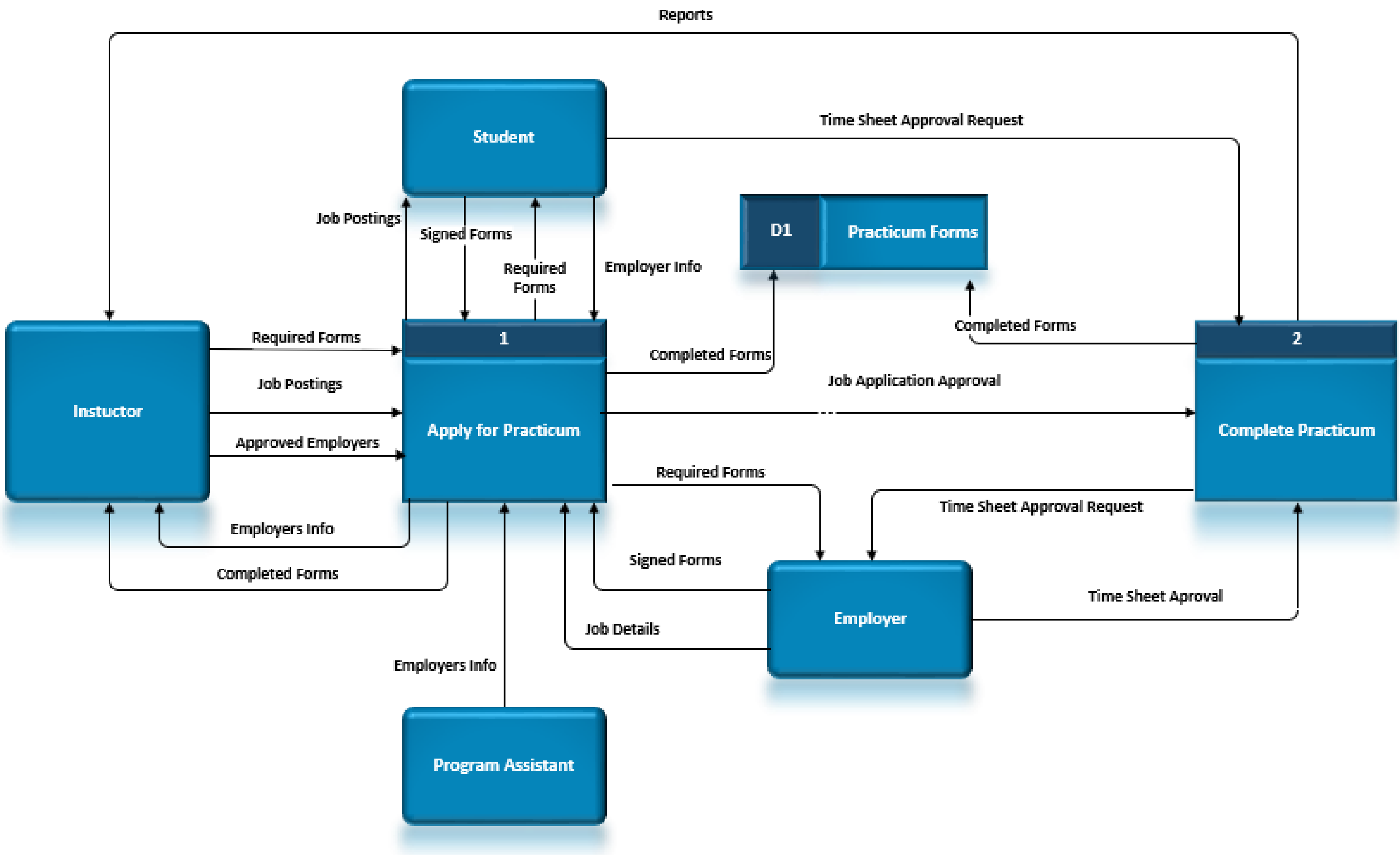
LOGICAL DATA FLOW DIAGRAMS



Central Processes:
CIT Practicum Management: Handles all the practicum management operations.

Entities:
Instructor/Administrator: They oversee the practicum tracking and management.
Students: Students participating in the practicum.
Employers: Companies or individuals offering job placements for the practicum.
CIT Program Assistant: The assistant helping with operational tasks. (Data Entry)

The "CIT Practicum Management" is the main process that is connected to the instructor, students, employers, and program assistant. Teachers provide forms, job postings, and a list of approved employers. Students can view job opportunities, send in their signed forms, and input their work hours. Employers get an overview of student work hours and send details about the job roles. While the program assistant receives details about the employers.



Central Processes:

1: **Apply for Practicum**: The process where students apply for their practicum.

2: **Complete Practicum**: The process where students complete their practicum requirements.

D1: Practicum Forms: A data store holding all the forms related to the practicum.

Entities:

Instructor/Administrator: They oversee the practicum tracking and management.

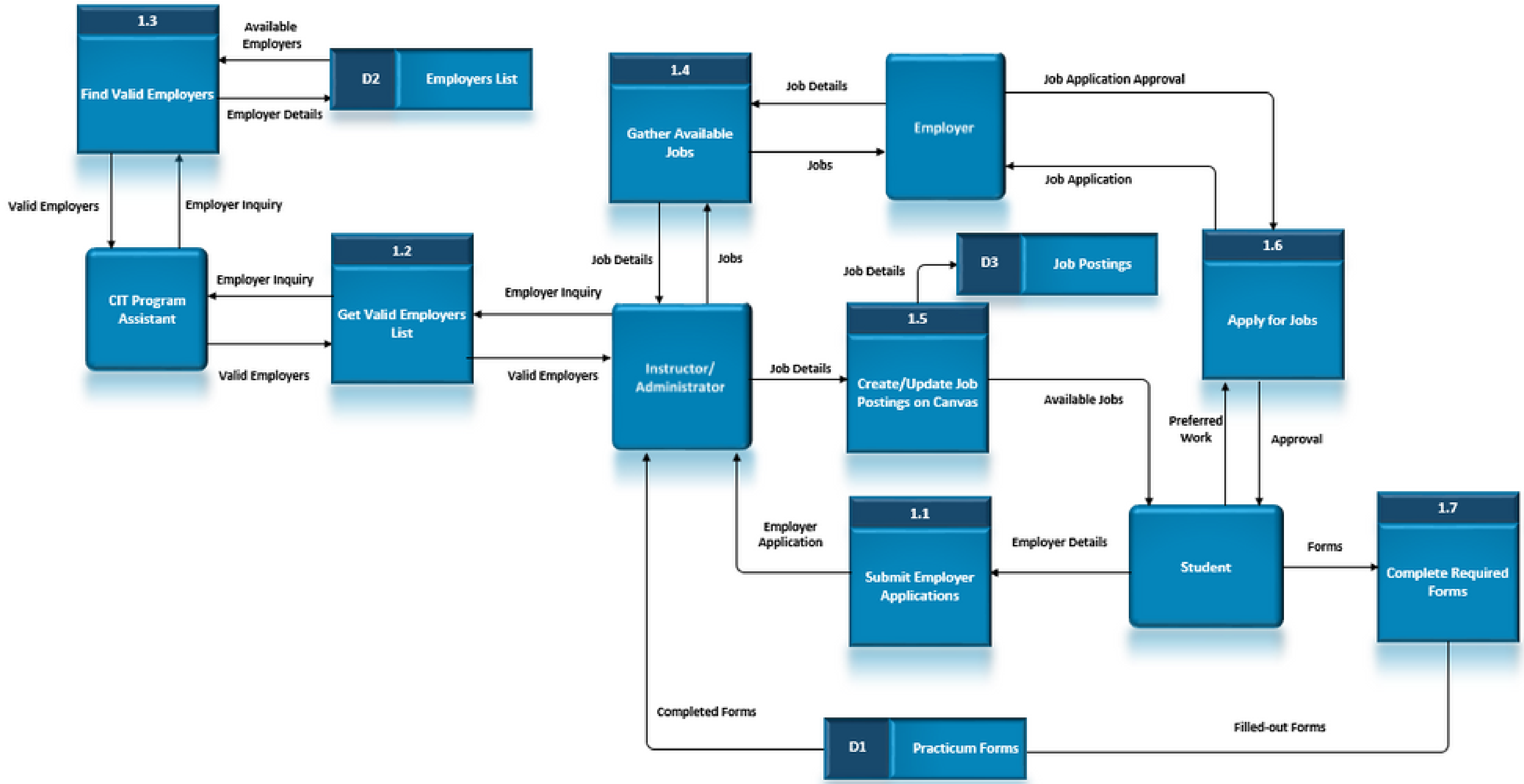
Students: Students participating in the practicum.

Employers: Companies or individuals offering job placements for the practicum.

CIT Program Assistant: The assistant helping with operational tasks. (Data Entry)

The "Apply for Practicum" process is the starting point where students can apply for their practicum. They will receive job postings, required forms, and details about their employers. Students send their signed forms, which are then stored in the "Practicum Forms" data store. The "Complete Practicum" process involves the final practicum experience. It's where the employers can validate the student's work hours. The program assistant helps by providing any further information regarding the employer details.

All documents related to the practicum are stored in the "Practicum Forms" data store.



Central Processes:
1.1: **Submit Employer Applications**: Where employers can submit applications to be considered for student job placements.
1.2: **Get Valid Employers List**: A process that fetches a list of validated employers.
1.3: **Find Valid Employers**: Identifies and categorizes employers that meet certain criteria.
1.4: **Gather Available Jobs**: Consolidates available job openings from the approved employers.
1.5: **Create/Update Job Postings on Canvas**: Process of updating job postings on an online platform, Canvas.
1.6: **Apply for Jobs**: Students apply for the available job positions.
1.7: **Complete Required Forms**: Students complete the necessary documentation.

D1: Practicum Forms: A data store holding all the forms related to the practicum.
D2: Employers List: Stores a list of employers that have been approved to offer job positions.
D3: Job Postings: This data store holds all job postings details.

Entities:
Instructor/Administrator: They oversee the practicum tracking and management.

Students: Students participating in the practicum.

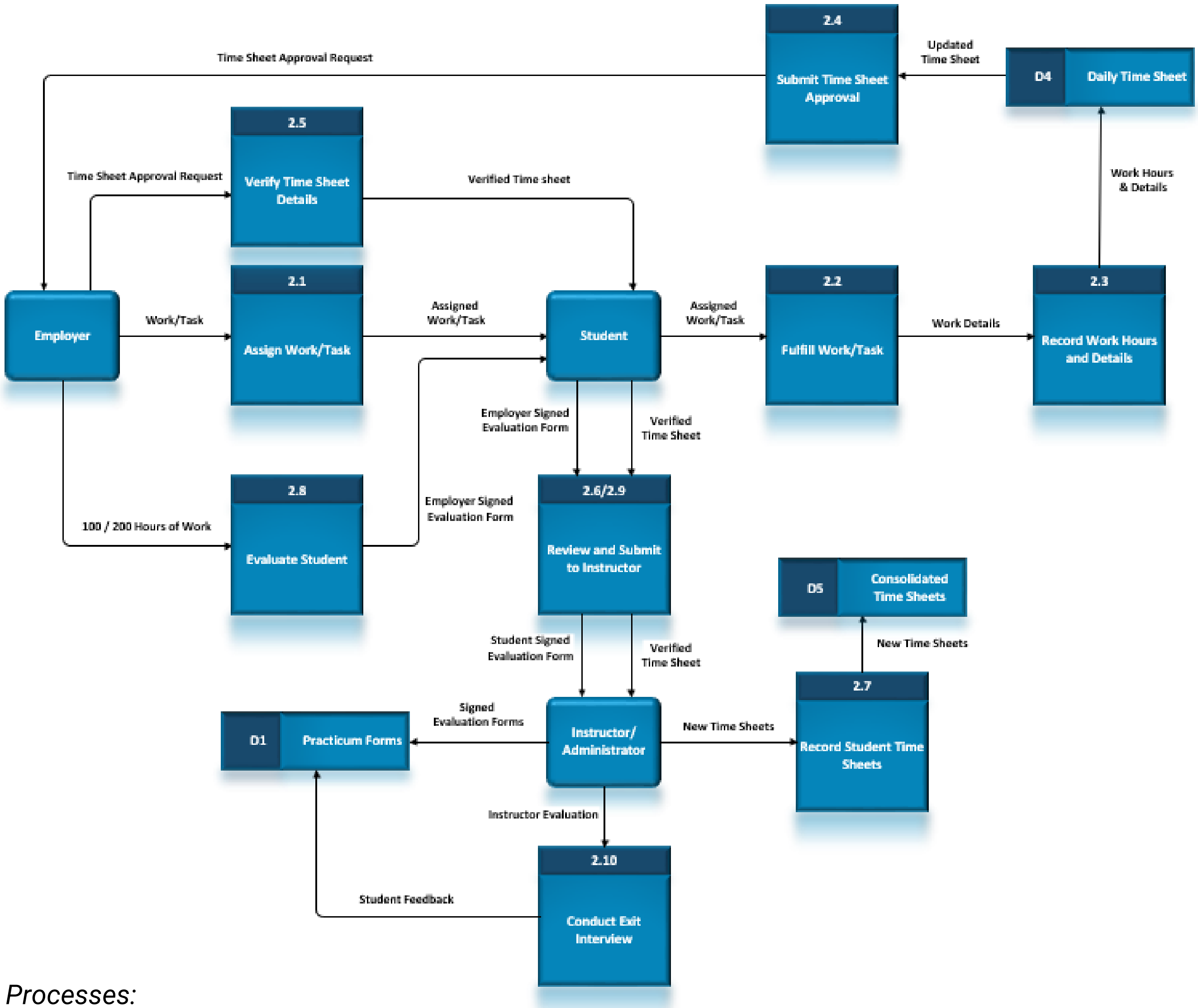
Employers: Companies or individuals offering job placements for the practicum.

CIT Program Assistant: The assistant helping with operational tasks. (Data Entry)

This DFD helps represent the data flow of job applications, job approval, and job postings within the current system.

It starts off with employers submitting their applications and job details to the instructor. The CIT Program Assistant verifies these employers.

The Instructor/Administrator will update job postings based on the employers approved application, and students can then apply for these jobs and fill out their required forms.

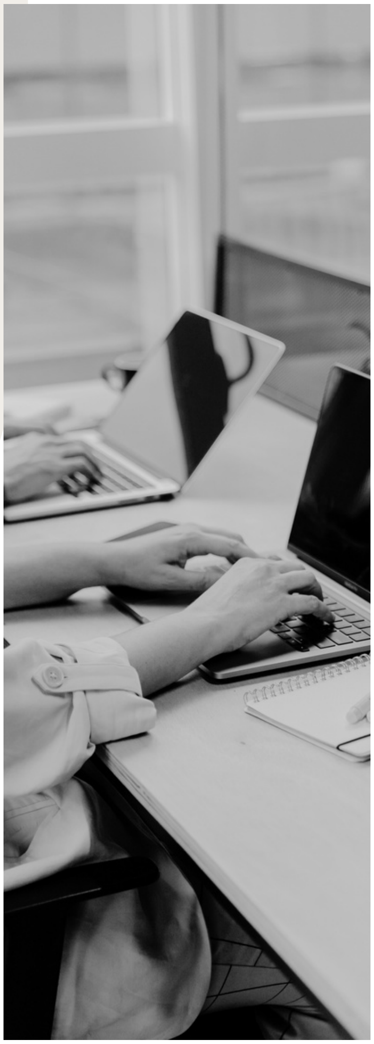


Central Processes:

2.1 **Assign Work/Task**: The Employer will assign tasks to the Student. Tasks flow from the employer to the student and vice versa.
2.2 **Fulfill Work/Task**: The Student works on the tasks assigned and sends it back after.
2.3 **Record Work Hours and Details**: Work hours and student's tasks are recorded.
2.4 **Submit Time Sheet Approval**: The updated time sheet gets submitted for approval.
2.5 **Verify Time Sheet Details**: Verifying the details of the time sheet.
2.6/2.9 **Review and Submit to Instructor**: Reviewing the time sheets and feedback, which is then submitted to the Instructor/Administrator.
2.7 **Record Student Time Sheets**: Recording student's time sheets.
2.8 **Evaluate Student**: Based on the 100/200 hours of work and employer evaluation form.
2.10 **Conduct Exit Interview**: This process involves conducting an exit interview where feedback from the student is received.

The diagram illustrates a representation of how tasks are assigned, recorded, and reviewed within the current practicum system. It also highlights the interactions between the student, employer, and the instructor/administrator, in order to ensure the workflow is understandable.

PROPOSED SYSTEM MODEL



The Proposed System Model will be a representation on how the new or improved system is going to function.

Similar to the current system model, we aim to demonstrate this using Use Cases and logical data flow diagrams to represent the proposed system.

Use Cases: A descriptive table with step-by-step actions to represent how the user (or system) interacts with the system to perform a specific task.

Logical Data Flow Diagrams (DFD): These diagrams represent how data flows through the system, it contains the inputs, processes, and outputs. We use these diagrams to help provide a better understanding of how information is passed within the current system.

Output Information: This refers to the results that the system will generate and provide the user with their request. Typically this is displayed through a series of messages or reports.

USE CASES

USER REGISTRATION

User Case Number (ID)	001
Importance	High
Actor	System Users (Students, Employers, Admin)
Trigger	Users click the "Register" button.
Trigger Type	External
Description	After clicking the register button, students are required to fill out their personal information including their name and school email. This is just to create them a user account. They will need to confirm their registration by checking their email for confirmation.
Pre-condition	• Users have clicked the "Register" button. • Users have access to the system's registration page. • Users are providing valid personal information, including their name and school email.
Post-condition	• The users' personal information was successfully recorded and stored in the system. • Users will receive a confirmation email regarding their account. • Users' accounts are created in the system. • Users have the option to update their registration information.

USER LOGIN

User Case Number (ID)	002
Importance	High
Actor	System Users
Trigger	User needs to access the system.
Trigger Type	External
Description	The user inputs their login credentials to access the system.
Pre-condition	• Users are attempting to login to the system. • Users have valid login credentials (e.g., username and password). • Users have registered accounts in the system.
Post-condition	• The system will verify the user's login credentials. • If the login credentials are valid, the user gains access to their designated dashboard (student, employer, or admin). • If the login credentials are invalid, the user receives an error message and is denied access.

JOB POSTING

User Case Number (ID)	003
Importance	High
Actor	Employer
Trigger	Employers post a job listing for the students to apply to.
Trigger Type	External
Description	The employer can upload a job posting highlighting all the job requirements.
Pre-condition	• Employers want to post a job listing. • Employers are logged into their accounts. • The system allows employers to upload job postings.
Post-condition	• The system will showcase the job posting with all its requirements. • The job posting is displayed for students to view. • Admin has the ability to modify form templates used for job postings. • Admin can remove form templates if needed.

FORM SUBMISSION

User Case Number (ID)	004
Importance	High
Actor	Student
Trigger	Students submit their required forms.
Trigger Type	External
Description	Students will need to submit their FOIP form, forms A&B, C&D, and the personal information form.
Pre-condition	• Students are logged into their accounts. • The system allows for students to submit FOIP form, forms A&B, C&D, and the personal information form.
Post-condition	• The system will record all form submissions. • Admin can modify form templates. • Admin can remove form templates. • A confirmation message will appear for successful form submissions.

JOB APPLICATION SUBMISSION

User Case Number (ID)	005
Importance	High
Actor	Student
Trigger	Students apply for a job posting.
Trigger Type	External
Description	Students can apply to job postings on the system. This includes selecting a job and submitting their resume.
Pre-condition	• Students are logged into their accounts. • There are job postings available for students to apply to.
Post-condition	• Students are able to create submissions by submitting their resumes to job postings. • A confirmation message will pop up to alert the student that their submission was handed in successfully.

PRACTICUM PROGRESS TRACKING

User Case Number (ID)	006
Importance	High
Actor	Student
Trigger	Student wants to track practicum hours.
Trigger Type	Temporal
Description	Students will be able to monitor their hours by submitting in their unverified hours. Once hours have been verified by both the Employer and Admin, students can actively check the system's progress tracker to check their hours.
Pre-condition	• Students have started their practicum. • Students have submitted unverified hours. • Employers and Admin have verified the submitted hours.
Post-condition	• Students can view their verified hours using the progress tracker. • The progress tracker is updated in real time to show the verified hours.

EDITING TIMESHEETS

User Case Number (ID)	007
Importance	High
Actor	Employers and Admin
Trigger	Admin has the ability to edit timesheets.
Trigger Type	External
Description	Once the students have submitted their timesheets. Admin and Employers can correct or make adjustments to the timesheets.
Pre-condition	• Timesheets have been submitted by the students.
Post-condition	• Admin and employers can make changes to the submitted timesheets. • An updated timesheet is displayed after successful edits have been made.

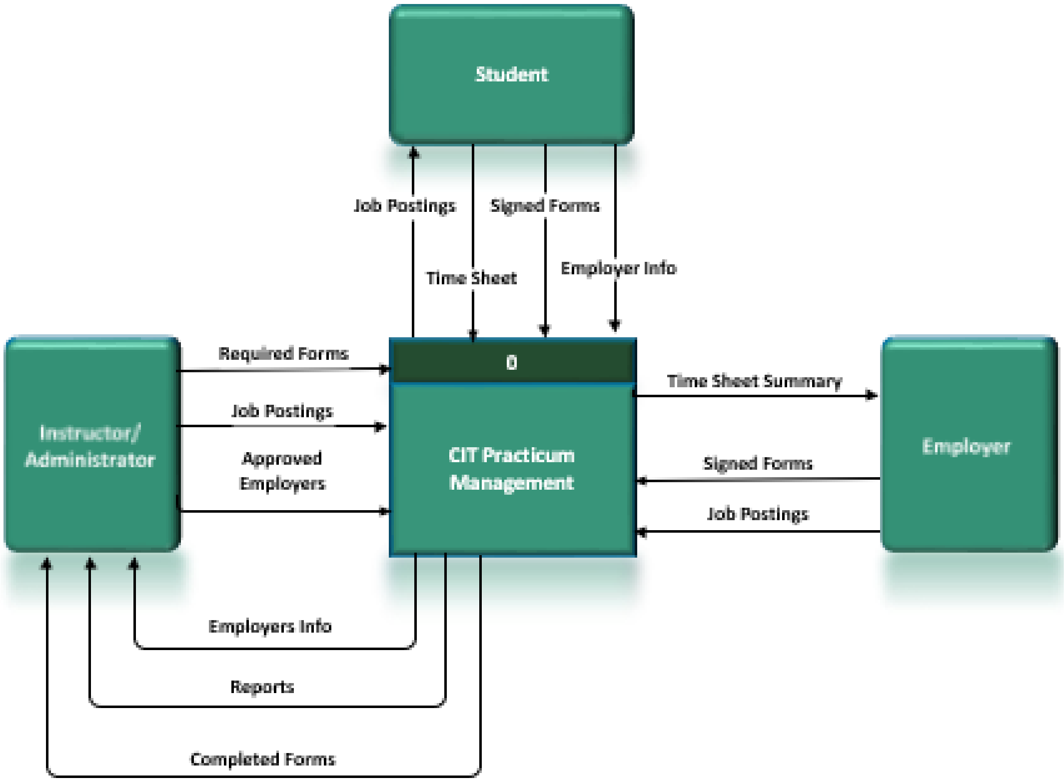
MODIFYING FORMS

User Case Number (ID)	008
Importance	Medium
Actor	Admin
Trigger	Admin can modify or update existing or new forms.
Trigger Type	External
Description	Admin can modify forms such as A&B, C&D, by updating the form questions, correcting errors, or inputting additional information.
Pre-condition	• Admin has access to the form templates.
Post-condition	• Admin can modify or update the form templates, including changing questions, correcting errors, or adding additional information. • A confirmation message displays that changes have been successfully made for all form updates.

MANAGING ACCOUNT ACCESS

User Case Number (ID)	009
Importance	High
Actor	Admin
Trigger	Admin can manage all user accounts and permissions.
Trigger Type	External
Description	Admin has the ability to deactivate accounts and set the permissions for specific users.
Pre-condition	• Admin has access to user accounts and their permissions.
Post-condition	• Admin can create new user accounts. • Admin can change the permissions of existing users. • Admin can change the permissions of new users. • Admin can deactivate user accounts or remove privileges. • Display a confirmation message indicating whether the changes were successful or if there was an error.

LOGICAL DATA FLOW DIAGRAMS

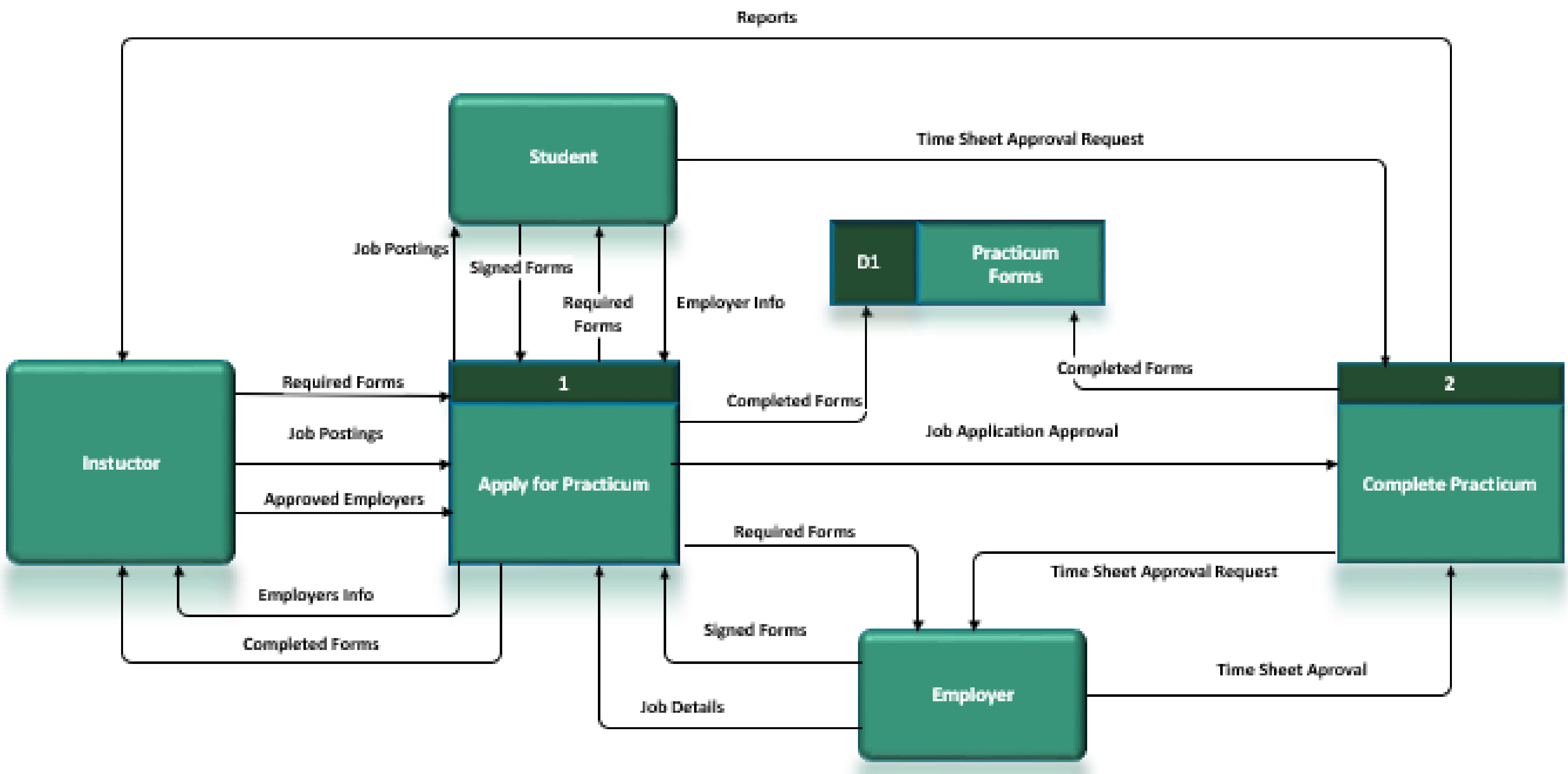


Central Process:
CIT Practicum Management: The central process for managing all practicum management operations.

Entities:
Instructor/Administrator: They oversee the practicum tracking and management.
Students: Students participating in the practicum.
Employers: Companies or individuals offering job placements for the practicum.

The "CIT Practicum Management" acts as the central process for managing the practicum program. It monitors job postings from employers, tracks students' hours through time sheets, processes forms, and handles all employer information.

The entities - Student, Instructor/Administrator, and Employer, are there to interact with the central process and exchange information about job postings, time sheets, and forms to the system.



Central Processes:

Apply for Practicum: Manages all aspects of applications (forms, job postings, signed forms, job details) for the practicum.

Complete Practicum: Final experience of the practicum. Includes time sheets approvals, job application approval, and reports.

Entities:

Instructor/Administrator: They oversee the practicum tracking and management.

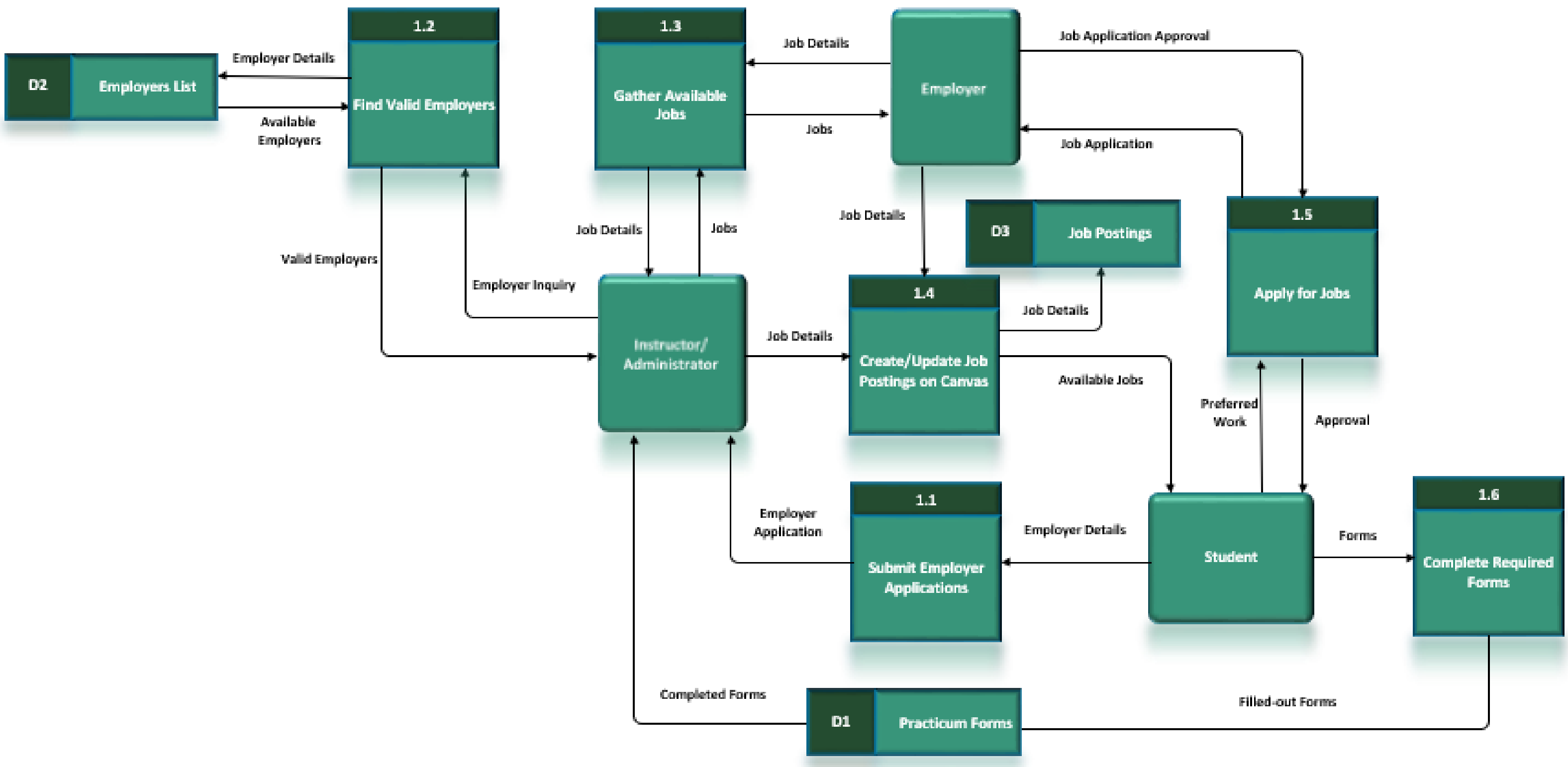
Students: Students participating in the practicum.

Employers: Companies or individuals offering job placements for the practicum.

The practicum experience is represented by the "Apply for Practicum" and "Complete Practicum" processes. Students interact with these processes to apply for, and complete their practicum.

The Instructor is there to provide students with the required forms and documentation. Employers will offer practicum positions, verify students' work hours, and are apart of the employer approval process.

All documentation related to the practicum is stored in the Practicum Forms data store.

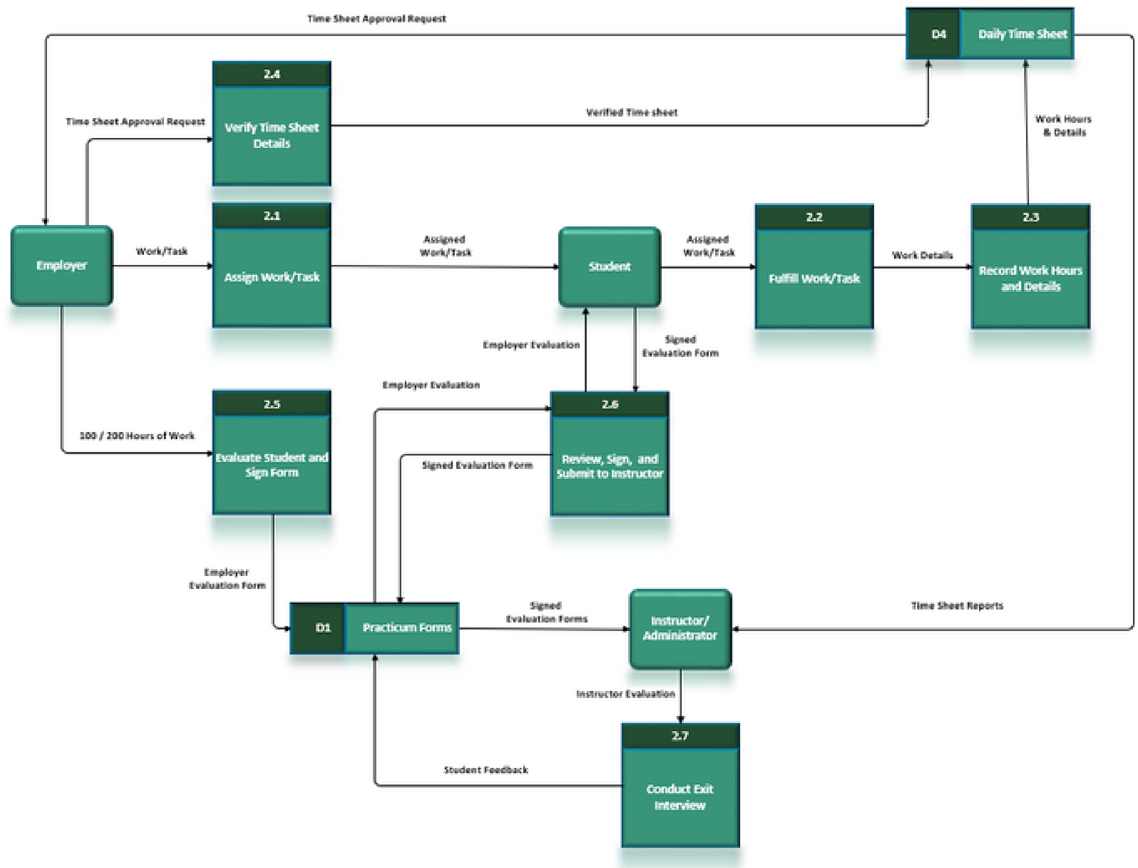


Central Processes:

* 1.1 **Submit Employer Applications**: This process involves employers submitting applications to the Instructor/Administrator.
* 1.2 **Find Valid Employers**: This involves the process of verifying valid employers.
* 1.3 **Gather Available Jobs**: This represents all available jobs from valid employers.
* 1.4 **Create/Update Job Postings on Canvas**: This is where the Instructor/Administrator updates the job details.
* 1.5 **Apply for Jobs**: Students apply for available jobs.
* 1.6 **Complete Required Forms**: After selecting a job, students need to complete required forms.

Entities:
Instructor/Administrator: They oversee the practicum tracking and management.
Students: Students participating in the practicum.
Employers: Companies or individuals offering job placements for the practicum.

This process starts with employers submitting applications to the Instructor/Administrator. These potential employers are then validated, and the valid ones will then provide information on available job roles. These job details are updated Canvas for students to view. From here, students apply to their preferred job. Once selected, students need to fill out forms.



Central Processes:

2.1 **Assign Work/Task**: The employer will assign tasks to the student.
2.2 **Fulfill Work/Task**: The student completes the assigned tasks.
2.3 **Record Work Hours and Details**: The student records the hours of work performed.
2.4 **Verify Time Sheet Details**: The process where the employer verifies the time sheet hours from the student.
2.5 **Evaluate Student and Sign Form**: After a specific amount of hours (100/200 hours of work), the employer reviews the student's performance and signs the evaluation form.
2.6 **Review, Sign, and Submit to Instructor**: The student reviews the signed evaluation form and sends it to the Instructor/Administrator.
2.7 **Conduct Exit Interview**: The Instructor/Administrator conducts an exit interview and gathers feedback from the student.

Entities:

Instructor/Administrator: They oversee the practicum tracking and management.
Students: Students participating in the practicum.
Employers: Companies or individuals offering job placements for the practicum.

The process begins with the employer assigning tasks to the student. The student will then record their work hours once tasks are completed. These recorded hours are then sent to the employer for verification. Once a certain number of hours are completed (100 or 200 hours), the employer will sign the form and provide feedback based on the student's performance. This signed form is reviewed by the student and forwarded to the Instructor/Administrator. At any point, the Instructor can conduct an exit interview with the student, gaining practicum responses.
All recorded responses are stored in a daily time sheet, and evaluation forms are stored in the practicum forms data store.

13/10/23

SOLUTION SEEKERS

LESSONS LEARNED

SOLUTION SEEKERS

PREPARED BY Wanatda Phengphonekeo, Robee Lou Dia
Bradley Pike, Nate Lapointe, Irah Loreto

INTRODUCTION

CANVA

For our documentation we have chosen to use Canva to record all of our Lessons Learned.

Each member will be sent a shared link, from there they will be able to contribute to the document.

Every team member is encouraged to participate.

[redacted]

Lessons Learned document. This document is a reflection of our team's experiences throughout the semester.

Lessons Learned will allow us to identify what went well, and what challenges we faced throughout our project. Ideally we want to avoid repeating mistakes, identify successful practices, as well as improve our overall team work skills.

We realize it's important to collectively learn from our successes and mistakes to ensure a healthy teamwork environment, and serve as a self reflection.

TEAM MEMBERS 2023

STAFF

1 — **Wanatda Phengphonekeo**
Documentation Lead
wanatda.phengphonekeo@lethbridgecollege.ca

2 — **Robee Lou Diaz**
Programming Specialist
robee_lou.diaz@lethbridgecollege.ca

3 — **Bradley Pike**
Contact Representation Lead
bradley.pike@lethbridgecollege.ca

4 — **Nate Lapointe**
Team Lead
nate.lapointe@lethbridgecollege.ca

5 — **Irah Loreto**
Hardware Specialist
irah.loreto@lethbridgecollege.ca

KEY TAKEAWAYS

****For reference, below is a brief and visual description of what the Lessons Learned document will consist of.***

DATE
Each member must enter the date starting in order from DD/MM/YY

ENTERED BY
Enter the name of the group member submitting their Lesson.

MILESTONE
Indicate the Milestone number that the Lesson centres around.

LESSON
Include a brief description of the lesson that was learned in that specific Milestone

KEY TAKEAWAYS

LESSON TYPE

Imply whether the lesson was an academic, personal, or technical issue. Be sure to keep it short and concise when deciding on the lesson type.

IMPACT

Discuss the impact of the Lesson that was submitted. What was the impact on your team? How has it impacted your personal experience? Feel free to elaborate.

RECOMMENDATION / COMMENTS

Record any key areas that may need to be improved on. Express any growth or achievements. Or perhaps suggest any changes that need to be addressed.

Date DD/MM/YYYY	Entered By:	Miles tone	Lesson	Lesson Type	Impact	Recommendation / Comments

***Template for reference**

AVOID REPEATED EXPERIENCES

When a team member describes their experience, here are a few topics to consider to help avoid repetition. Each lesson should be a unique experience of itself.

- Communication
- Time Management
- Client Needs
- Quality Assurance
- Decision-Making
- Adaptability

IMPROVE TEAM PERFORMANCE

As a team, we are committed to incorporating all experiences into our project. This is an ongoing learning experience, and we plan to improve our team performance using methods such as:

- Additional Training: Spending the time to improve any skills in areas that our team needs.
- Time Management: Understanding the importance of deadlines and work contribution.
- Problem-Solving: Addressing concerns in our project early on in order to resolve solutions quickly.
- Effective Communication: Each member showing up and participating with frequent check-ins.

CONCLUSION

Each Milestone will have all team members contributing to the Lessons Learned document.
It’s important to follow the template layout for proper procedure.
Everyone’s experience must be unique, and not a repeat of previous lessons.

Milestones will have new experiences that members may not be familiar with. These could be learning new software, coding languages, or working with unfamiliar charts and graphs.

Altogether we plan to review our lessons and share solutions on issues that need improvement, or achievements that deserve recognition.

We welcome you to follow along on our Lessons Learned journey!

SOLUTION SEEKERS

LESSONS LEARNED

Date DD/MM/YYYY	Entered By:	Milestone	Lesson	Lesson Type	Impact	Recommendation / Comments
27/10/2023	Wanatda	3	I learned how to make use cases! This was pretty simple to learn in class when we did examples, but when it came to actually integrating them into our project it took me awhile to figure out. Mostly because you have to go through every single step and determine "is it a feature? or is it a valid use case? what is considered pre/post condition?"	Academic	Understanding how to make Use Cases is really important for our team because I had to take into consideration stuff that I might not have accounted for. Not only for documentation sake, but also for when we start coding.	Spending the time to understand what the client wants before making a use case. Also ask for help.
29/10/2023	Robee	3	Review format of documents properly. Be more mindful on the details of deliverables. Communicate better with the team.	Personal	Missed out some specific formatting and properties of data flow diagram. Initiate team discussion for deliverables made for current milestone.	
30/10/2023	Bradley	3	Become more engaged with the project and get clarification when needed. I found myself less engaged due to a busy schedule however when I had free time I found myself focused on the wrong things. I found that creating the deliverables I didn't have a great understanding of the project and should've asked for clarification before the presentation.	Engagement	I found myself not being able to have as much perceived knowledge on the project as I stubbled on words and generally didn't have a great understanding of my portion of the presentation	Ask for help when needed
30/10/2023	Nate	3	During milestone 3 i learnt how taxing this whole process really is. There is a lot of work still ahead and i found having to remind myself to get my work done and to be on track with everything. Also learnt that asking questions to get out the right information and to do the work correct the first time.	Personal	The impact of having to remind myself to get my work done is big because that's time that i could have spent making the project better or brainstorming new ideas, things like that.	Understand the importance of everyday that we work on the project.
30/10/2023	Irah	3	I was in charge of working on the informal presentation. About a half our into it, my computer crashed and I forgot to save my progress. This really sucked because I had most of the slides done with animations and themes sorted out.	Technical	Lost a good portion of our groups presentation. Thankfully I was working on it a couple days before it was due, so I was able to recover most of it. All in all it just delayed me for a couple hours from completing it.	Always save your progress, or at least turn on the auto-save function.

LESSONS LEARNED

Date DD/MM/YYYY	Entered By:	Milestone	Lesson	Lesson Type	Impact	Recommendation / Comments
08/10/2023	Wanatda	2	During the 1st Milestone I felt very rushed into completing all the deliverables. But since going into this 2nd one, I've been slowly adapting to the pace of the milestones. I have been trying to get deliverables done as far in advance and I can, but surprisingly I have not been feeling rushed like I did in the 1st Milestone.	Personal Achievement	I realize it's all about time management, which is something I am not necessarily bad at, but when it comes to GROUP time management, I've found ways to manage it a little bit better so that I'm not stressed. It's different when it's a group project and you have to rely on others for their part, as well as deliver yours in a timely matter.	Adopting better time management skills. Staying on track of Milestone deadlines.
10/10/2023	Brad	2	Throughout milestone one I found it very valuable to schedule group meetings all the time and just get working. It doesn't matter how much time your group mates have, as long as the work is getting done and we all understand the material that's all that matters. Work just needs to get done and I'd much rather be ahead of other groups then waiting for everyone to be available.	Delegation & Meeting Length	Within our 4th meeting we did double the work completed in the 3 meetings prior. This was a result of delegating tasks and meeting for longer periods of time and having group members come and go.	
10/10/2023	Robee	2	For milestone 2, I learned how to use MS Project for managing tasks and deliverables. Additional effort was needed to read the documentation and search the web on how to navigate and use it properly. Before, I thought Agile is just Scrum and Kanban but understanding other Agile methodologies to decide which one to use for our project was essential.	Technical	I am optimistic that our team can make improved recommendations. Become more organized individually and as a time with our project management with these tools and knowledge at hand.	Read documentations. Spend time to learn how to navigate new tools.
10/10/2023	Nate	2	During milestone one i shortly realized that having a schedule and organized plan with everyone in the group was a must and it made it a lot easier to keep track of everything and know what everyone is working on and completed.	Technical	Having a clear schedule and plan helps the group work better together and get things done faster. It also makes sure everyone knows their job and does it well.	Have a calendar and a list for to dos and priorities list for tasks.
10/10/2023	Irah	2	Lesson learned for Milestone 2 on what I have learned is that scheduling my working times to finish projects and assignments is very important. Same goes for Milestone 1. There was some days cramming in work for 10 hours made it easier if I just spread it out and did some things at better times. As well I got to understand more in depth on what my group is good at and what I can contribute to continuing our work.	Technical & Planning	The importance of effective time management and spreading out work over time to reduce stress and improve productivity. Additionally, gaining a better understanding of individual strengths within the group has enhanced collaboration and project contributions.	

THANK YOU

October 30, 2023

Dear Mr. Stephen Graham,

On behalf of Solution Seekers, we thank you for choosing our team to represent you and your business needs.

We are so thrilled to embark on this 6 month long journey with you to transform this project into reality!

To acknowledge your understanding of the contents in this document, please sign below.

We look forward to working closely with you to ensure a successful project.

X ______________________________

Stephen Graham