Reflection Name: Anne George Total Points: 100

# Affect (Return and Report) (5pts)

1. What did you do to prepare for class this week?
2. What did you learn from this week’s activities?
3. What did you learn from the customer?
4. What did you learn from the customer’s domain knowledge?
5. What synergic activities did you participate with the customer?
6. On a scale of 1-Zoned out, 2-Attentive, 3-Thinking, 4-Activity Participated, 5- Dominated the activities, **how did you participate in class**?
7. On a scale of 1-Waste of my time, 2-Re-enforced my learning, 3-Learn something new, 4-New content that connected to previous learning, 5-Mind Blowing/Paradigm shift, **what did you learn**?

# Affect (Reflect and Regroup) (5pts)

1. How did you affect the project?
2. How did you include the customer?
3. What is the status of your goals from previous reflections?
4. What value did you provide to the program/team?
5. What value did you provide to the product/customer?

# Behavior (10pts)

1. What value or innovation do you plan on providing the customer, project or program?

**C5**

I plan on starting document this project better, so the next team does not feel quite so lost. The intent is to give the next team the tools to understanding the project, so they can move the project along faster for the costumer.

1. How do plan on including the customer in your tasking?

**C5**

I plan on starting to combine sprint planning meetings to our sprint review meetings, to make sure they are more involved on this project.

1. How do plan on contributing to the team, besides completing your tasks?

**C5**

I plan on keep helping them to be independent. They were still very dependent on me, but I would like to help them develop their ideas and take ownership of them.

1. What would you do differently next week?

**C5**

Do one-on-ones to keep people excited and accountable.

1. Write a SMART goal for next week?
2. If you were to teach one thing that you learned to someone else what would it be?

# Cognitive (20pts)

1. How does your experience relate to other experiences you have had?

**C5**

Of course there are technologies that help remote teams communicate even when working remotely, but in my experience, when working in an office, people feel more inclined to build relationships, which helps create a safer environment, but when dealing with remote teams, people tend to just want to get to the point. And even though a case for efficiency can be made, people will feel less inclined to collaborate and help each other if there is not partnership. For the most part, this has been my experience with our team as well. While I am having breakthroughs at building better relationships with each of them individually, I would like to facilitate a way to help them interact better among themselves. I do not mean to imply at all that there is any hostility in our team. I just feel that we would work better together, and we would want to help each other even more if we built better relationships.

1. How does your experience relate to other classmates’ experiences?
2. Tell me about what you taught someone? And what did they learn, that they didn’t know before?

**C5**

I taught some of classmates about set story points and how to use planning poker. During some of our meetings, I went through those two topics, and we were able to use planning poker to set up stories points for the sprint.

1. If you were to write your experience as STAR story, how would you phrase it?
2. If this was a religion class, how would you relate this week’s topic to the gospel?

**C5**

This week we learned about TDD. In this method, we write the tests before coding, and we allow the test to drive our design and development. In the same way, we need to set up spiritual tests to our lives and allow those to drive our actions. For example, holding a Temple recommend. If that is the requirement, then we go through a series of actions and their results until we verify the requirement. These actions go from setting up a Temple interview, to being able to answer each of the interview questions satisfactorily. Each step will have an expected result (for example, the bishop’s approval), and will end with verifying we receive our recommend from the bishop (or counselor). Then, we make sure our choices (code) pass the test. On a higher level, the requirement could be eternal life. So, we need to write the test, and adapt the design of our lives to pass the test.

# Rubric

Either label your evaluation (C1) through (C5) in your answers or provide 1 sentence justification for your answer.

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|  | **Comprehensive**  (C5) 100% (5/10/20 pts) | **Correct** (C4) 80% (4/8/16 pts) | **Complete** (C3) 60% (3/6/12 pts) | **Condensed**(C2) 40% (2/4/8 pts) | **Childish** (C1) 20% (1/2/4 pts) |
| **Affect** | The answer included contextual details. | The answer included situational details. | The answer was at least a sentence long. | The question was answered with a single word. | The answer was an affirmative or not (i.e. yes/no, True/False) |
| **Behavior** | Answer provides future perspective | |  |  | | --- | --- | | Answer provides present perspective |  | | |  |  | | --- | --- | | Answers are empathic, relatable. |  | | Answer provides past perspective. | Not a behavior but mostly fact-based. |
| **Cognitive** | Ideas include system, culture, customer, or process. | |  |  | | --- | --- | | Ideas are tied to previous lessons, experiences, or skills |  | | |  |  | | --- | --- | | Answers are fully detailed and complete. |  | | Answer provides insights to learning. | Answer is basic and informative. |