

MIS 347 - Domestic and Global Outsourcing Management  
**Final Report**

05/30/2021

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## Section I: Reverse Offshore Outsourcing

### a. Outsourcing Overview

Outsourcing encompasses the strategic acquisition of external goods and services (Schwalbe 70). As a business strategy, outsourcing is often used to sustain a competitive advantage. By employing outside resources to perform non-core functions in specialized settings, an organization can allocate internal resources and staff to areas of core competency.

Outsourcing can also enable access to external skills and technologies. Hiring and maintaining qualified personnel, and gathering specific technologies for certain functions, such as IT or manufacturing, can be resource-intensive. By choosing to outsource designated areas requiring expertise, an organization can gain access to the necessary technologies and competencies as part of a project or value chain function. With specialization arrives economies of scale, meaning that outsourcing suppliers can affordably deliver goods and services to clients. Outsourcing employees as a supplement to existing staff during peak workload periods can increase staffing flexibility. Rather than directly hiring additional staff, a company can contract an outsourcing provider, potentially at a lower labor cost. Finally, a clear, well-written contract between the outsourcing supplier and client helps each party focus on their core obligations for the project. The seller must focus on providing their deliverables, while the buyer must pay for them according to the specifications as agreed. This increases accountability in that the supplier must deliver their work as described by the contract terms. Overall, using an outsourcing strategy helps an organization use outside resources, reduce both fixed and variable costs, enable internal workload flexibility, affirm contractual obligations, and focus on core business areas (Schwalbe 508-509).



Fig II. Campos, Jorge. “Benefits of Outsourcing in 2020.” *WBpro*.  
<https://www.wbpro.com/benefits-of-outsourcing/>.

Despite the fact that outsourcing can be a good strategy towards core competency development, it does not come without risks. The customer in an outsourcing relationship surrenders a majority of the project control to the supplier. If a supplier loses key personnel or goes out of business, the project will undergo critical damage, and likely fail. Customers also

need to protect proprietary intelligence and establish legal protocols in order to prevent suppliers either from mishandling information, or from using it to become a competitor. Generally, analyzing procurement issues and separating project-specific from organizational demands is critical in decision-making within outsourcing.

As a branch of outsourcing concerning globalization, offshoring refers to outsourcing from a cross-continental country (Schwalbe 70). Promising benefits of access to global intelligence, proximity to international clients, tax subsidies, extended operational time, and the ability to hire inexpensive labor in developing economies make offshoring attractive. However, additional concerns arise in offshoring apart from the standard outsourcing questions. Legal policies could significantly differ internationally, and challenges emerge with respect to virtual communications, travel, language barriers, time zones, and cultural differences. Offshoring also sparks economic and legal concerns. In 2004, the Australian Computer Society expressed that “sending work offshore may lower the number of students entering IT courses, deplete the number of skilled IT professionals, and diminish the nation’s strategic technology capability.” In 2018, the Australian IT labor market rose by 383,000 positions as companies transitioned back towards insourcing (Schwalbe 510). Politically, offshoring sparks debate because it removes job opportunities from the domestic market. However, offshoring can create additional domestic jobs depending on the terms and purpose of the outsourcing agreement.

In order to sustain competitiveness in a global market, United States organizations have turned to offshoring. As businesses outside of the U.S. aim to extend their geographic market reach and compete with U.S.-based global firms, they turn to employing U.S. resources, leading to the concept of reverse outsourcing.

### b. Reverse Outsourcing

The United States is a fast-growing destination for offshore outsourcing. With emerging global business capabilities to employ overseas contractors online, organizations outside of the U.S. are seeking to employ globalized professionals. These employers seek U.S. candidates with high technical expertise, reliable internet infrastructure, and the non-technical acumen to work with international stakeholders (Ferrell). Using American outsourcing suppliers helps overseas clients cut travel and visa costs, creates geographic proximity to U.S. customers, thereby enabling market penetration (ICA Institute). Economic incentives for outsourcing to the U.S. include decreasing exchange rates and increasing domestic wages (Kenney). For example, the Indian Rupee’s value relative to the USD has decreased by 0.008 rupees/USD since 2003. 1 USD was worth 45.45 rupees in Dec. 2003, and as of May 2021, 1 USD is now worth 73.25 rupees.



Fig III. USD vs. Rupee exchange rates. Data provided by Morningstar.

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Increasing labor rates, particularly influenced by demand for IT professionals, subsequently influenced the demand for outsourced labor as an equivalent, if not more affordable alternative. In 2015, Accenture reported that over the next 3 years, “the number of Indian companies that base their competitive advantage on low-cost operations” was projected to reduce by half (Borgen Magazine). Seeking candidates in low-wage states, such as Ohio and West Virginia, not only creates a cost advantage, but contributes towards general low labor costs by supplying jobs to local economies (Juneja). H1B visa availability also decreased over time, and especially plummeted during the COVID-19 pandemic. Combined with changing immigration rules during the previous decade, economic and political incentives direct influences towards offshoring to the U.S.

Organizations across the globe seek to develop proximity towards their American customers. Not only does this encompass stationing employees in the U.S, but also involves using a diversified talent pool to better understand the American market. By developing a culturally diverse organization, a business can understand how to better interact with and develop productive environments for a broader workforce audience. Globally, increased organizational diversity correlates with improved product and service offerings (Rafferty). By specifically targeting to hire American employees, businesses can better understand how to communicate with and gather requirements from their U.S.-based customers. Ultimately, this helps organizations save on project reworking and requirements revisit costs (ICA Institute).

Having American employees can help cut travel and visa costs (ICA Institute). By having partners that can travel domestically, free of the additional protocol-related and time-value costs associated with international travel, businesses can substantially save on travel expenses. In 2020, a U.S. federal suspension was placed on H1-B visa applications in lieu of the COVID-19 pandemic (Anderson). Considering that both temporary and permanent visa prospects remain uncertain in a changing global economy, strategies favoring outsourcing to the U.S. rise into consideration. Uncertain political and economic climates make outsourcing agreements a viable alternative to travelling with the objective to understand and interact with American target markets.

While outsourcing in consideration of travel difficulties appears lucrative in a short-term run, it may not be feasible as a long-term solution. Cost analysis is imperative in assessing the long-term viability of a reverse outsourcing agreement provided the economic differences between a domestic organization and its U.S. outsourcing supplier. Wages, currency exchange rates, and employment rates vary geographically across the U.S. Despite that a U.S. contractor may meet the human resource, marketing, and technical demands for a business, cost-base analysis is imperative in determining the long-term feasibility of a reverse outsourcing contract.

### c. Reverse Outsourcing Case Study Briefs

Before India-based Patni Computer Systems became a subsidiary of IGATE (which is owned by Capgemini SE as of 2021), it was renowned as “one of the first India-based global IT outsourcers” launched in the 1970’s (Rafferty). The company’s roots were founded on retail computer rentals, hardware, and software. In 1987, Patni collaborated with USA-based Data General Corporation to create PSC Data General India, a joint venture aiming to manufacture and sell computer hardware products and maintenance services. In order to create geographical proximity to American customers, Patni invested in expanding U.S. operations. Later, in 2007, Patni acquired American life sciences services company Taratec, expanding its consulting capabilities (Economic Times). Before IGATE acquired Patni in 2011, Patni aimed to expand

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its North American operations, announcing their new 2010 Business Process Outsourcing hub in El Paso, Texas. Out of its 14,000 total employees, 50% were based in the U.S., and the other 50% outside of it (Rafferty). Patini's American expansion initiatives helped it not only be able to process business-as-usual tasks on a larger scale, but also build core competencies in technological areas within expanded markets.

In 2005, Chinese computer manufacturer Lenovo acquired IBM's PC division in order to access and leverage its top-grade intellectual property in computer design and production. Ever since the 1980's, IBM led the computer industry in terms of innovation. Their first personal computer was launched in 1981, and its first laptop in 1986. By directly integrating IBM's capabilities in adopting new technologies, including early-adopted screens, processors, and batteries, Lenovo was able to deliver innovative computers, and expand its product offerings. One of the primary challenges in this feat involved merging the Chinese and American teams' business cultures (Bajarin). By successfully establishing an international brand, Lenovo developed core capabilities in IT innovation that enabled them to compete on a global scale as the third largest company in the PC industry.

Hyderabad-founded AppLabs, a large software testing and quality management company, opened corporate doors across the U.S. in response to an expanding overseas customer base. After establishing its headquarters in Philadelphia in the U.S., and an office in London, U.K., AppLabs continued to proactively respond to the changing needs of its market. In 2011, AppLabs opened its Chicago location to provide access, and expand marketing intelligence in providing to its growing Midwestern audience. With the majority of AppLab's 150 customers and 10 strategic alliances located in the U.S., the company planned to continue its national expansion (Cision).

#### **d. Reverse Outsourcing and MIS 347**

## MIS 347 & Reverse Outsourcing – Concepts Applied

### **What was done?**

<ul style="list-style-type: none"><li>Employ globalized talent</li></ul>	Verve hired academically and demographically diverse MIS 347 student teams to develop an Employee Mood Evaluation IT System (EMES)  Academically diverse team members analyzed issues using disparate methods
<ul style="list-style-type: none"><li>Decrease labor costs</li></ul>	By outsourcing to MIS 347, Verve Systems did not accrue associated labor costs with internal hiring or other insourcing methods
<ul style="list-style-type: none"><li>Extend operational times without accrued overhead</li></ul>	MIS 347 teams developed their EMESs during Verve System's non-operational hours, allowing Verve to save overhead costs
<ul style="list-style-type: none"><li>Used contracting to protect proprietary data from unauthorized access</li></ul>	Since there were communications barriers between MIS 347 teams and Verve Systems partners outside of the representative, in addition to contractual protections, the data used in the EMES was protected from unauthorized use

### **What was not done?**

<ul style="list-style-type: none"><li>Decrease travel costs</li></ul>	Since this project did not require United States travel, this benefit cannot be applied
<ul style="list-style-type: none"><li>Create market-based proximity to U.S. customers</li></ul>	The EMES requirements do not support international geographic parameter analysis for market-based applications

Fig IV. Reverse outsourcing concepts applied to MIS 347 project results

## Section II: Agile Development

### a. The Agile Framework & Scrum Method

Business agility has rapidly grown as an attractive practice since the 1980's. Just-in-time delivery and build-to-order development approaches show high correlation with market performance and value across a wide range of industries (White). Despite this relationship, non-incremental approaches remain used in time and resource-sensitive projects. In understanding what organizational agility encompasses, agility, by its definition, is associated with "the quick and easy changes of direction and form called for by today's business environment" (White). The agile approach embraces this principle. Requirements and solutions can change throughout the development course at the stakeholders' collaborative discretion. This framework is best suited in an environment where requirements are unknown or prepositioned to change (Schwalbe 73). In 2001, the Manifesto for Agile Software Development was created, outlining the agile principles. Its core values include: 1) Prioritizing individuals and interactions over processes and tools, 2) Creating working software over providing comprehensive documentation, 3) Fostering

customer collaboration over contract negotiation, and 4) Prioritizing response to change over following a plan (Schwalbe 74). The fundamental ideas of the Agile Manifesto can be summarized in 12 points, illustrated below:

1	Our highest priority is to satisfy the customer through early and continuous delivery of valuable software.	7	Working software is the primary measure of progress.
2	Welcome changing requirements, even late in development. Agile processes harness change for the customer's competitive advantage.	8	Agile processes promote sustainable development. The sponsors, developers, and users should be able to maintain a constant pace indefinitely.
3	Deliver working software frequently, from a couple of weeks to a couple of months, with a preference to the shorter timescale.	9	Continuous attention to technical excellence and good design enhances agility.
4	Business people and developers must work together daily throughout the project.	10	Simplicity—the art of maximizing the amount of work not done—is essential.
5	Build projects around motivated individuals. Give them the environment and support they need, and trust them to get the job done.	11	The best architectures, requirements, and designs emerge from self-organizing teams.
6	The most efficient and effective method of conveying information to and within a development team is face-to-face conversation.	12	At regular intervals, the team reflects on how to become more effective, then tunes and adjusts its behavior accordingly.

Fig V. “12 Principles Behind the Agile Manifesto.” *Agile Alliance*, Agile Alliance, [www.agilealliance.org/agile101/12-principles-behind-the-agile-manifesto/](http://www.agilealliance.org/agile101/12-principles-behind-the-agile-manifesto/).

Scrum is one of the development methods following the agile framework. It is most commonly used for projects with complex, innovative, and evolving requirements. The basic outline for this process is illustrated below:

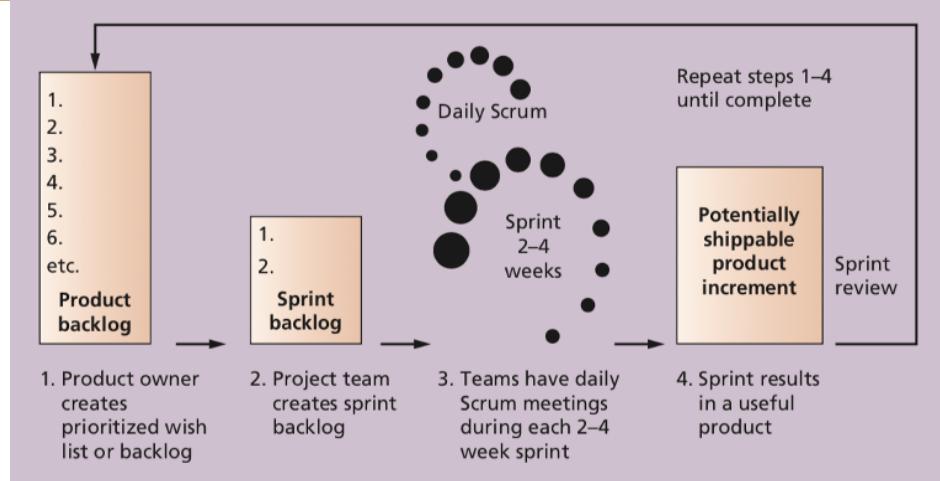


Fig VI. Scrum Methodology (Schwalbe 74)

1. A product owner creates a features and/or deliverables list called a product backlog.
2. The sprint team pulls a small portion from the top of the backlog, places those pieces into the sprint backlog, and outlines the implementation process for each piece.
3. The team uses the duration of the sprint (usually 2-4 weeks) to complete each portion of the sprint backlog. They meet daily to assess project progress. The Scrum Master keeps the team focused on their goals.
4. At the end of the sprint, the work done should result in a version of the final product.
5. The sprint ends with a review. The team discusses questions such as “what went well this sprint?” and “what could we improve during the next sprint?”
6. Afterwards, the cycle repeats until either the product backlog is complete, the budget depletes, or the deadline arrives.

In the context of the MIS 347 project, the applied Scrum methodology can be mapped out as illustrated below:

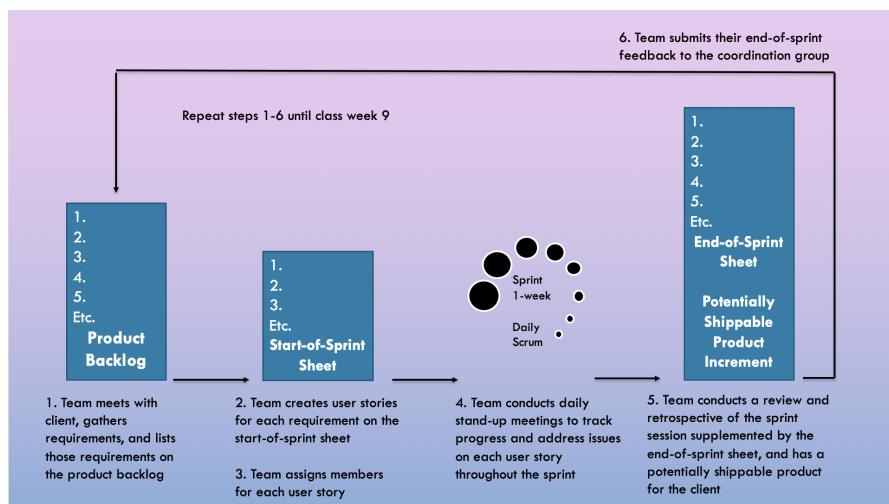


Fig VII. MIS 347 Applied Scrum Methodology

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Despite the close parallels between the traditional Scrum methodology and the methodology followed for this course's project, there are some key differences between the fundamental principles and the practices as applied.

- *The Scrum Master is a rotating role*

Traditionally, the Scrum Master role is designated to a single person. They are responsible for fostering Scrum practices amongst the team by coaching them in "self-management and cross-functionality," helping them focus on producing high-value sprint results, and bolstering productivity (Scrum.org). For the purposes of this project, team members took turns being the Scrum Master on a sprint-by-sprint basis. Apart from the definitional duties of a Scrum Master, this role led stand-up meetings, meeting planning, product review, and sprint retrospective meetings.

- *The Product Owner's responsibilities*

In Scrum theory, the Product Owner controls the product backlog. In this project, the Scrum Master oversees the backlog. Instead, the Product owner is responsible for being the primary point-of-contact for the client. They act as a communication liaison between the client and the rest of the group outside of regular meetings. This way, they can facilitate product backlog clarity for the Scrum Master.

- *The course instructor is a technical coach*

The course's instructor established the agile framework and outlined the Scrum practice for the groups prior to their sprints. He led the pre-sprint meetings, and guided students through project practices during lectures, e-mails, and assignments.

## b. Achieving Agile & Scrum Success

A high-performing agile team regularly produces satisfactory, if not exceptional results irrespective of the challenges they encounter throughout the course of a project (Wandile). They exhibit common characteristics attributing to their success:

### 1. A unified vision

In order for a team to foster a shared vision, they must develop a highly collaborative attitude (SenseCorp). A contract and/or working agreement can help initially establish a team goal. As the team develops their project, they should resolve discrepancies and arguments, support each others' role-specific objectives, and focus on positive project perspectives (Wandile). In MIS 347, each team must develop a clear and unanimous vision of their deliverables, achievable through consistent communication regarding development objectives and progress.

### 2. Ownership and accountability for their work

Autonomy and responsibility in individual teamwork within organizational value boundaries encourages high team performance (Wandile). Providing team members with the autonomy to approach their objectives individually encourages self-motivation through empowerment. Each member manages their own responsibilities, and treats mistakes as learning opportunities (Wandile). The team members each focus on continuous improvement for not only their own development, but for the benefit of the entire team, and for the organization as a whole.

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In this class, teams can use the sprint backlog as a tool for dividing work, allocating responsibilities, and analyzing ways to improve the workload after each sprint.

*3. High emotional intelligence*

When team members are able to understand, acknowledge, and control their own and others' emotions in the workplace, they can build productive relationships. They respect colleagues, motivate, and support each other's personal development (Wandile). Being open-minded, asking good questions when needed, and seeking feedback helps teams focus on their objectives while navigating obstacles (SenseCorp). Exercising good emotional intelligence also involves good communication across different backgrounds. Being able to acknowledge and leverage others' experiences translates to effective teamwork (Wandile). In order to exercise good emotional intelligence, teams must ask questions that enable the client and each other to direct conversations.

*4. A culture encompassing excellence*

Incorporating excellence standards, including but not limited to, process, engineering, and people excellence frameworks aligns the team with quality-oriented goals. Individually, the team members must be development-oriented, actively engaging in personal growth opportunities such as hackathons, knowledge-sharing opportunities, communities of practice, and/or more (Wandile). These types of people seek to challenge their abilities, and strive to attain exceptional results. They are adaptive in the face of challenges or new circumstances, and are results-driven (SenseCorp). High-performing MIS 347 group members can be engaged in personal growth opportunities outside of the classroom, and personally committed to fostering learning among the group.

*5. Passion for their work*

Teammates prepared to commit to and devote energy into their work are a key asset in a successful team. Effective leadership influences teams to achieve excellence, and guides individuals towards providing their full commitment regardless of hardships. Passionate teammates “stay up to date in their field, are excited about their work, and are always looking for creative ideas to solve complex problems” (Wandile). In this class, students whose professional and academic objectives align with the course goals demonstrate passion in their work.

*6. Alignment on performance objectives among themselves and other stakeholders*

Regardless of whether a team is unified on a single goal, other project stakeholders may not have the same vision as the team. Effectively communicating with organizational leaders and project customers ensures that objectives are aligned across all levels, and that there are no conflicts of interest (Wandile).

*7. Supportive and effective leadership*

High-performing agile team leaders inspire rather than control team behavior. The leader excels in communication, construing the organization's goals, guiding the team to ask assumptions-challenging questions, providing opportunity for individual growth, and remaining available for team support (Wandile). In the context of this class project, this means that the Scrum Master and Product Owner should employ their authority and access to information in order to empower and guide other team members towards achieving team goals.

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Effective scrum development teams exhibit unique characteristics supplemental to high-performing agile attributes:

*1. Self-organization*

Team members must be intrinsically organized and motivated to transform backlog items into solutions (Overeem). They understand the team's responsibilities and timeline, and actively seek to effectively and efficiently complete work while fostering both whole and individual improvement. In the context of MIS 347, this means that teams must proactively learn and understand how to apply tools, technologies, and techniques to create solutions for the product backlog. They also elicit the best of team members' abilities, and encourage skill-building where identified.

*2. Cross-functionality*

Combined, the team must have the technical skills necessary to create their deliverables (Overeem). For this project, this means that as a whole, the team requires advanced Excel knowledge, business intelligence, communication, presentation, and writing skills. While some members may not be as effective in some areas, they may contribute well in others.

*3. No titles*

Everyone on the team is considered a developer. Nobody claims specific titles outside of the Scrum Master and Product Owner. This way, experiences and knowledge are encouraged to be shared among the team (Overeem). Rather than assigning positions, the team focuses on cumulatively delivering a final product satisfying, if not exceeding expectations for each sprint.

*4. No sub-teams*

Once sub-teams form within the scrum team, its synergy breaks (Overeem). The team loses the ability to effectively self-organize and manage due to communication barriers intrinsic to sub-teams. Avoiding sub-teams in MIS 347 means that teammates must foster good relationships and address communication barriers.

*5. Sprint goal commitment and high-quality delivery focus*

Universally, the team must be focused on providing good increments each sprint (Overeem). They take collective ownership of the product backlog and its objectives. Using the start-of-sprint and end-of-sprint sheet as goal trackers helps MIS 347 teams remain focused on objectives, and understand work that may need more or less commitment during each week depending on workload changes.

### **Section III: Course Description**

This course was designed to teach students how to navigate though the realm of outsourcing, using a variety of different strategies. Helping them understand different parts of a business functions using both internal and external resources which can lower the costs of a product/project.

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Within this course students will be introduced to a variety of basic concepts, methodologies, and practices in outsourcing including examples from Information Systems Outsourcing (ISO) and Business Process Outsourcing (BPO) both at the domestic and global level. After completion of this course students will be able to confidently discuss certain topics such as the benefits, importance, nature, the reasoning behind it, risks and complexity of outsourcing. It will also allow students to obtain the knowledge and understanding of how to plan and manage projects successfully.

In this course we covered major topics such as: basics of outsourcing and offshoring, why companies do it, benefits and challenges of outsourcing, types of outsourcing, Information Systems and Business Process Outsourcing (BPO) and development approaches, strategy behind outsourcing, building relationship with vendors, project team building, project estimation and planning, dealing with global project management challenges due to distant communication, cultural and time-zone differences, and language/jargon misunderstandings, change management, risk and quality control, vendor and contract relationships, performance metrics, and project closure strategies.

### **a. Expected Learning**

After completing this course successfully, students were able to:

- Develop an understanding of outsourcing practices and fundamentals
- Understand and identify drivers for, basic features and outcomes of IS outsourcing
- Understand and manage outsourcing activities and processes
- Demonstrate managing workable outsourcing project plans
- Realize some of the risks in outsourcing and how to partially address them
- Learn how to manage change processes involved in outsourcing
- Understand the contract process and effective project closing strategy
- Grow business communication skills through presentations and reports

### **b. Project Overview**

Throughout this project students were required to work with a client in India on a real-world global MIS-related outsourcing project. The purpose of this project was to provide students with real world experience and assist them with fully developing the knowledge and skills related to this course. Each member of the class was assigned to a selected team which they worked with for the duration of this course. Students were expected to spend a significant amount of hours working on this material outside of the classroom. This course allowed students to better understand what it is like to work together on a project of such magnitude. As well as learning what it's like to work with a customer and meeting their needs and expectations of you. Within the final project, grades were based upon the successful completion of the project's criteria in combination of working project/product, final report/presentations, customer feedback, and peer evaluations.

### **c. Learning Curves**

The unprecedented disruption that the pandemic has placed on higher education, has caused the replacement of face to face interactions. With the interactions of online platforms as a way of teaching and developmental training purposes. Throughout the pandemic those in which attended a college or university were faced with a great deal of challenges that we weren't prepared for. But as we progressed further on with our courses we had to adapt to the new way of

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things and overcome any boundaries that were placed before us. With the continued impact of the coronavirus on businesses and educational institutions globally it hardened the learning and development (L&D) that was to be provided in a classroom setting (Sitel). Many businesses were forced to close their doors which made it difficult, because when businesses closed many individual's lost their source of income. Educational institutions were forced to make a transition by bringing their courses material online. In the article: Overcoming the Covid-19 Learning Curve they've stated that within the first three months of the pandemic, 41% of organizations were forced to cancel all in-person training and just 4.5% of organizations were in a position where face-to-face classes were possible (Sitel).

The disruption of the pandemic has caused an influx of remote learning which allowed the majority of institutions to reevaluate their strategies in line with the ongoing impact that the pandemic has created. In order to have a successful transition both the professional and developmental training will have to continue as it has shown within this new norm that it is a necessity. Especially, when transitioning to what many may consider to be the new "normal". This abrupt change came with a variety of unforeseen challenges such as moving the course load and all other materials to online. Whereas individuals now participate in classes and be engaging from the comfort of their own homes. In the article it stated that by the end of April at least 65% of organizations had 60% of their employees working remotely(Sitel). Many of these institutions converted over to using platforms such as Zoom, Skype, and many more in order to best represent the university and provide a means to enhance students' learning. And also, as a means of deploying face-to-face interactions. Adapting to these momentous challenges also established what we now know as a digitalized interview which took the place of traditional face-to-face meetings.

When students are preparing to attend college they don't really know what to expect. They might've had a certain way of studying and preparing for coursework a certain type of way. They knew attending college they would eventually be faced with different challenges but they never could have imagined that one of those challenges would have been a global pandemic. Reasons being why many had to deal with significant and abrupt challenges which had altered their way of learning. Within the universities many used resources such as Blackboard to render information regarding classes, exams, announcements and any additional material that will help each student become successful. It was also a way for universities to track the progression of each individual. Students' achievement throughout the pandemic has been difficult for many. Adapting to the new normal wasn't easy while some failed and many progressed throughout. The way many institutions have adapted to this change they also changed the grading metrics. Now with the new pass or no passing available, in some ways this can actually be very beneficial to students that are worried about the protection of their GPA's.

#### **d. COVID-19 Pandemic Impacts**

The impacts of Covid seems to have been a burden to many of the nation's people all over the world. What we once thought was something small had an even greater purpose then what we initially thought. Over the course of a year this pandemic has affected millions of people both near and wide. It seems like our society changed overnight in a very drastic way. Can you imagine what it must feel like not to have to wake up early in the morning to prepare for work or classes? Or to even be in the same vicinity as your co-workers or classmates and professors? Well that is what the Covid-19 pandemic has provided to millions of people both

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domestically and internationally. This was certainly difficult for those who had young children or single parents who still had to work but couldn't find a steady sitter for their child.

It was much harder to navigate through the pandemic as a college student, especially for those who were international students. It was difficult because as a college student you'd expect to really obtain that college experience that many dream of, but instead many students were packing up their belongings and moving back home because the campus was no longer safe. It was also difficult for the students who learn best by being involved in a face-to-face classroom environment, when the colleges and universities decided to close their doors as a way to keep their students and faculty safe. With this closure the implementation of remote synchronous learning took effect (Millar). Which brought in class learning to be conducted online, even with this implementation made it difficult not only for students but for the faculty as well. They had to revise their approach to material with a very slim time frame. This new adaptation provided many unforeseen challenges including those of which certain instructors have never taught remotely, while some students haven't taken an online based class before. In synchronized learning it has also become a challenge for many, being that individual's had to participate in hours-long classes, which caused many to become restless and miserable. It has truly been a very frustrating experience for most. The material being produced comes off as being dry without any true substance, causing many to lose focus and become disengaged. During the pandemic these types of classes have become the norm in which many institutions used in order to provide the proper education to their students.

Depending on where you are located throughout the country many struggle with having decent internet connection in order to be able to complete various class assignments. Compared to if they were in a classroom setting. Even though technology and the use of the internet has grown over the years many still face challenges where they can't obtain the best service. Educators have taken this opportunity to provide every student with the necessary tools needed in order for them to be successful within their learning. Studies have shown when supplementing traditional lecturing with interactive learning will increase the learning for every student (Millar). In a traditional classroom environment students are provided with detailed instructions, able to obtain the professor's assistance face to face for a better understanding of the material, and you were able to obtain the same help outside the classroom with your peers. Being in a remote environment with synchronous learning puts some of us at a disadvantage especially if we are one with learning in a face to face manner, rather than remotely.

With this type of learning some can't obtain the needed resources that an in class environment can provide. But a benefit to being taught remotely is that universities tend to record its lectures so the information that you might've missed or didn't necessarily understand while in class. You can always go back and watch the lecture over again, and if you're still having problems you can reach out to your professor for better clarification. Also, recorded lectures provide the students to be in control of their own learning pace in order to support their academic needs. Many students learn at a different pace than another student. So in a traditional classroom setting students might find it to be more difficult than learning on a web-based platform. This way students that learn at a slower pace can feel equally yoked as the next. Another benefit to online learning is that before assignments are due students receive a notification of what assignment is due and the time it must be turned in by. Web-based learning can enhance the learning and effectiveness for both students and staff.

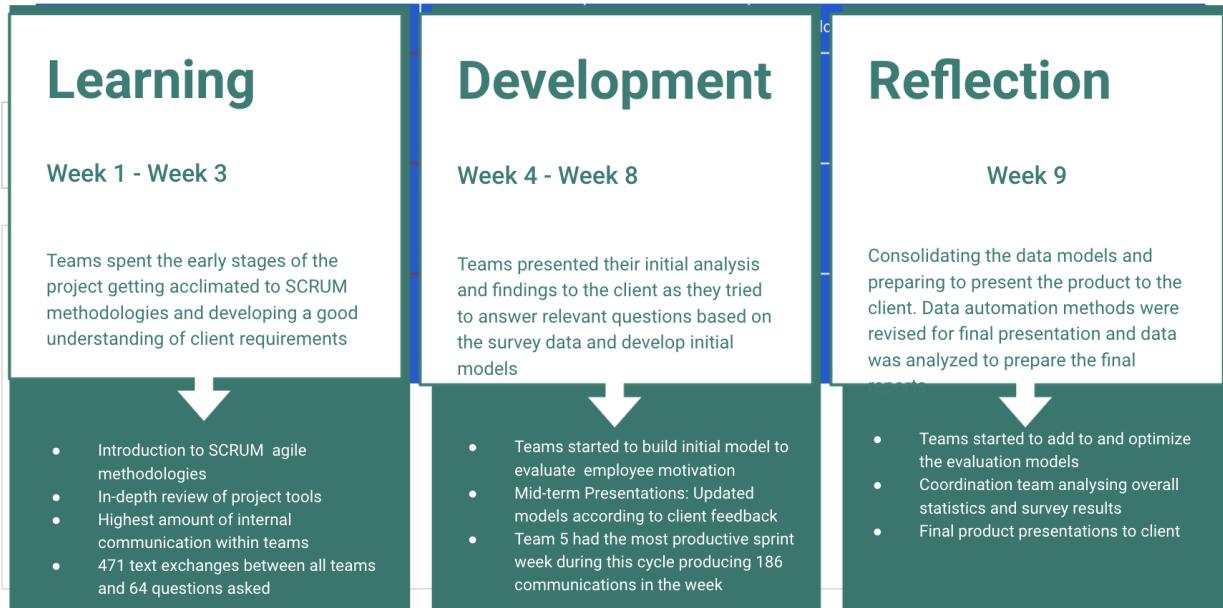
As a college student, learning asynchronously has been a challenge for many due to the fact that we aren't getting the face to face interactions with our peers and professors. While

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certain materials and skills can only be taught in a classroom setting that requires a physical presence rather than a virtual one. At one point within the pandemic most locations such as libraries we're also closed so there was no true way of escaping your comfort zone. It made it particularly harder for individuals that didn't reside alone because they had to try to study within a noisy and congested environment. Within a class of this nature students would be seated for long periods of time, or have another means of distraction which would cause complacency. Causing some to become disengaging while some would even potentially stop showing up for lectures. Some ways of avoiding this would be to take breaks when needed in order of keeping a clear mind and remaining productive. If these classes were broken up better it will help students retain the information being taught easier then to make them sit through hours long material.

## Section IV: Weekly Schedule

**Story time. Weekly update on overall class activity.**



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<b>Week No.</b>	<b>Major learnings</b>	<b>Sprint Summary</b>	<b>Key takeaways from Sprint</b>	<b>Key activities completed</b>
<b>1</b>	<ul style="list-style-type: none"> <li>● Course Overview</li> <li>● Review of Course Schedule and Navigation of course content</li> <li>● Basics of outsourcing</li> </ul>	<ul style="list-style-type: none"> <li>● Team Information handed</li> <li>● Group Project General information provided</li> <li>● Introduction to Agile methodology and SCRUM project management tools</li> </ul>	<i>Sprints not started yet.</i>	Student Introductions

2	<ul style="list-style-type: none"> <li>Discussion on Introduction to Agile Methodology in Outsourcing Context during our class period</li> <li>Project Description and Project scope discussed: <i>Employee Mood Evaluation IT system.</i> Suggested questions given to help teams build an IT solution.</li> </ul>	<ul style="list-style-type: none"> <li>Group Project handout provided</li> <li>Introduction to Verve Systems and primary project contact: Mr. Nitin Bawsay</li> <li>Group Project Kickoff Meeting – Official start of Group project meeting, during this meeting the customer joined us from India during our class period to introduce the group project in terms of scope and requirements.</li> </ul>	<p><i>Sprints not started yet.</i></p>	<ul style="list-style-type: none"> <li>Project kickoff meeting with client Mr. Bawsay</li> <li>Teams assigned and Team contracts submitted: Team name and logo, list of participants, team's code of conduct and communication plan.</li> </ul>
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3	<ul style="list-style-type: none"> <li>Introduction to SCRUM approach and agile Templates: Product Backlog sheets and End of sprint review table.</li> <li>Use of Agile guidelines handout provided to teams.</li> <li>Learned more on deliverables and creating User stories</li> </ul>	<ul style="list-style-type: none"> <li>Practice agile sprint conducted.</li> <li>Initial Q/A session with the customer: Discussion of the success of the project from the customer's point of view.</li> <li>Teams started to develop an understanding of the project requirements and deliverables.</li> <li>Dr.Shah met with individual teams to introduce Agile development concepts and gave an in-depth review of the product backlog sheet and key terms' definitions.</li> <li>Coordination team liaisons met with respective teams to</li> </ul>	<p><i>Sprints not started yet.</i></p>	<ul style="list-style-type: none"> <li>Dr. Shah's initial meeting with all teams teams to go over Agile concepts and processes in detail</li> <li>Introduced and assigned team roles: SCRUM master, Product owner and developing partners.</li> </ul>
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ensure members  
understood how to  
use and track  
project  
developments  
through Product  
backlog sheet

4	<ul style="list-style-type: none"> <li>● Continued discussion by professor on the topic of Agile Methodology in Offshore Projects</li> </ul>	<ul style="list-style-type: none"> <li>● During sprint # 1 students prioritized the suggested questions given in the approach document and got a list of initial questions approved from the customer.</li> <li>● During this initial phase teams focused on initial questions approved to related them survey data provided</li> <li>● As teams started to prepare for the group project this week saw the highest number of internal communications within the teams in terms of questions asked and text messages.</li> <li>● 471 text exchanges between all teams</li> </ul>	<ul style="list-style-type: none"> <li>● Spending less time with stand-up meetings</li> <li>● Creating concise user stories to improve the quality of deliverables submitted.</li> <li>● As teams finish deliverables it could be helpful in asking the customer for more work and deliverables ahead. This way teams can better plan ahead and increase efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning of Sprint cycles</li> <li>● Initial feedback on deliverables presented</li> </ul>
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and 64 questions  
asked.

5	<ul style="list-style-type: none"> <li>● Review of Group project activities</li> <li>● Discussion of personal reflection paper and mid-term presentations</li> </ul>	<ul style="list-style-type: none"> <li>● During sprint #2, teams presented their initial analysis and findings to the client as they tried to answer relevant questions based on the survey data.</li> <li>● Clients either approved certain analysis work or gave feedback in order to further refine or correct the analysis for some questions.</li> <li>● As teams were getting feedback this week saw the highest number of communications between teams and the client.</li> <li>● There were 38 emails exchanges, and the customer answered 49 questions from various members</li> </ul>	<ul style="list-style-type: none"> <li>● Importance of having a concise and timely updated backlog sheet so that teams spend less time on planning and stand-up meetings in order to focus more on executing the deliverable.</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-agile and Pulse surveys assigned to the class by the coordination team</li> <li>● Personal reflection paper assigned</li> </ul>
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6	<ul style="list-style-type: none"> <li>● Video lecture presented by Kevin Pitts on Asking powerful questions and listening, as As teams continue with gathering and communicating project requirements with customer and among team members</li> </ul>	<ul style="list-style-type: none"> <li>● During sprint #3, as teams started to analyze more survey data related, they started to build their initial model to evaluate motivation</li> <li>● Clients either approved certain analysis work or gave feedback in order to further refine or correct the analysis for some questions.</li> <li>● Highest number of communications between all teams: 460</li> </ul>	<ul style="list-style-type: none"> <li>● Regardless of division of work with user stories, recognizing that the entire team is responsible for the deliverable. If a team member is confused/needs help, it is important for him/her to speak up for the sake of the entire team.</li> </ul>	<ul style="list-style-type: none"> <li>● Mid-term team update presentations on Mood evaluation system solution.</li> <li>● KSA Survey No.1 assigned to the class by the coordination team</li> </ul>
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7	<ul style="list-style-type: none"> <li>• Group project final presentation and deliverables handout provided.</li> </ul>	<ul style="list-style-type: none"> <li>• During sprint #4, teams started to add to and optimize the preliminary models by exploring further questions. There was a common client request all teams started to work on during this time. Looking at the data models until this point, the client requested teams to refine future questions using a weighted average to get a more accurate idea on the data results.</li> <li>• Team 5 had the most productive sprint week during this cycle having 186 communications</li> </ul>	<ul style="list-style-type: none"> <li>• Important lessons learned during this mid-stage of the project was to pay attention to the details especially in client meetings and remain positive through the project so that we can motivate one another with our very own morale.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination team presented their mid-term presentation. The team established their project scope and priorities as related to the customer, Dr.Shah in this case, and reported their meeting analytics, progress and learning so far.</li> </ul>
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8	<ul style="list-style-type: none"> <li>No class so that students can work on completing their group project final presentation preparations.</li> </ul>	<ul style="list-style-type: none"> <li>During sprint #5 Most of the cycle was spent consolidating the data models and preparing to present the product to the client. Data automation methods were revised for final presentation and data was analyzed to prepare the final reports.</li> </ul>	<ul style="list-style-type: none"> <li>Working on the project immediately after the customer's feedback may be beneficial because the feedback would be fresh in memory and teams would have more time in the long run</li> </ul>	<ul style="list-style-type: none"> <li>KSA Survey #2 assigned to the class by the coordination team.</li> </ul>
9	<ul style="list-style-type: none"> <li>Group final reports and final presentations</li> </ul>	<ul style="list-style-type: none"> <li>End of sprint cycle</li> </ul>	<ul style="list-style-type: none"> <li>All feedback consolidated and implemented</li> </ul>	<ul style="list-style-type: none"> <li>Final Products delivered</li> </ul>

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## Section V: Data Analysis

### Data Overview:

Various data analysis methods were conducted throughout the term such as surveys, graphs, and other analytical methods to review and understand the topics such as sprint reviews, group work, and client and professor feedback. Each of these topics has its own purpose during the length of the class. The following is an overview of the surveys, graphs and additional analytical methods to review class information.

### Surveys: Table name date response highlights

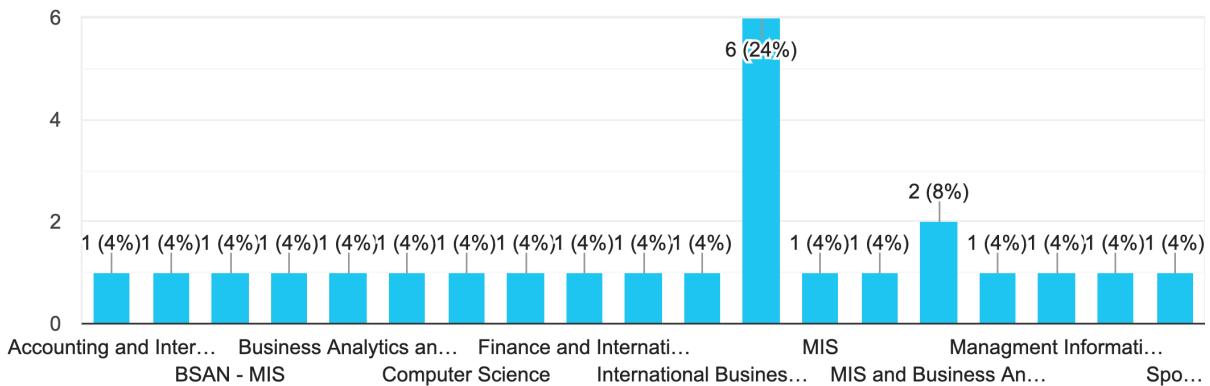
The surveys that were conducted throughout the term entailed various questions to grasp the understanding of students of agile methodology, skills needed to succeed, skills gathered prior to class, skills gathered after completion of the term project, and the knowledge of students of agile methodology post term project.

### Pulse Survey:

The pulse survey was a series of questions that were asked to the student body of MIS 347 to gather an understanding of their feeling of the overall project. The survey had questions that discussed:

- *Major:* The majority of the class were amongst three majors Management Information Systems, Finance, Business Analytics.

Major  
25 responses

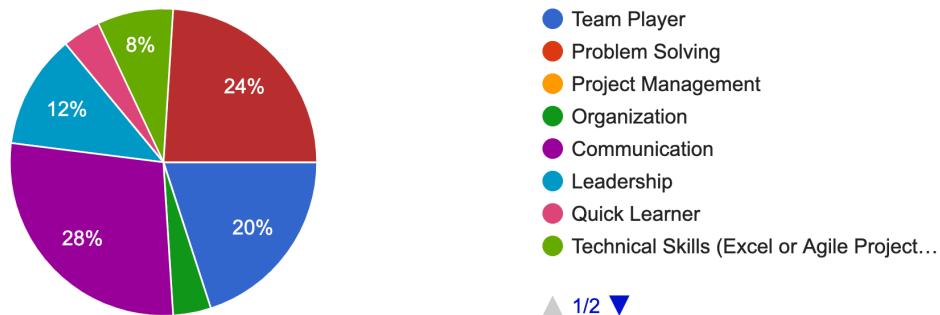


- *Greatest Strength:* The greatest strengths amongst the students was hardworking, problem solving, and Communication.

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### What is your greatest strength?

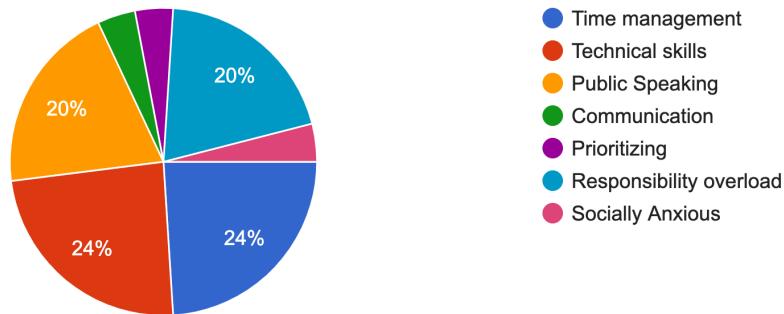
25 responses



- *Greatest Weakness:* The greatest weakness amongst the students was time management, responsibility overload, technical skills, and public speaking.

### What is your greatest weakness?

25 responses

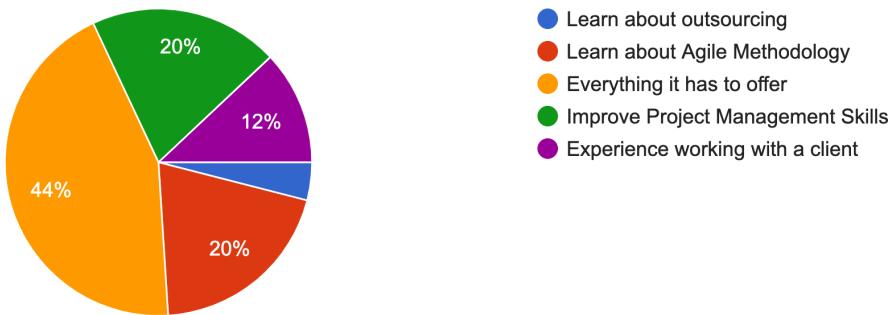


- *Anticipation for the course:* Overall anticipation upon completion of MIS 347 was everything it had to offer, growing project management skills, and understanding of agile methodology.

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What do you hope to get out of the course?

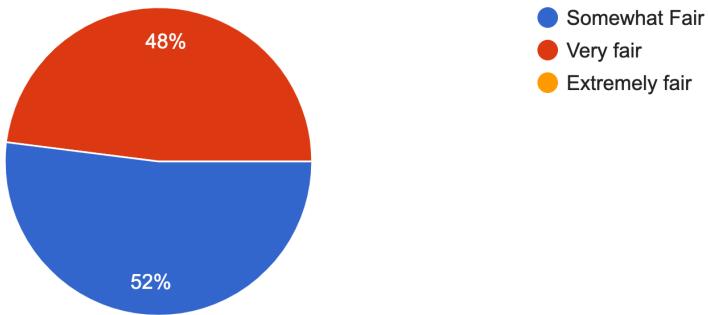
25 responses



- *Fairness:* Majority of the class at fifty-two percent viewed the project requirements to be somewhat fair and forty-eight viewed the project to be very fair.

Based on the kick-off meeting with the Client, how would you rate the fairness of the project requirements?

25 responses

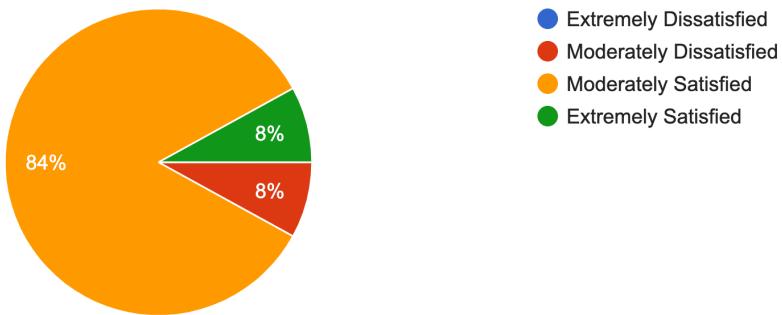


- *Understanding of class requirements:* Majority of the class felt moderately satisfied with the project information that they were given.

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How satisfied are you with the project information that you know now?

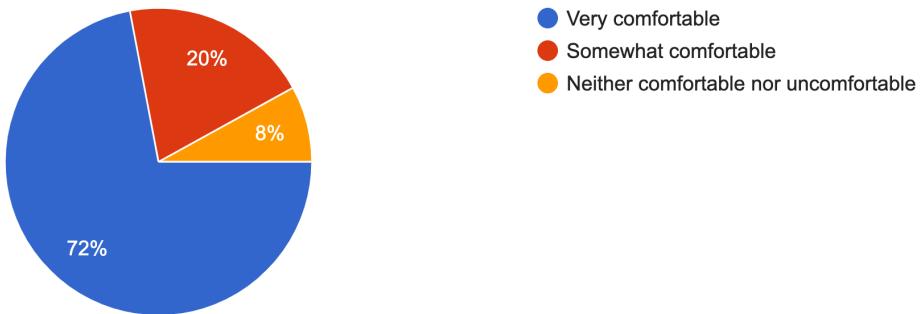
25 responses



- *Comfortability with ZOOM:* Seventy-two percent of the class was very comfortable with the use of ZOOM.

How comfortable are you with Zoom?

25 responses



The completion of this survey allowed us to understand the general understanding of the project and the feeling towards it.

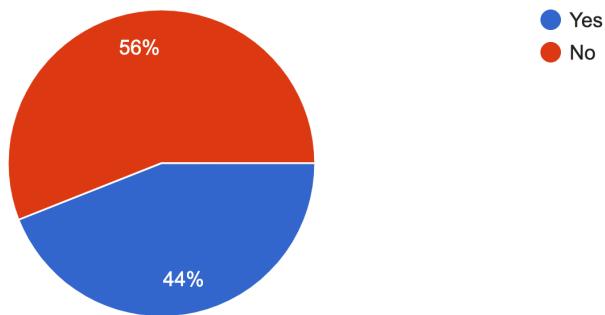
## Pre-Agile Survey:

The pre-agile survey involved asking various questions to the student body of MIS 347 to have an understanding of the knowledge of each student on the topics that relate to agile methodology prior to the start of the project. The survey discussed questions such as:

- *Experience with Agile Methodology:* The majority of the class lacked the experience with Agile Methodology. Around fifty-six percent have no experience and forty-four have had experience in Agile Methodology.

Do you have any experience with Agile methodologies?

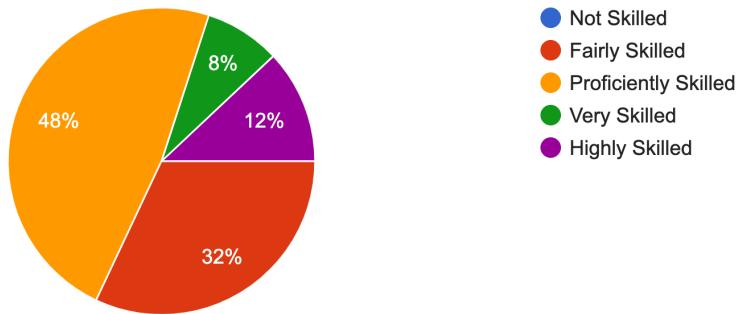
25 responses



- *Ability to review situations from client POV:* At forty-eight percent of the class has stated that they are proficiently skilled to view the situation from the client's point of view.

Ability to look at a situation from the clients point of view.

25 responses

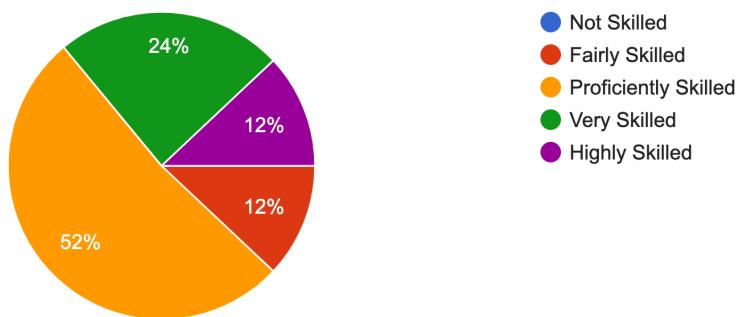


- *Understanding of the true and deeper meaning of the needs and wants of the client:* Majority of the students felt that they are proficiently skilled or highly skilled in understanding a deeper meaning of the wants of the client.

- *Ability to communicate to the client:* Many students are proficiently skilled in communicating with the client.
- *Ability to ask and receive feedback and criticism from the client regarding their work:* Fifty- two percent of students felt they were proficiently skilled in seeking feedback and criticism from the client.

**Ability to seek feedback and criticism from the client on your ideas**

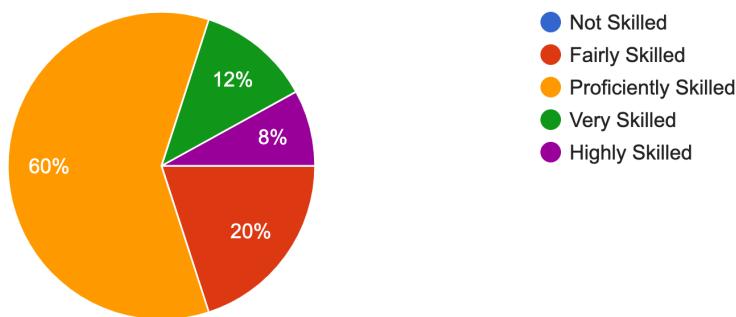
25 responses



- *Ability to implement ideas into a live model/product/solution:* After review project requirements sixty percent of the student believed they are proficiently skilled in implementing ideas into live model/product/solutions.

**Ability to transform your idea into a real product/model/ solution**

25 responses

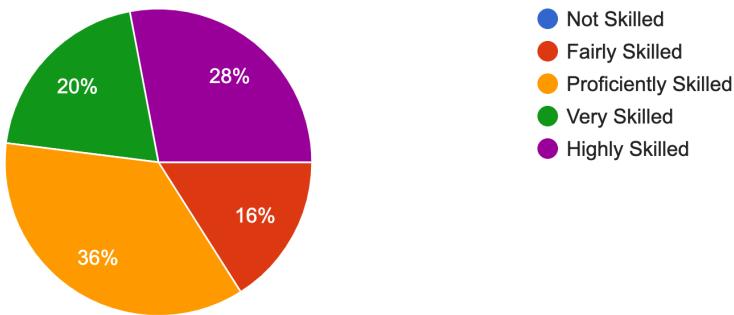


- *Project communication skills:* Overall at thirty-six percent of the students felt proficiently skilled in project communication skills.

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### Project communications skills

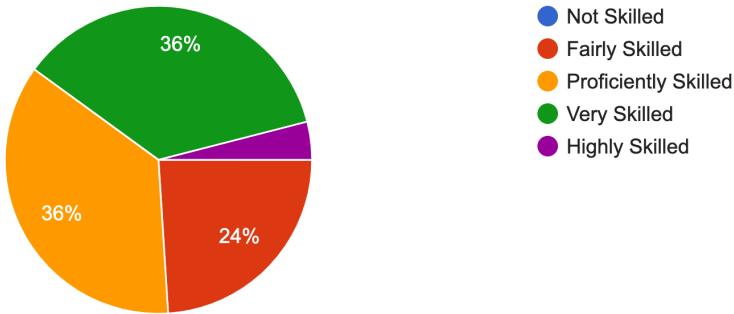
25 responses



- *Project management skills:* Majority of students were split between proficiently skilled and very skilled in Project management both at thirty-six percent.

### Your project management skills

25 responses

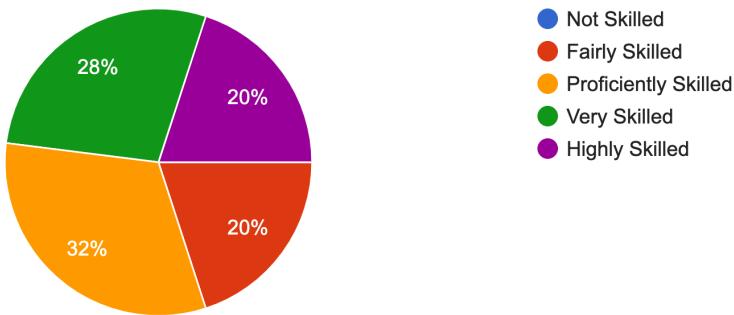


- *Time management skills:* Students felt that they were between proficiently skilled at thirty-two percent and very skilled in time management at twenty-eight percent.

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### Your time management skills

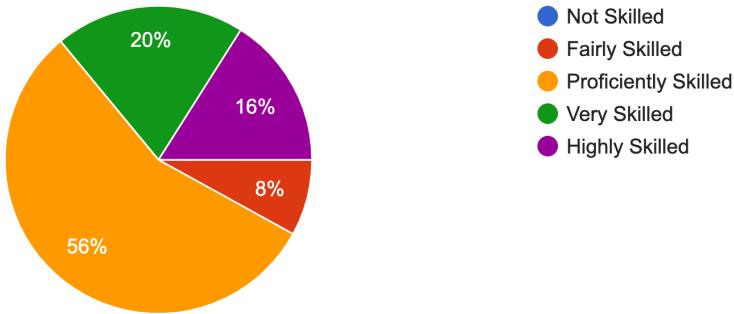
25 responses



- *Problem-Solving skills:* Overall fifty-six percent of the students felt they had a proficiently skilled grasp of problem-solving skills.

### Your problem solving skills

25 responses

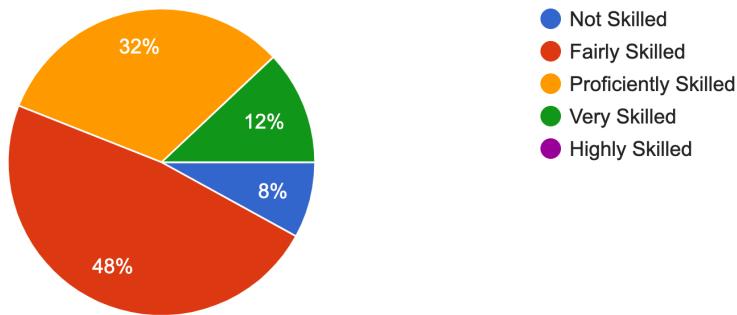


- *Outsourcing skills:* At forty-eight percent of the students felt they are fairly skilled in their outsourcing skills.

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### Your outsourcing skills

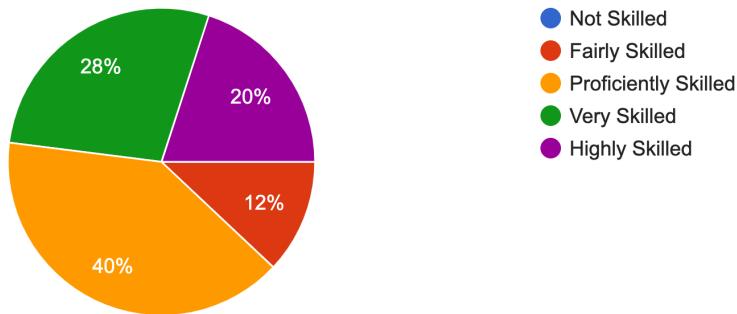
25 responses



- *Leadership skills:* Forty percent of the students felt proficiently skilled in their leadership skills and twenty-eight percent felt very skilled in their leadership skills.

### Your leadership skills

25 responses

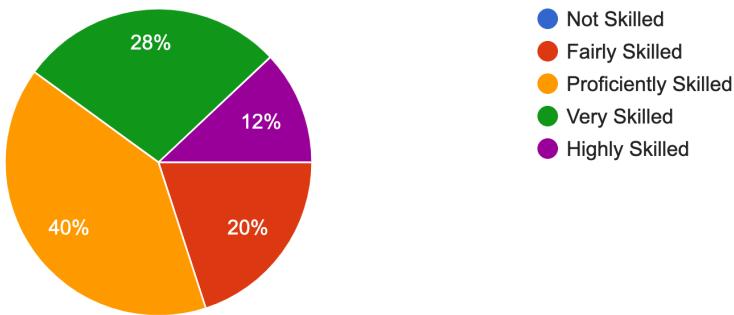


- *Active listening skills:* Majority of the students at forty percent felt proficiently skilled in their active listening skills and twenty- eight percent felt very skilled.

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### Your active listening skills

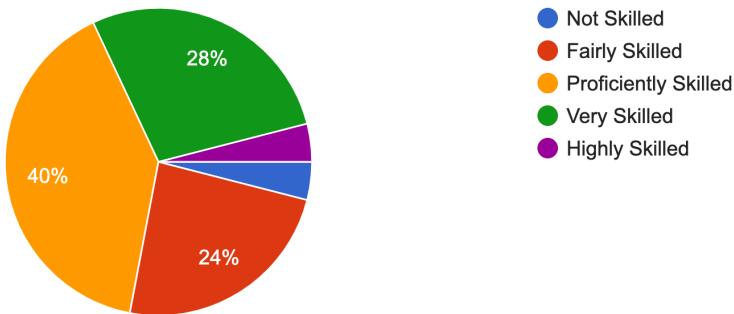
25 responses



- *Presentation skills:* Overall of the students at forty-eight percent felt proficiently skilled in their presentation skills and twenty-eight percent felt very skilled.

### Your presentation skills

25 responses

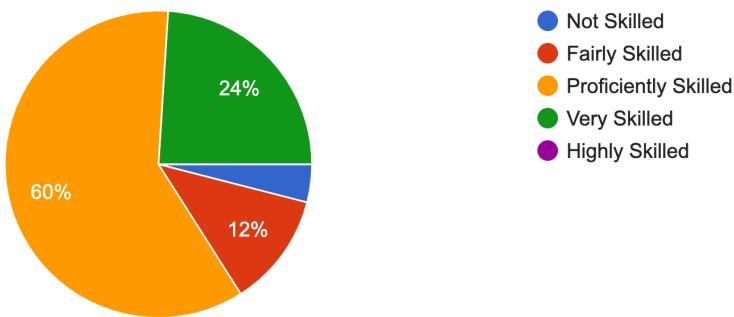


- *Technology skills:* Sixty percent of the class felt they had a true understanding of their understanding of the technology being used in class. Such as forty percent had an understanding of Microsoft excel. However, sixty-eight percent felt they had no understanding of Power BI skills.

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### Your technology skills

25 responses



The completion of this survey allowed us to understand the general understanding of the skill set of each student prior to starting the project and understanding of client details and feedback.

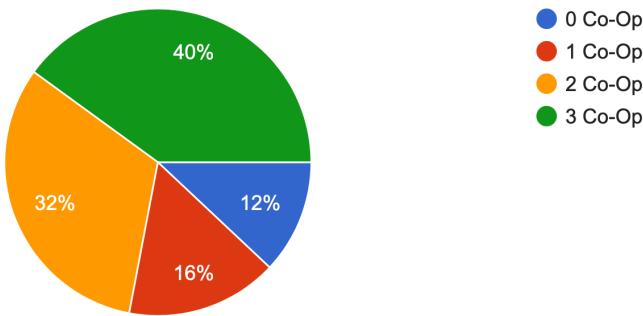
### KSA Development Matrix #1:

The KSA Development Matrix Survey #1 was for the purpose of understanding the student's insights of their skills learned or have been strengthened throughout various co-op experiences prior to MIS 347. Questions that were asked are as follows:

- *Number of co-ops completed:* The majority of the class had 2 or more co-ops

#### How many Co-Ops have you completed?

25 responses

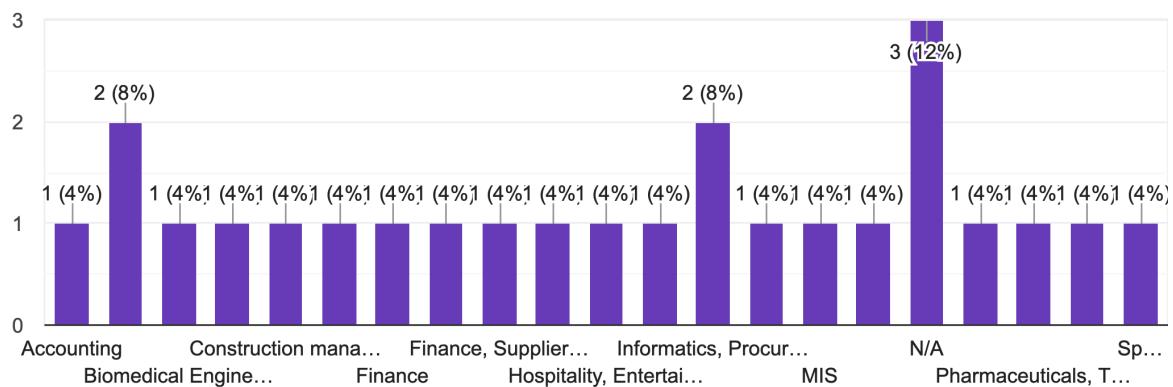


- *Fields of each co-op:* The majority of the class had their co-ops revolve around a job in the IT industry, Finance, and management.

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### What Fields have your Co-Ops been in?

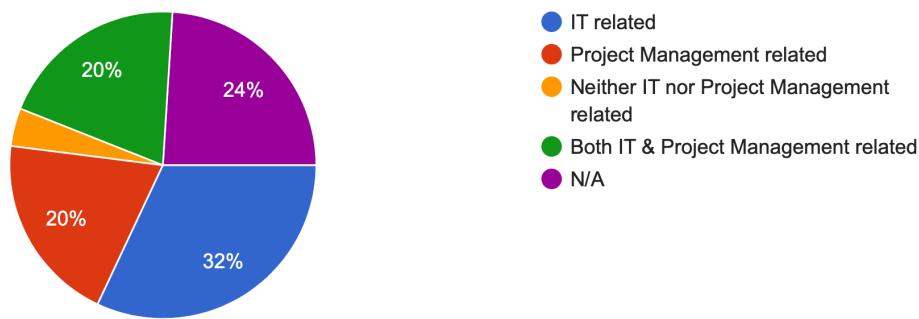
25 responses



- *Number of co-ops revolving around IT or project management:* 32% of the class had a co-op in IT and 20% had both an IT and project management co-op.

### Have your Co-Ops been in IT or Project Management related?

25 responses

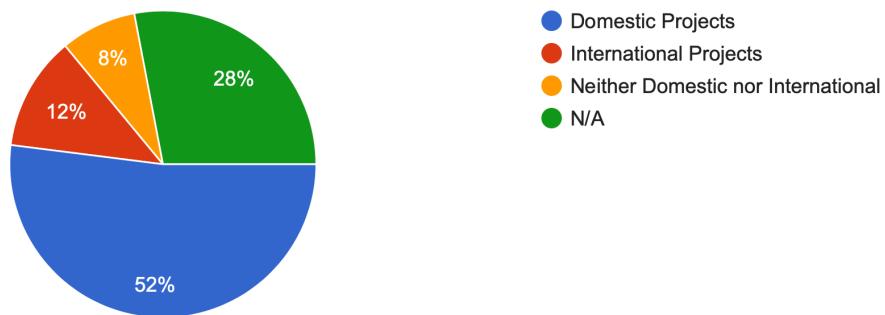


- *Previous work experience in domestic or international projects:* 52% of the class only has experience on domestic projects.

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### Have you worked on Domestic or International Projects?

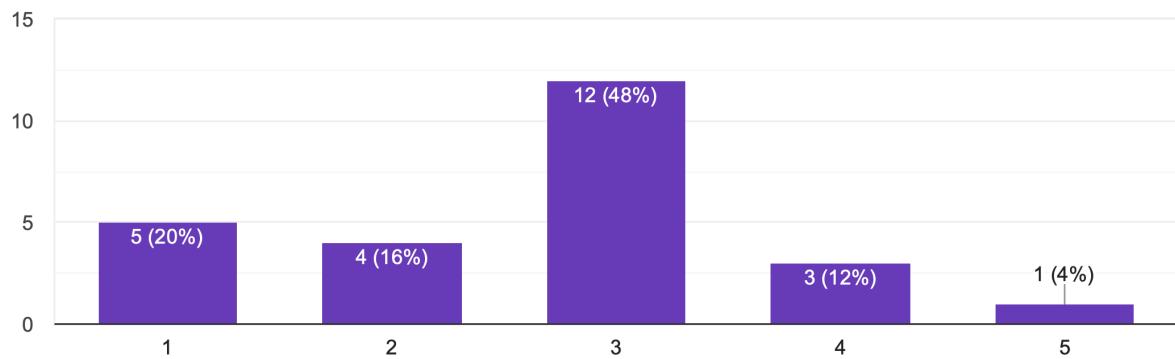
25 responses



- *Rating the knowledge of outsourcing upon completion of co-op(s):* 48% of the class rated their knowledge of outsourcing as a 3 out of 5.

### At the end of Co-Op how would you rate your knowledge of Outsourcing?

25 responses

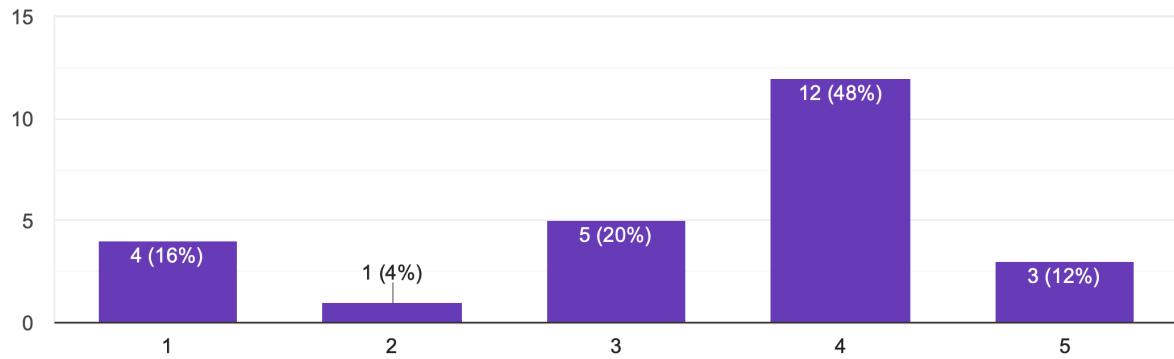


- *Rating the knowledge of managing client relationships and interactions upon completion of co-op(s):* 48% of the class rated their knowledge of managing client relationships and interactions as a 4 out of 5.

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At the end of Co-Op how would you rate your knowledge of managing client relationships and interactions?

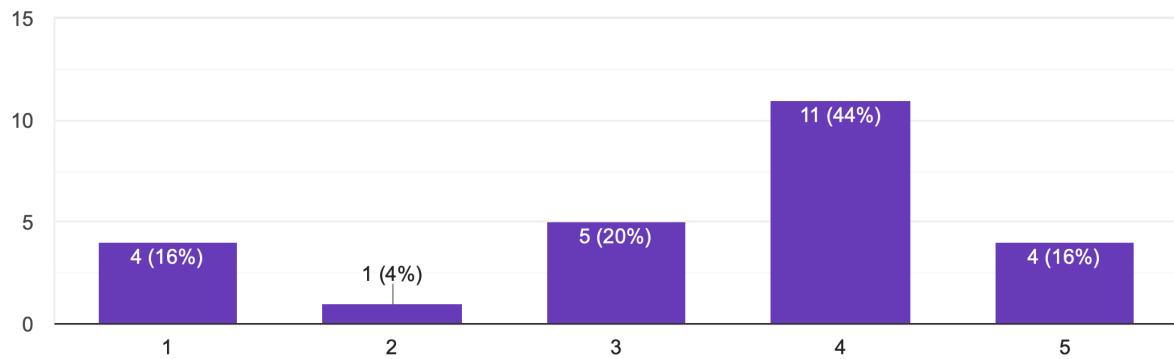
25 responses



- *Rating the Knowledge of the industry or industries upon completion of co-op(s):* 44% of the class rated their knowledge of their industry a 4 out of 5.

At the end of Co-Op how would you rate your knowledge of the industry/Industries in which you worked?

25 responses

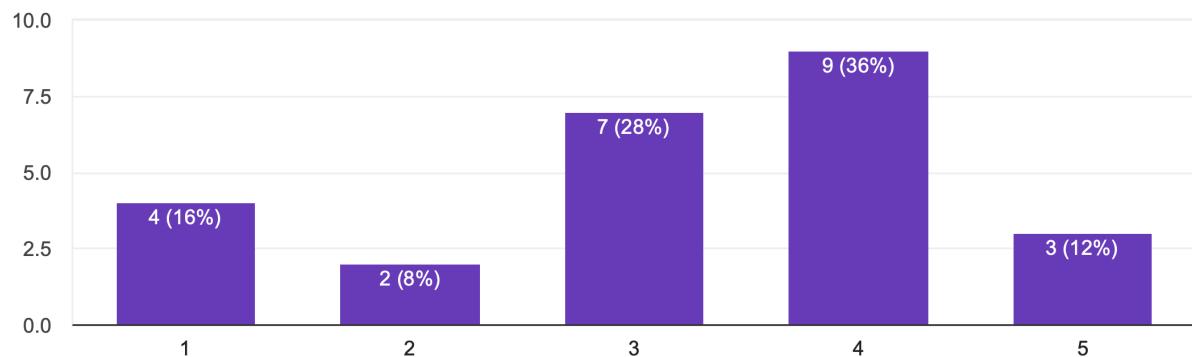


- *Rating the knowledge of functions within Microsoft Excel upon completion of co-op(s):* 36 % rated their knowledge of excel a 4 out of 5 and 28% say their knowledge is 3 out of 5.

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At the end of Co-Op how would you rate your knowledge of Excel's numerous functionalities?

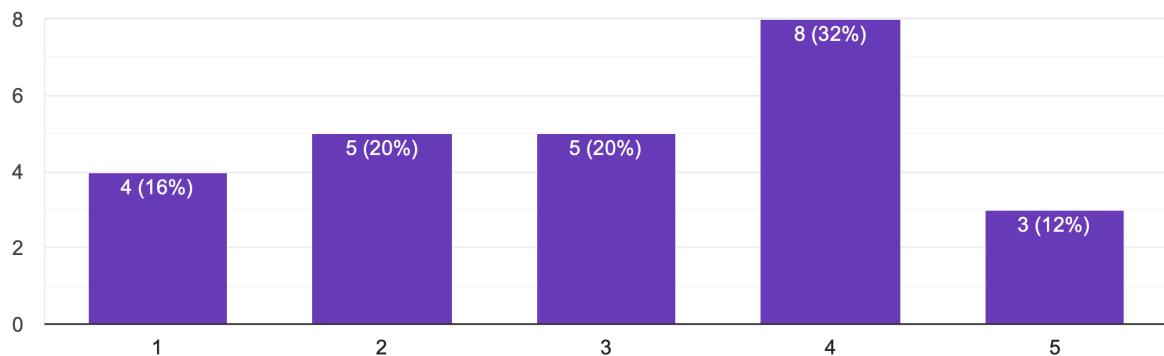
25 responses



- *Rating the knowledge of project management upon completion of co-op(s)*: the class was split amongst the scale of their knowledge of project management. The highest being 32% rated it as 4 out of 5.

At the end of Co-Op how would you rate your skills of Project Management?

25 responses

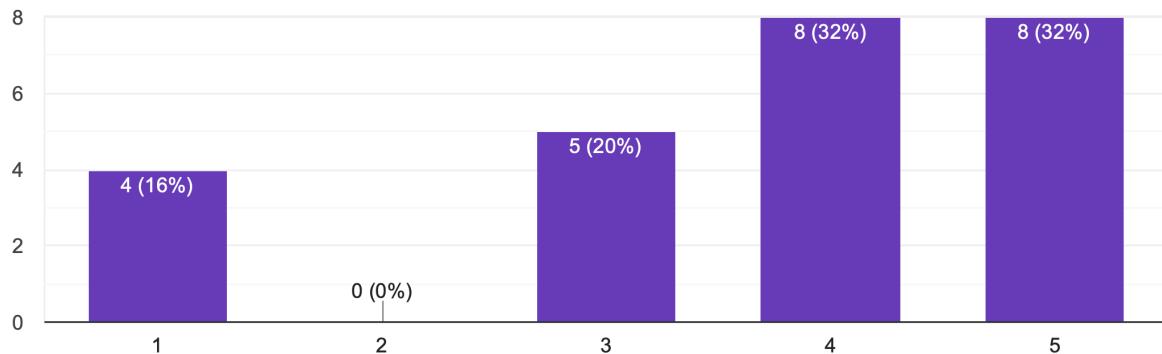


- *Rating the knowledge of professional communication upon completion of co-op(s)*: 32 % of the class rated their professional communication as a 4 out of 5 and 32% said 5 out of 5.

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At the end of Co-Op how would you rate your skills of Professional Communication?

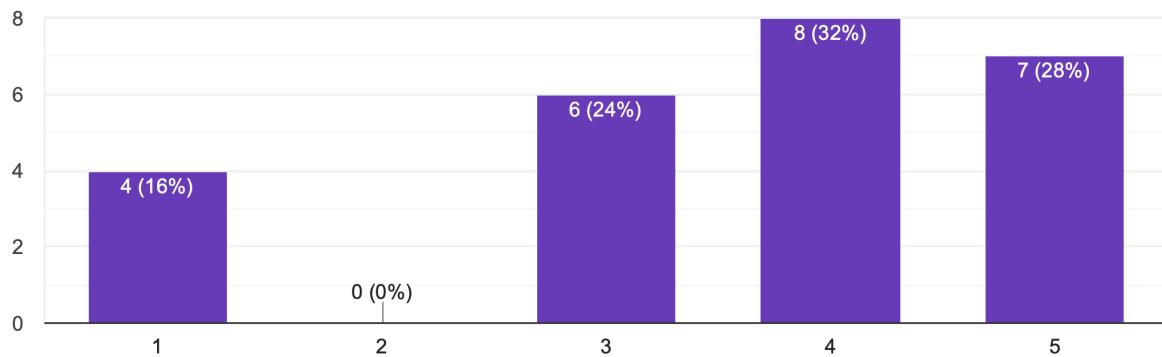
25 responses



- *Rating the knowledge of time management upon completion of co-op(s):* 24% of the class said 3 out of 5 and 28% had 5 out of 5 for time management knowledge.

At the end of Co-Op how would you rate your skills of Time Management?

25 responses

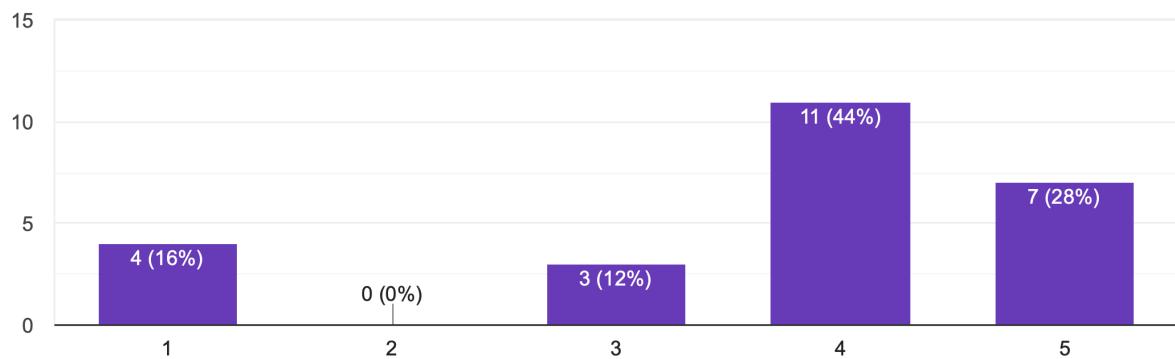


- *Rating the knowledge of active listening upon completion of co-op(s):* 44% of the class rated their active listening knowledge a 4 out 5.

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At the end of Co-Op how would you rate your skills of Active Listening?

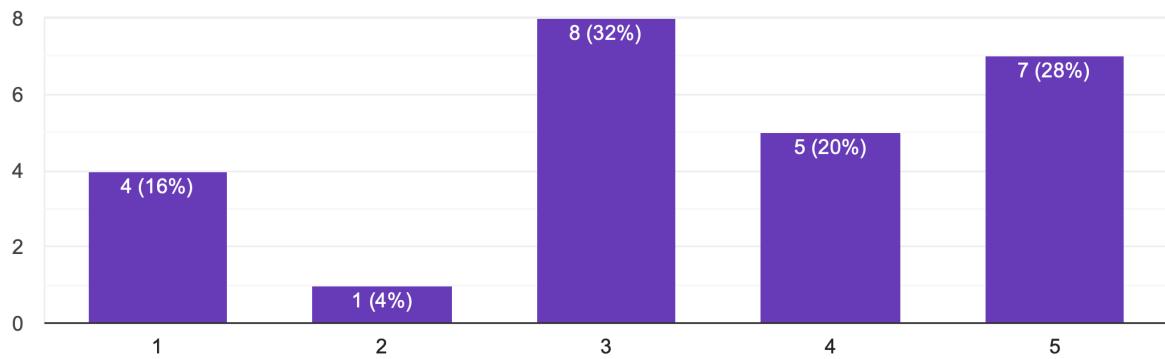
25 responses



- *Rating the knowledge of effective questioning upon completion of co-op(s)*: the majority of the class rated their effective questioning knowledge as a 3 out 5.

At the end of Co-Op how would you rate your skills of Effective Questioning?

25 responses

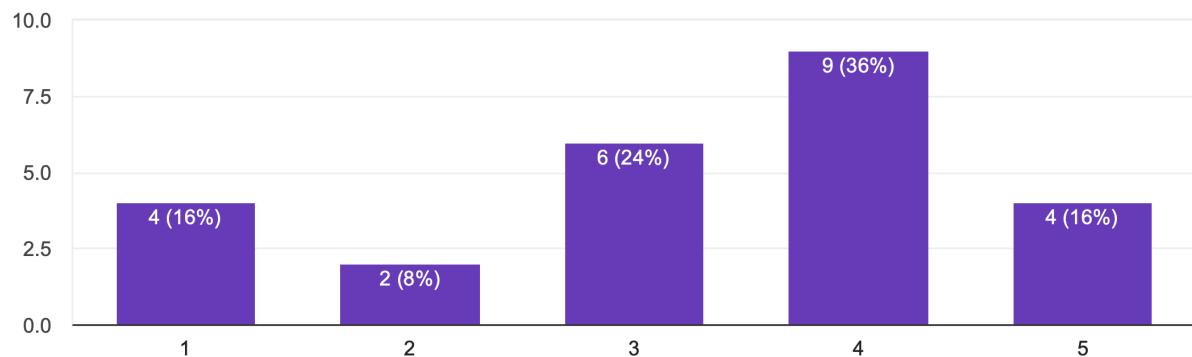


- *Rating the knowledge of giving presentations upon completion of co-op(s)*: The class seemed to rate their presentation very well. Given 36% said their skills were at 4 out 5.

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At the end of Co-Op how would you rate your skills of Giving Presentations?

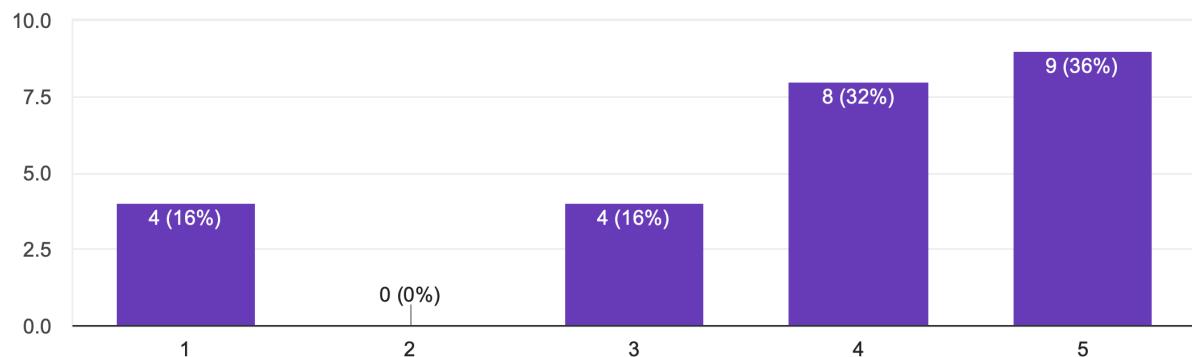
25 responses



- *Rating the knowledge of creating/hosting/managing meeting invites on Microsoft Outlook upon completion of co-op(s):* 68% of the class had either 4 out of 5 or more for their skills in making meeting invites.

At the end of Co-Op how would you rate your skills of creating, sending and managing meeting invites on Outlook?

25 responses

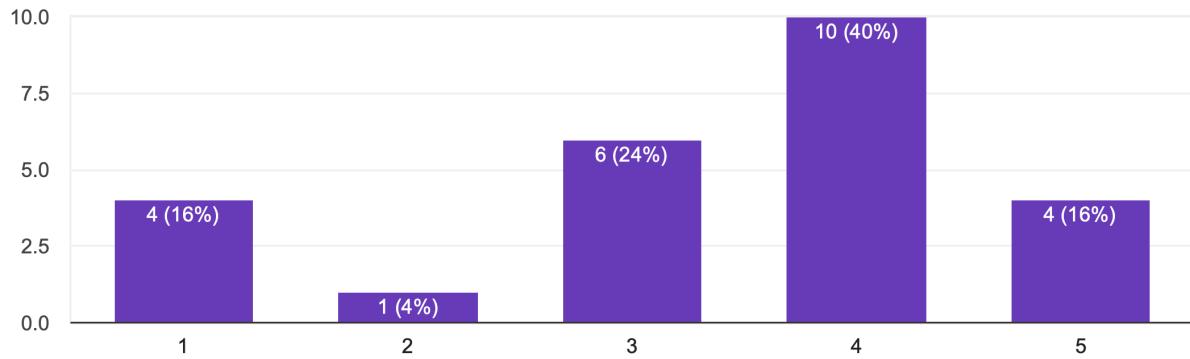


- *Rating the knowledge of leading meeting on phone/video upon completion of co-op(s):* 40 % said they have 4 out of 5 for their knowledge in leading meetings.

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At the end of Co-Op how would you rate your skills of running/ executing meetings via video/ phone?

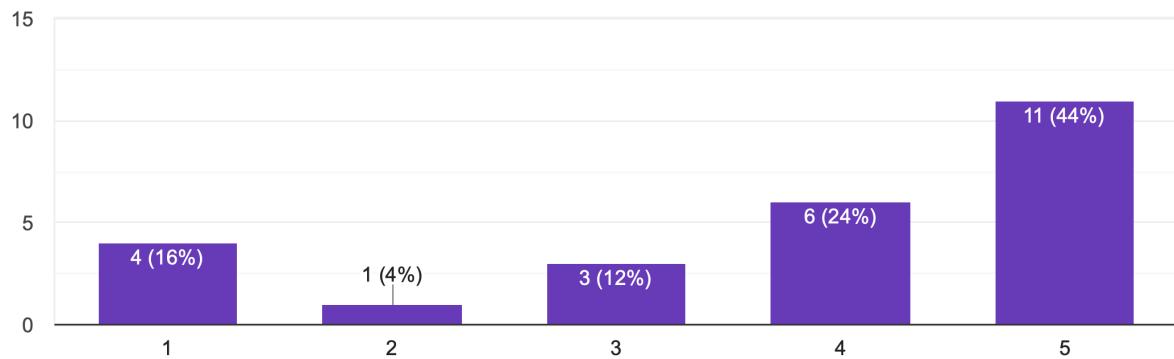
25 responses



- *Rating the knowledge of creating basic Microsoft Excel workbooks upon completion of co-op(s):* 17 students had more than 4 out of 5 for their knowledge of creating Excel workbooks.

At the end of Co-Op how would you rate your skills of Creating basic Excel workbooks (including filtering, conditional formatting, format painter, simple functions, etc.)?

25 responses

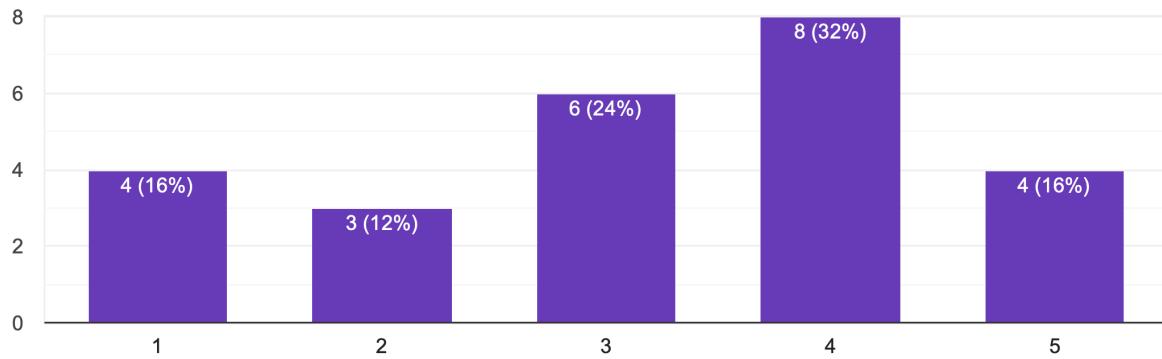


- *Rating the knowledge of creating advanced Microsoft Excel workbooks upon completion of co-op(s):* only 32% of the class had a 4 out of 5 for creating advanced Excel workbooks.

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At the end of Co-Op how would you rate your skills of Creating advanced Excel Workbooks (including data validation, VBA/ Macros,PivotTables, VLOOKUP, etc.)?

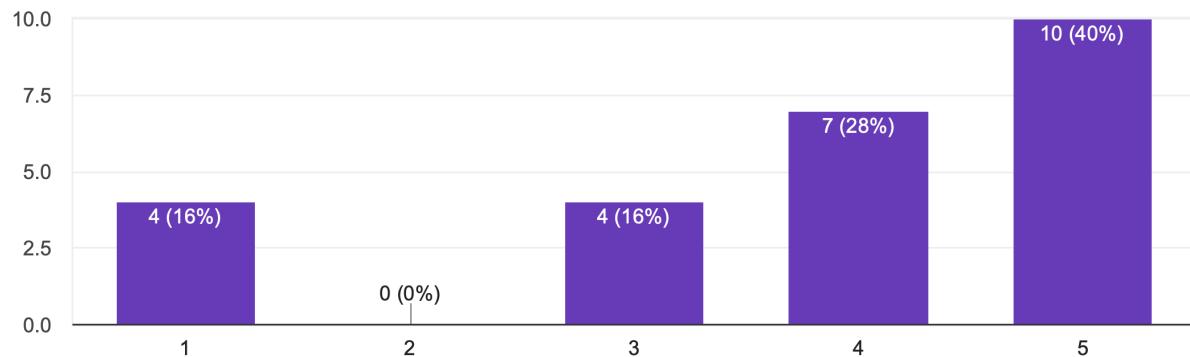
25 responses



- *Rating the attitude towards accommodating cultural differences upon completion of co-op(s):* 21 of the students felt that their attitude in accommodating cultural differences as 3 out of 5 or more.

At the end of Co-Op how would you rate your attitude towards accommodating cultural differences such as language barriers, work cultures, accents, etc. In the workplace?

25 responses

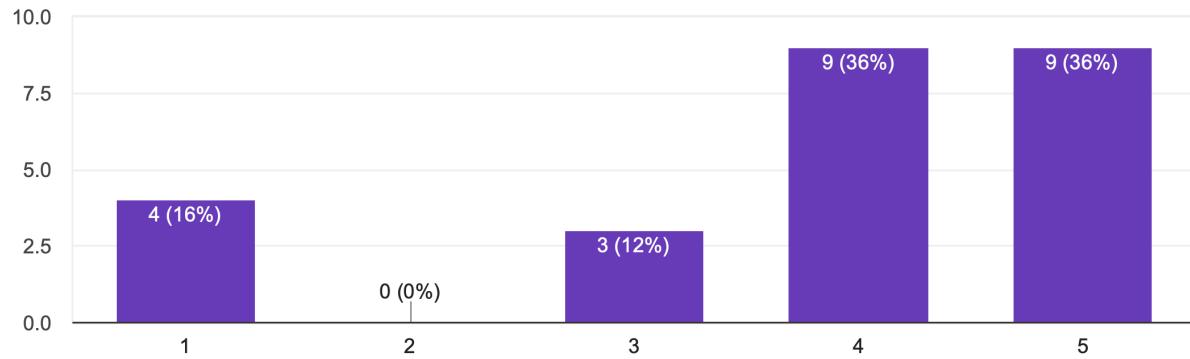


- *Rating the attitude towards accepting different opinions upon completion of co-op(s):* more than half the class felt that they accepted different opinions.

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At the end of Co-Op how would you rate your attitude towards accepting different opinions other than your own?

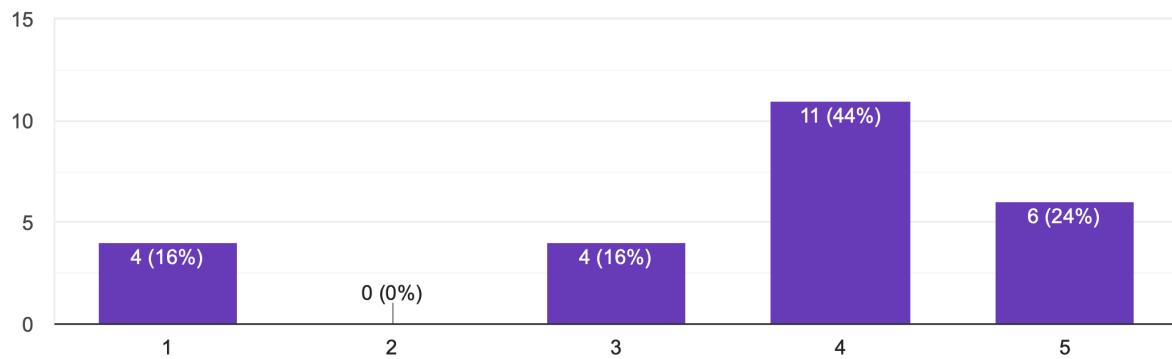
25 responses



- *Rating the attitude towards communication with peers upon completion of co-op(s)*: 44 % of the students would rate their communication with peers as a 4 out of 5.

At the end of Co-Op how would you rate your attitude towards communicating with others?

25 responses

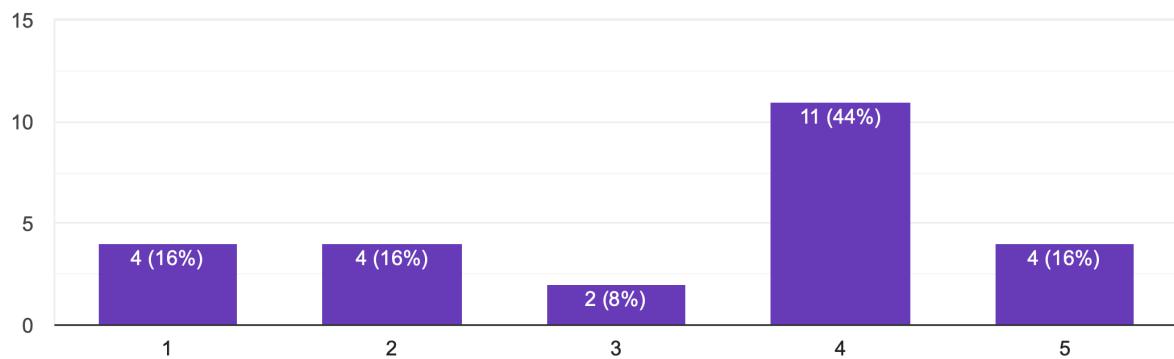


- *Rating the attitude towards continue interest in the relevant field upon completion of co-op(s)*: the class was split amongst all the ratings for the continued interest in their relevant field post co-op.

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At the end of Co-Op how would you rate your attitude towards Increased interest in relevant field?

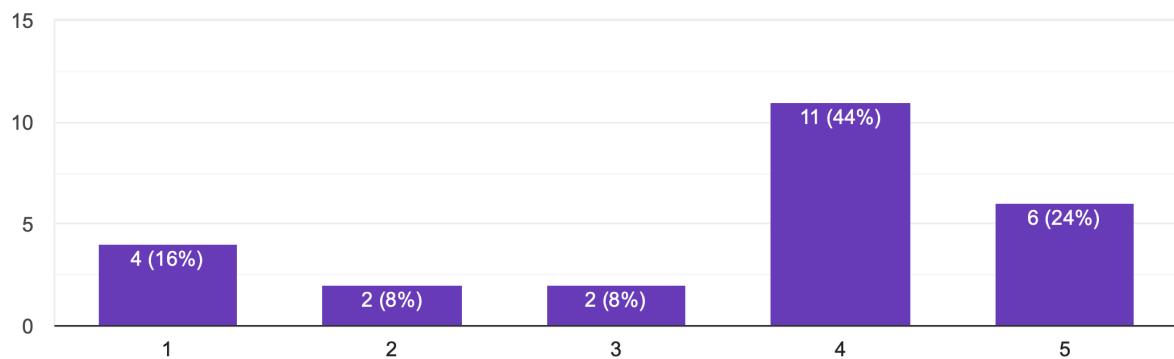
25 responses



- *Rating the attitude towards adapting and dealing with situations and managing others' expectations upon completion of co-op(s)*: 44 % of the class felt a 4 out of 5 for dealing and adapting to the expectations for co-op.

At the end of Co-Op how would you rate your attitude towards Adapting and dealing with situations and managing everyone's expectations through ongoing change?

25 responses

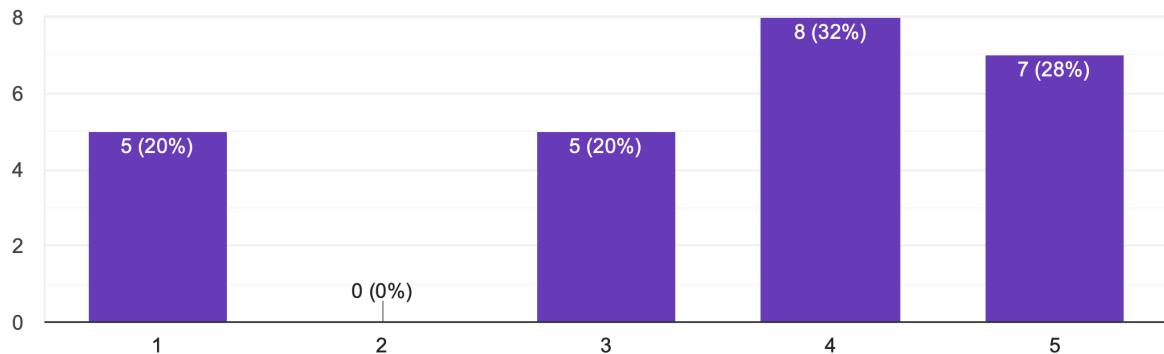


- *Rating the attitude towards remaining calm under pressure upon completion of co-op(s)* : 20 out of the students felt they are effectively remaining calm when under pressure.

---

At the end of Co-Op how would you rate your attitude towards staying calm under pressure?

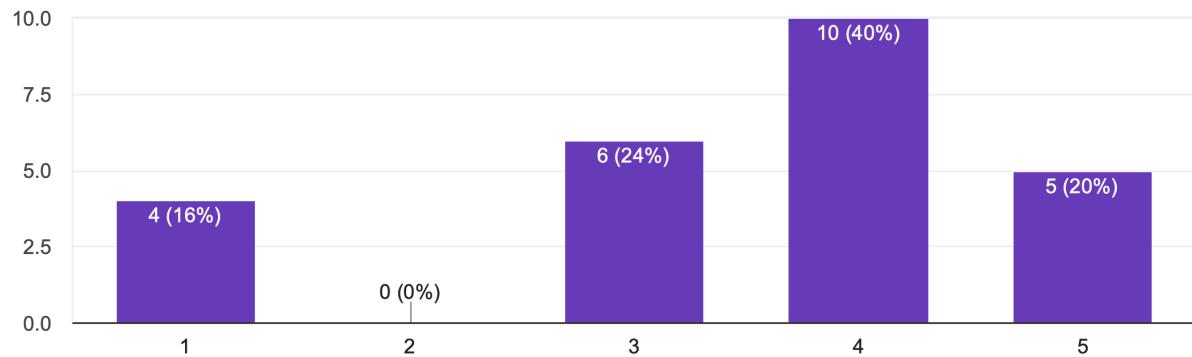
25 responses



- *Rating the attitude towards taking responsibilities for failures upon completion of co-op(s)*: 21 out of the students felt very confident in taking responsibilities for their failures.

At the end of Co-Op how would you rate your attitude towards taking responsibility for failures?

25 responses

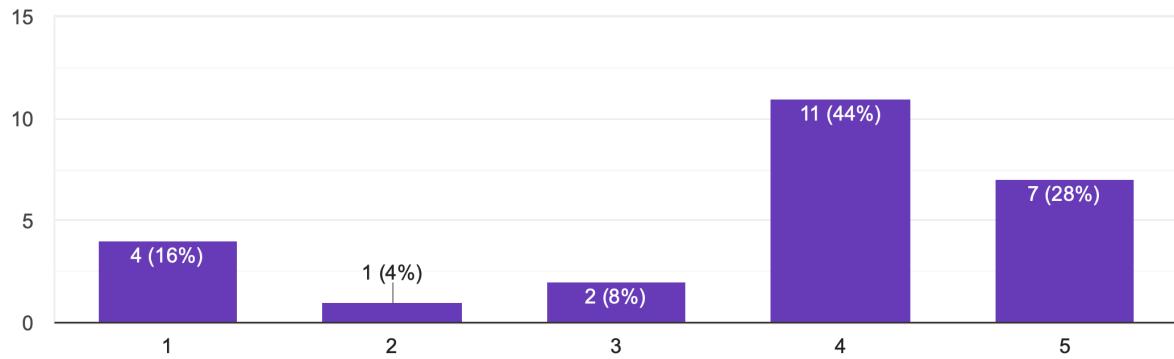


- *Rating the attitude towards earning trust and respect from clients and project stakeholders upon completion of co-op(s)* : 44% of the students felt that their attitude towards earning trust is 4 out of 5.

---

At the end of Co-Op how would you rate your attitude towards earning trust and respect from project stakeholders and colleagues?

25 responses



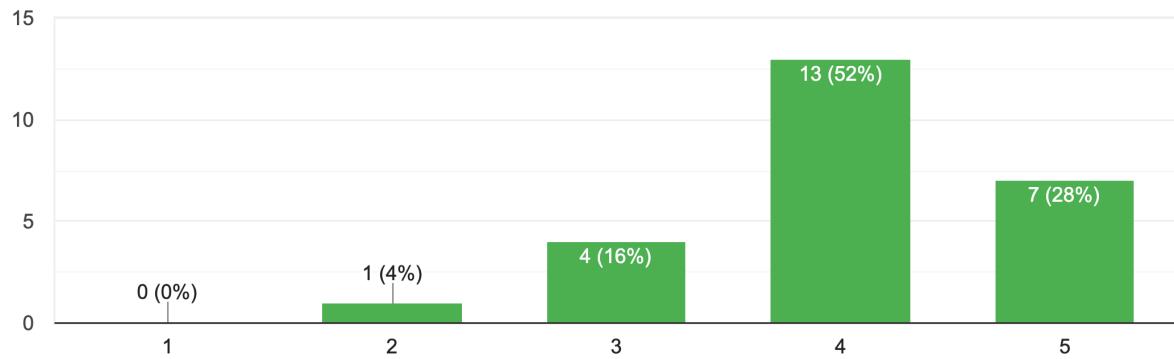
The purpose of this survey allowed us to understand the students and the information they bring to the project from prior co-ops and their attitude to various factors that could occur in their co-ops.

### KSA Development Matrix #2:

- At the end of MIS 347 how would you rate your knowledge of Outsourcing: 21 out of the whole class felt that their knowledge of outsourcing was greater than 4 out of 5.

At the end of MIS 347 how would you rate your knowledge of Outsourcing

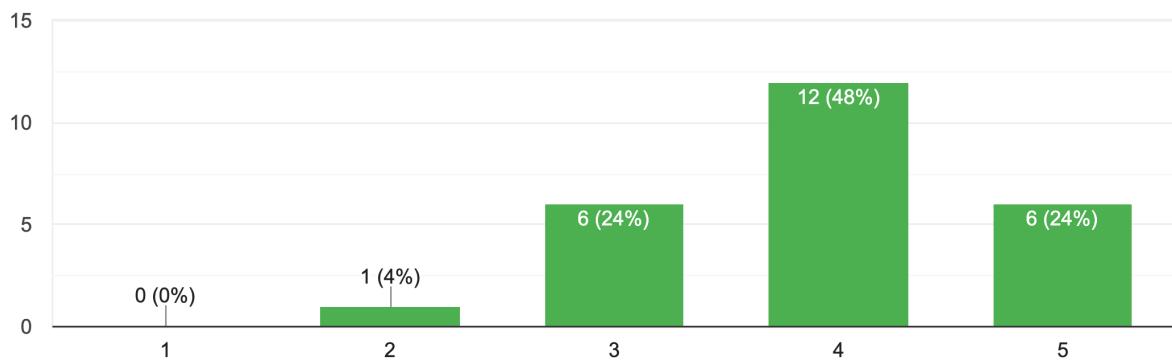
25 responses



- 
- At the end of MIS 347 how would you rate your knowledge of managing client relationships and interactions: 48% of the class felt that their knowledge of managing client relationships and interactions was 4 out of 5.

At the end of MIS 347 how would you rate your knowledge of managing client relationships and interactions

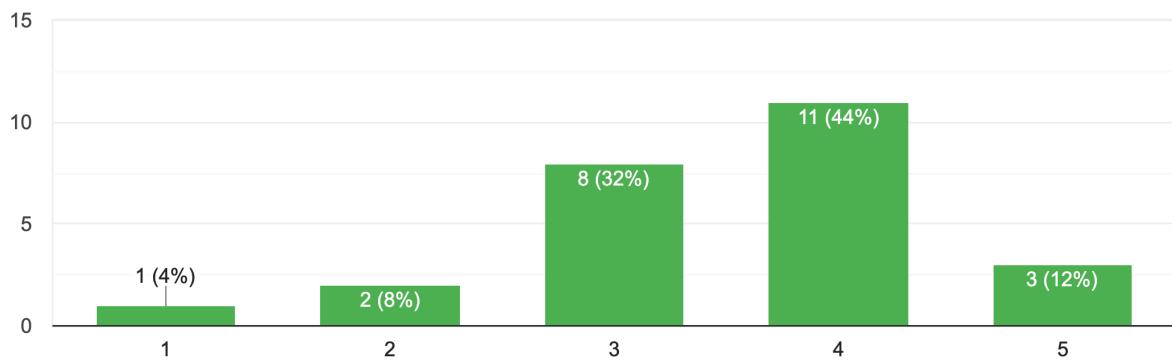
25 responses



- At the end of MIS 347 how would you rate your knowledge of the industry/Industries in which you worked: 44% of the class rated their industry knowledge as a 4 out of 5.

At the end of MIS 347 how would you rate your knowledge of the industry/Industries in which you worked

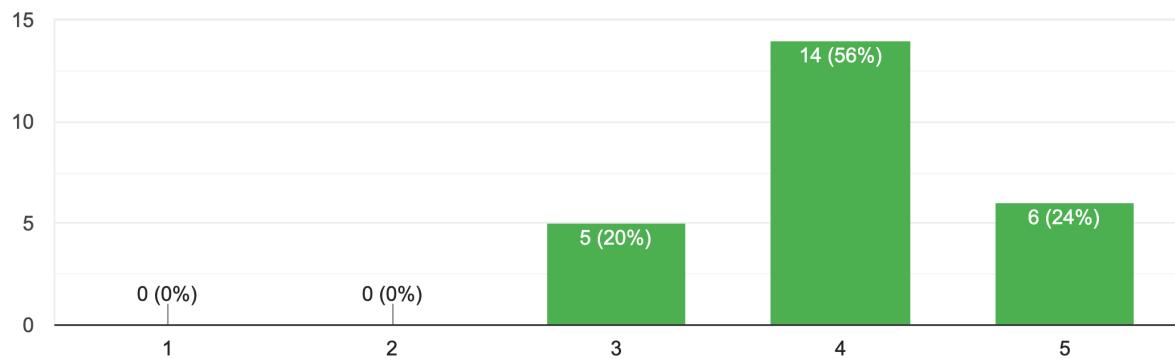
25 responses



- At the end of MIS 347 how would you rate your knowledge of Excel's numerous functionalities: 56% of the class rated their knowledge of Excel as 4 out of 5 or greater.

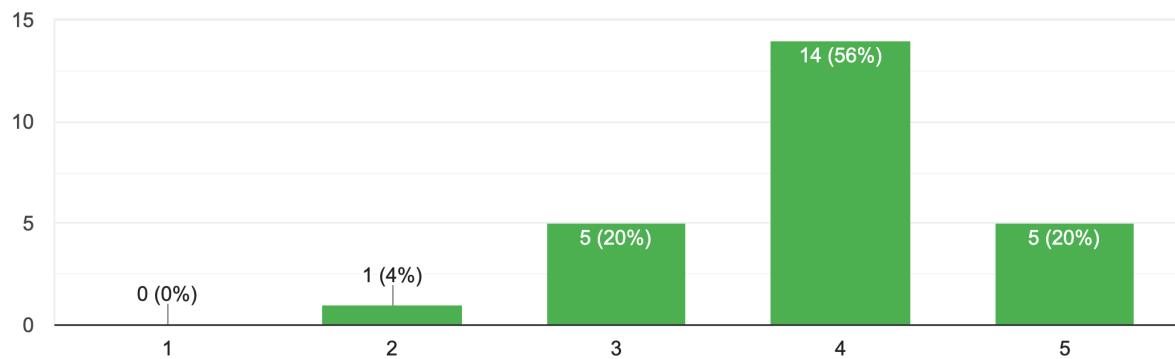
---

At the end of MIS 347 how would you rate your knowledge of Excel's numerous functionalities  
25 responses



- At the end of MIS 347 how would you rate your skills of Project Management: 56% of the class viewed their skills of project management as 4 out of 5.

At the end of MIS 347 how would you rate your skills of Project Management  
25 responses

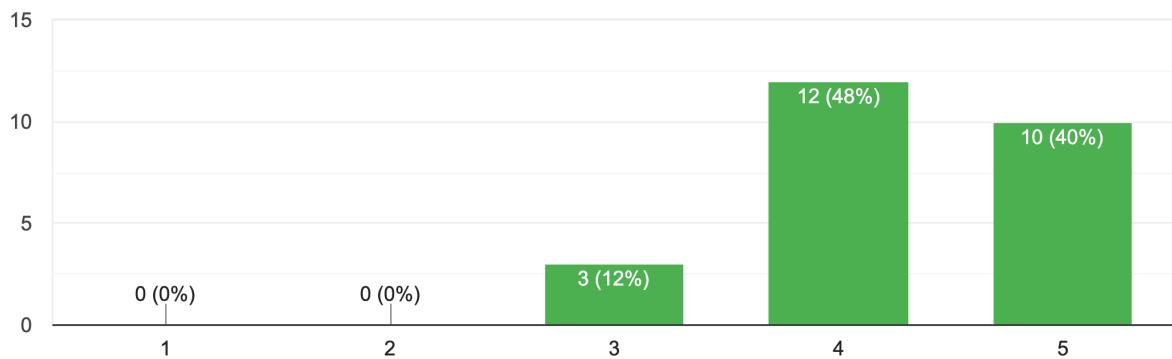


- At the end of MIS 347 how would you rate your skills of Professional Communication: 48% of the class rated 4 out of 5 and 40% rated 5 out of 5 for their professional communication.

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At the end of MIS 347 how would you rate your skills of Professional Communication

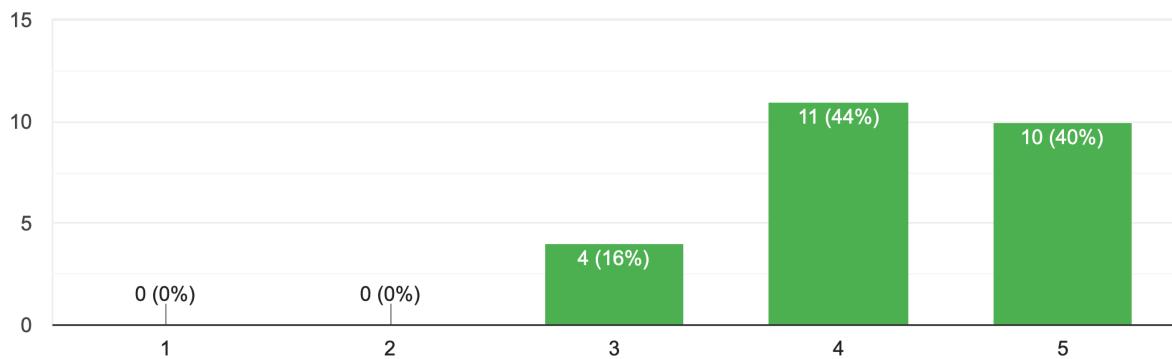
25 responses



- At the end of MIS 347 how would you rate your skills of Time Management: 84% of the class felt that their time management skills was greater than 4 out of 5.

At the end of MIS 347 how would you rate your skills of Time Management

25 responses

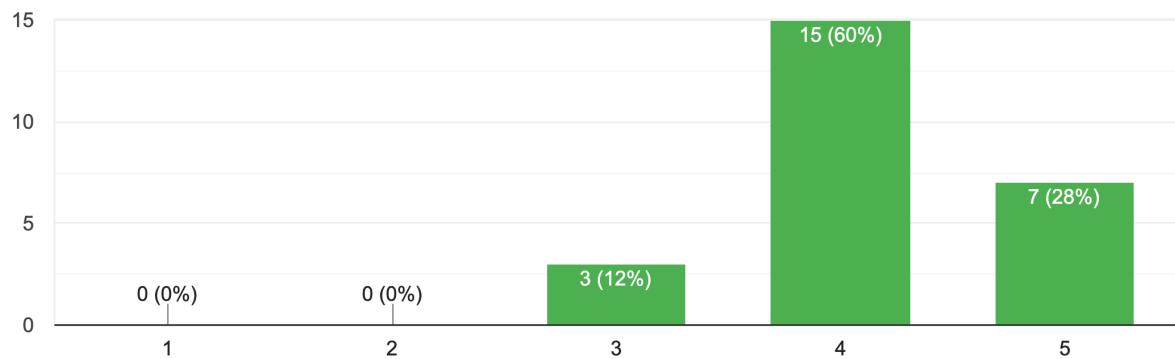


- At the end of MIS 347 how would you rate your skills of Problem Solving: 60% of the class believed their skills of problem solving is greater than 4 out 5.

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At the end of MIS 347 how would you rate your skills of Problem Solving

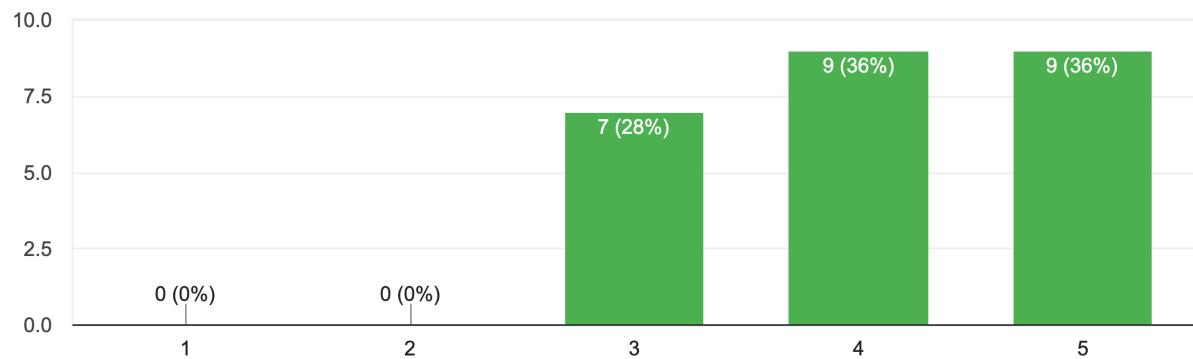
25 responses



- At the end of MIS 347 how would you rate your skills of Active Listening: the class was evenly split for their active listening skills being greater than 3 out 5.

At the end of MIS 347 how would you rate your skills of Active Listening

25 responses

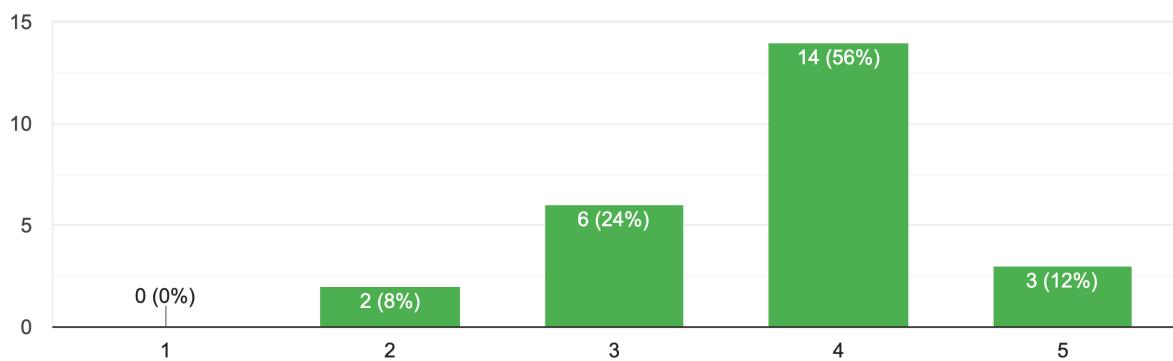


- At the end of MIS 347 how would you rate your skills of Effective Questioning: majority of the class had effective skills in questioning.

---

At the end of MIS 347 how would you rate your skills of Effective Questioning

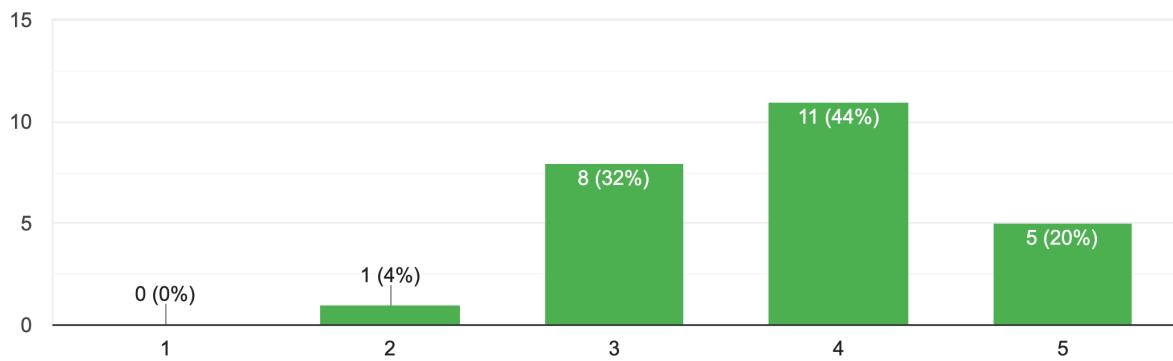
25 responses



- At the end of MIS 347 how would you rate your skills of Giving Presentations: 44% of the class felt that their skills of giving presentations was greater than 4 out of 5

At the end of MIS 347 how would you rate your skills of Giving Presentations

25 responses

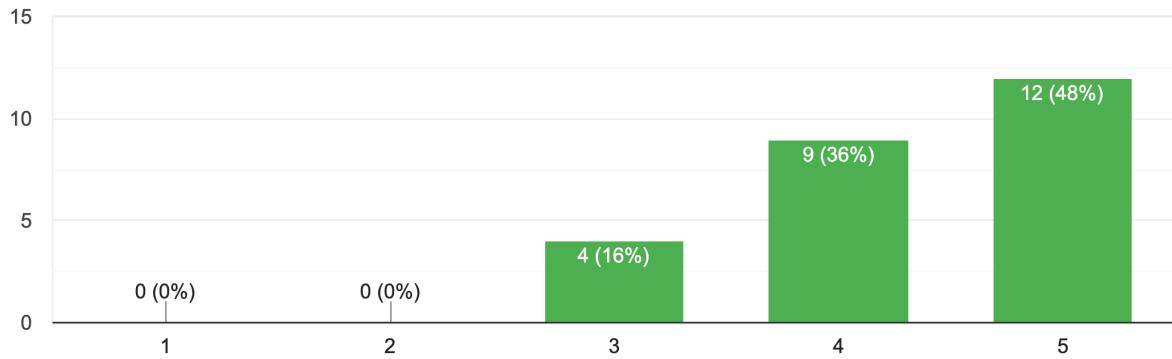


- At the end of MIS 347 how would you rate your skills of creating, sending and managing meeting invites on Outlook : More than 80% of the class felt effective in sending and managing meeting invites on outlook.

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At the end of MIS 347 how would you rate your skills of creating, sending and managing meeting invites on Outlook

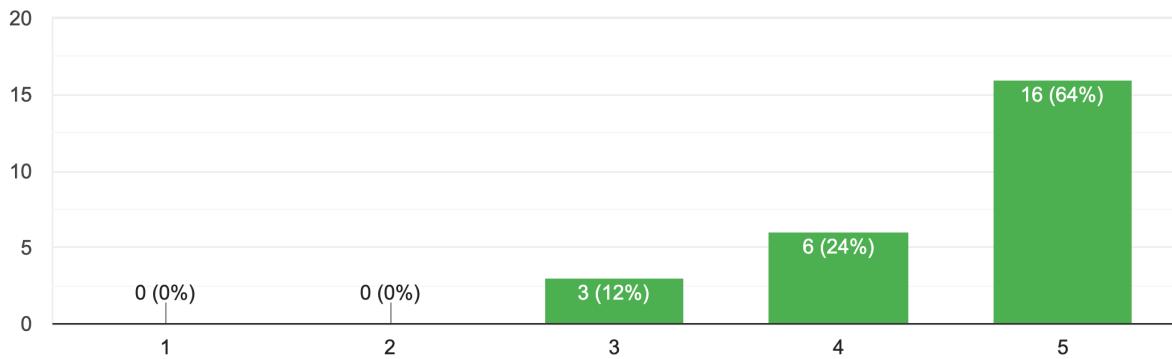
25 responses



- *At the end of MIS 347 how would you rate your skills of Running/ executing meetings via video/ phone:* 64% of the class felt that they had 5 out 5 for skills in running meetings.

At the end of MIS 347 how would you rate your skills of Running/ executing meetings via video/ phone

25 responses

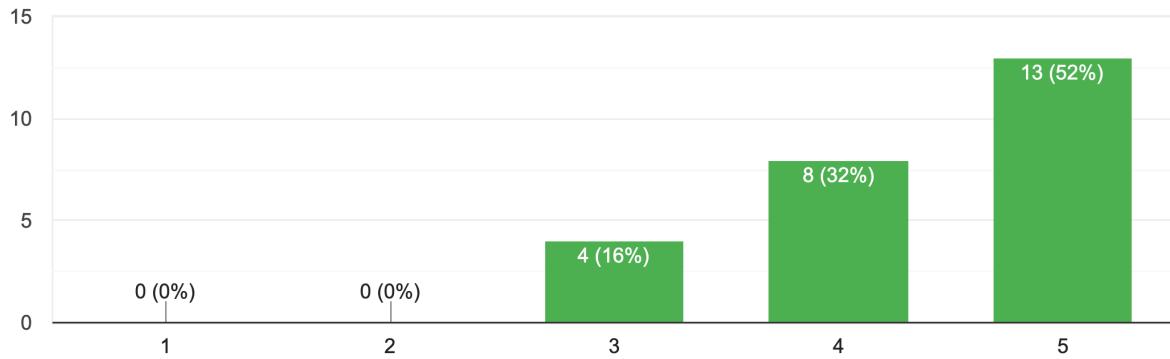


- *At the end of MIS 347 how would you rate your skills of Creating basic Excel workbooks (including filtering, conditional formatting, format painter, simple functions, etc.):* 52% of the class was 5 out 5 in rating their skills for creating basic excel workbooks.

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At the end of MIS 347 how would you rate your skills of Creating basic Excel workbooks (including filtering, conditional formatting, format painter, simple functions, etc.)

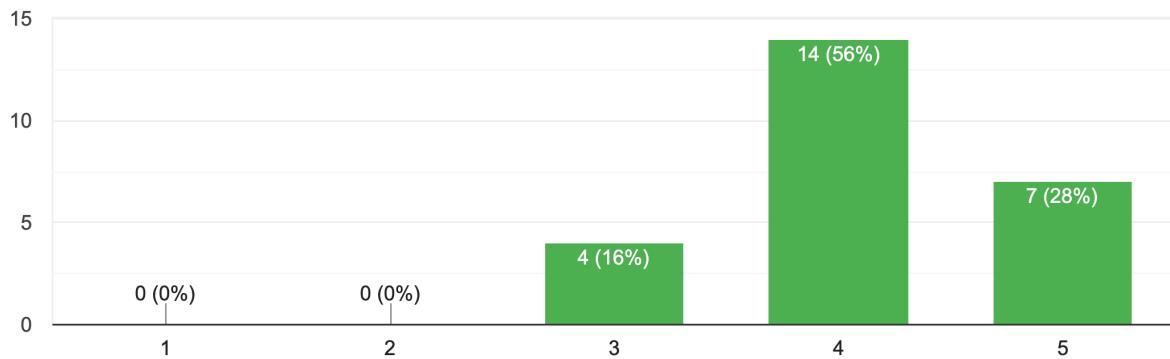
25 responses



- At the end of MIS 347 how would you rate your skills of Creating advanced Excel Workbooks (including data validation, VBA/ Macros, PivotTables, VLOOKUP, etc.): 56% of the class was 4 out of 5 for rating their skills in advanced excel workbooks.

At the end of MIS 347 how would you rate your skills of Creating advanced Excel Workbooks (including data validation, VBA/ Macros, PivotTables, VLOOKUP, etc.)

25 responses

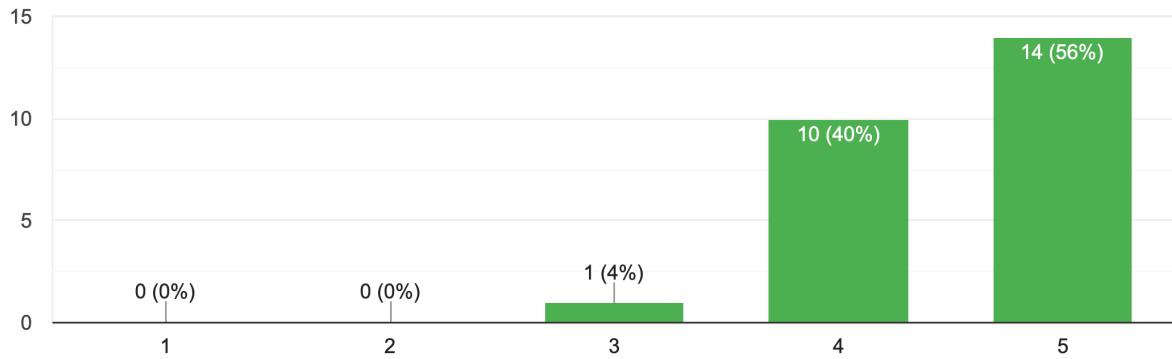


- At the end of MIS 347 how would you rate your attitude towards accepting different opinions other than your own: 100% of the class felt that they had more than a 3 out of 5 for accepting different opinions.

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At the end of MIS 347 how would you rate your attitude towards accepting different opinions other than your own

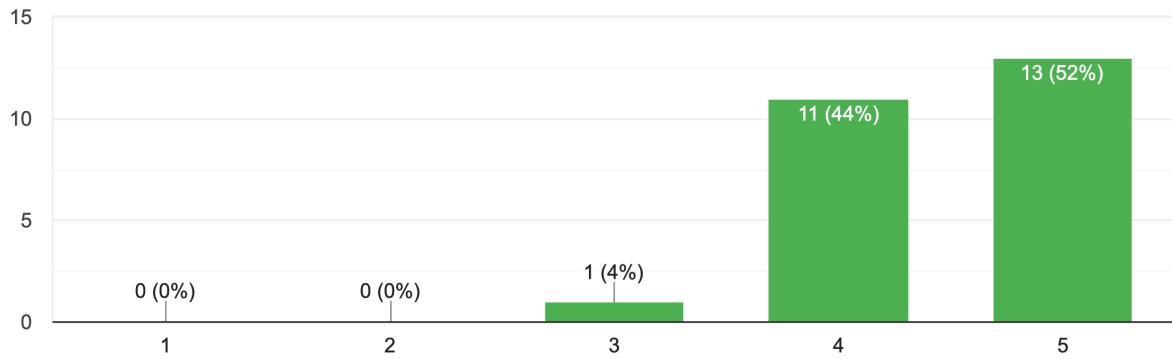
25 responses



- At the end of MIS 347 how would you rate your attitude towards communicating with others: 100% of the class felt that they had more than a 3 out of 5 for communicating with others.

At the end of MIS 347 how would you rate your attitude towards communicating with others

25 responses

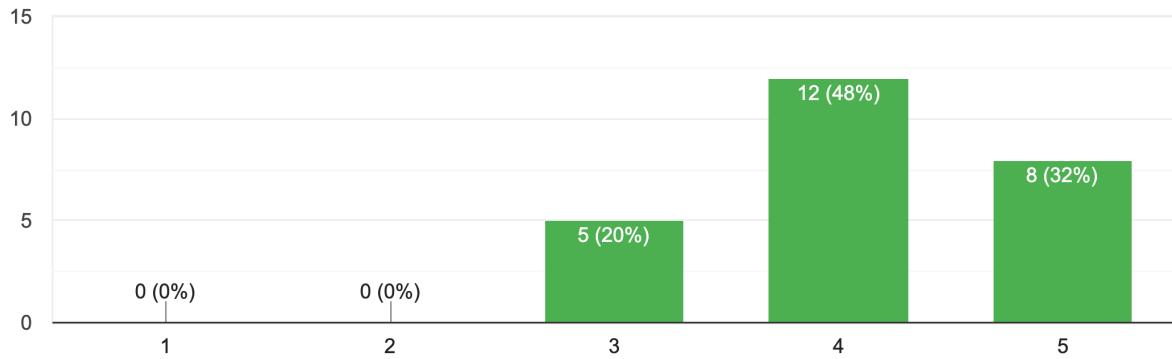


- At the end of MIS 347 how would you rate your attitude towards dealing with confrontation in the workplace: 80% of the class felt that they had more than a 4 out of 5 for dealing with confrontation.

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At the end of MIS 347 how would you rate your attitude towards dealing with confrontation in the workplace

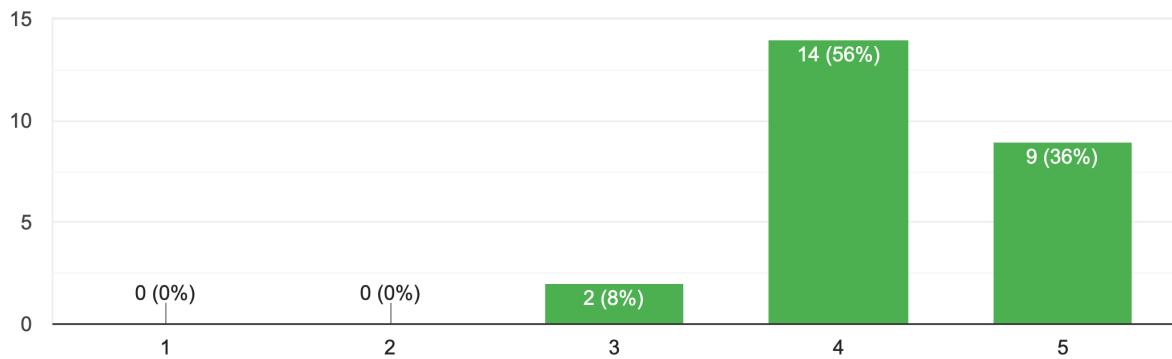
25 responses



- At the end of MIS 347 how would you rate your attitude towards seeking for feedback: 56% of the class had 4 out of 5 for attitude towards feedback.

At the end of MIS 347 how would you rate your attitude towards seeking for feedback

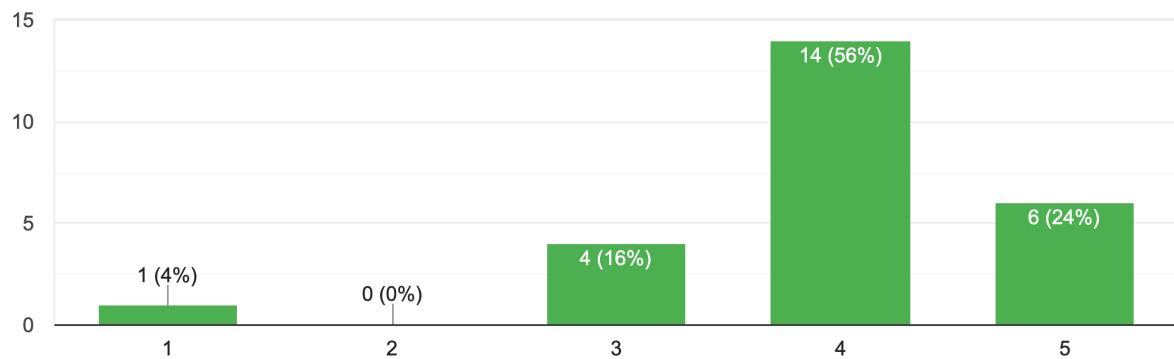
25 responses



- At the end of MIS 347 how would you rate your attitude towards Increased interest in relevant field: 56% of the class had 4 out of 5 for their attitude towards increased interest.

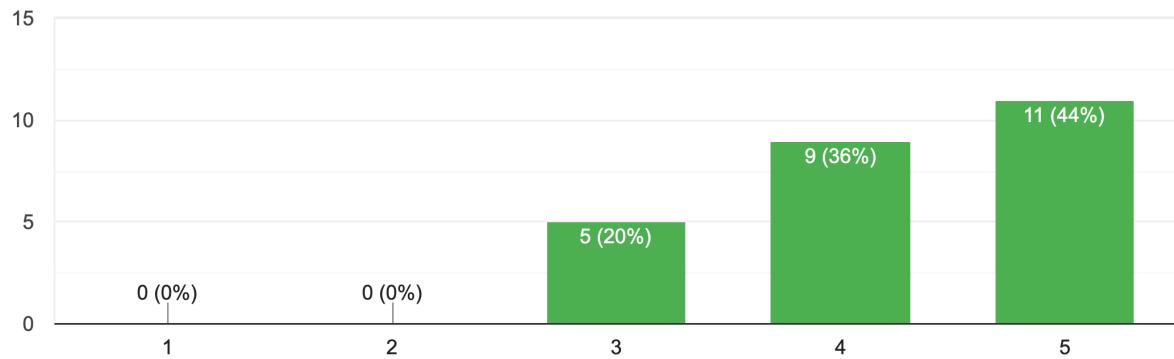
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At the end of MIS 347 how would you rate your attitude towards Increased interest in relevant field  
25 responses



- At the end of MIS 347 how would you rate your attitude towards Adapting and dealing with situations and managing everyone's expectations through ongoing change: 36% of the class felt that their attitude towards managing expectations was a 4 out of 5.

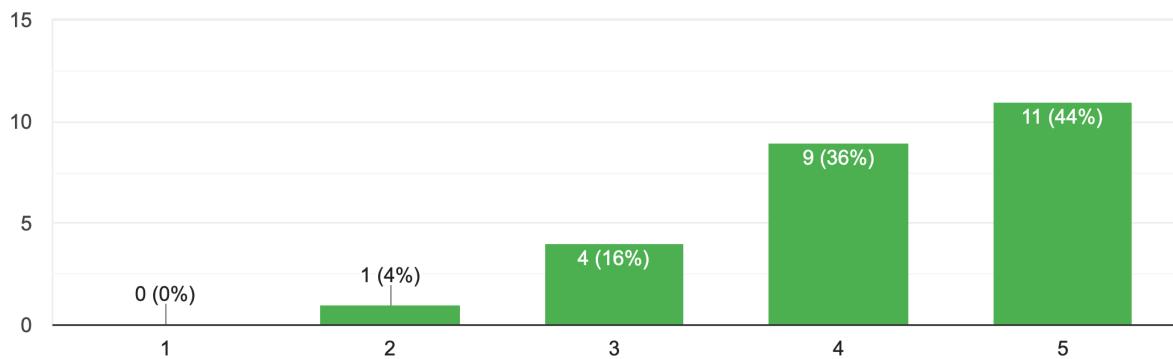
At the end of MIS 347 how would you rate your attitude towards Adapting and dealing with situations and managing everyone's expectations through ongoing change  
25 responses



- At the end of MIS 347 how would you rate your attitude towards staying calm under pressure: 36% of the class rated their attitude towards staying calm under pressure as a 4 out of 5.

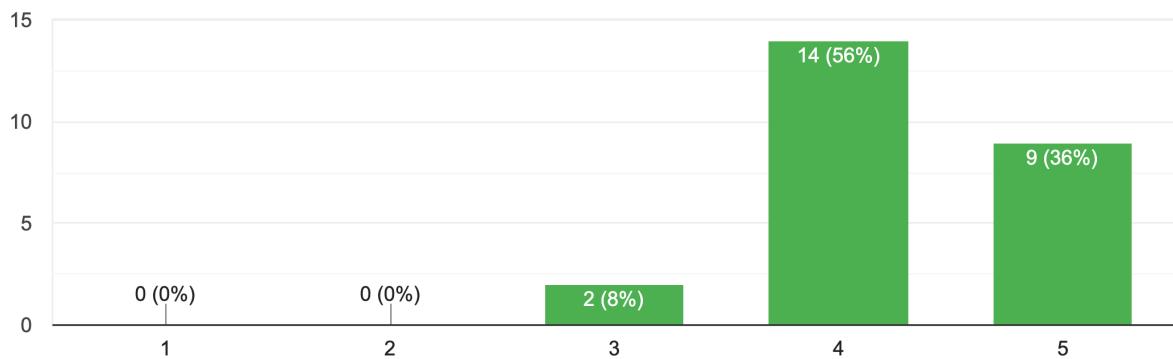
---

At the end of MIS 347 how would you rate your attitude towards staying calm under pressure  
25 responses



- At the end of MIS 347 how would you rate your attitude towards taking responsibility for failures: 100% of the class had more than a 3 for their attitude towards responsibility.

At the end of MIS 347 how would you rate your attitude towards taking responsibility for failures  
25 responses

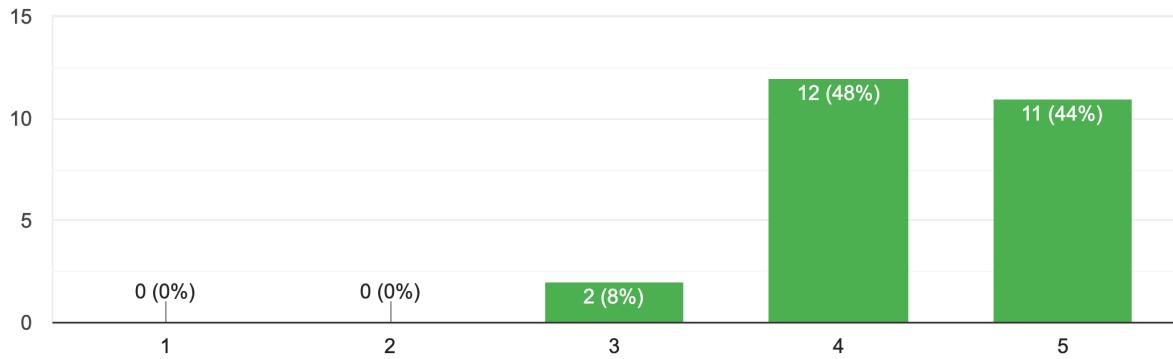


- At the end of MIS 347 how would you rate your attitude towards earning trust and respect from project stakeholders and colleagues: 48% of the class was 4 out 5 for rating their attitude towards earning trust.

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At the end of MIS 347 how would you rate your attitude towards earning trust and respect from project stakeholders and colleagues

25 responses



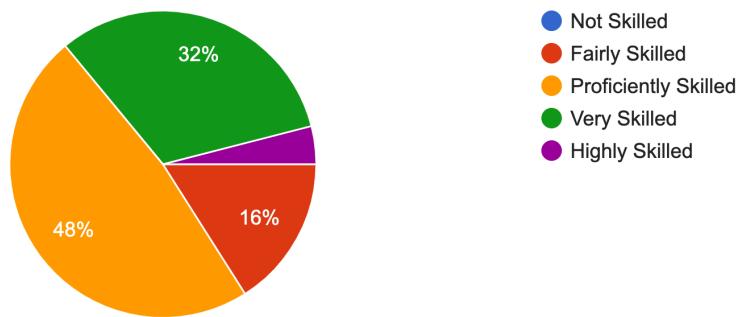
The purpose of this survey was to find the perspective of MIS 347 students after completing their project and understanding their attitude towards multiple aspects such as trust and capabilities.

### Post-Agile Survey:

- *Ability to look at a situation from the client's point of view.: 50% of the class felt that they can view the situation from the clients view.*

Ability to look at a situation from the client's point of view.

25 responses

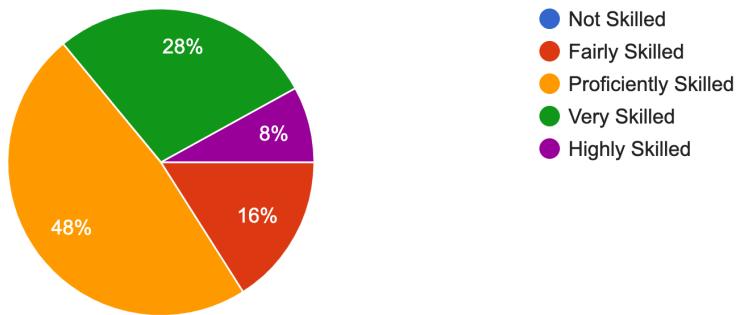


- *Ability to identify and define deeper needs and expectations of the client: 48% of the class was proficient in finding a deeper meaning of the clients needs.*

---

Ability to identify and define deeper needs and expectations of the client.

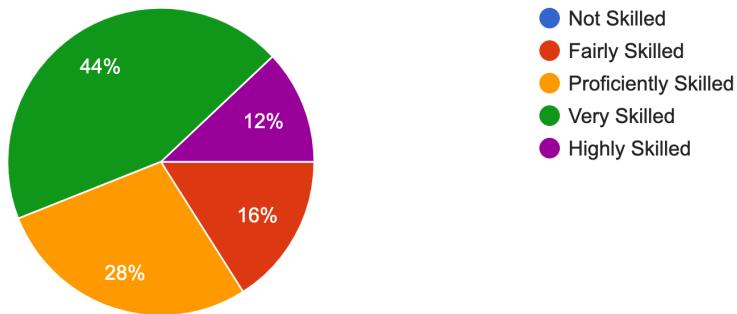
25 responses



- *Ability to communicate ideas verbally to the client:* 44% of the class was very skilled in communicating ideas to the client.

Ability to communicate ideas verbally to the client.

25 responses

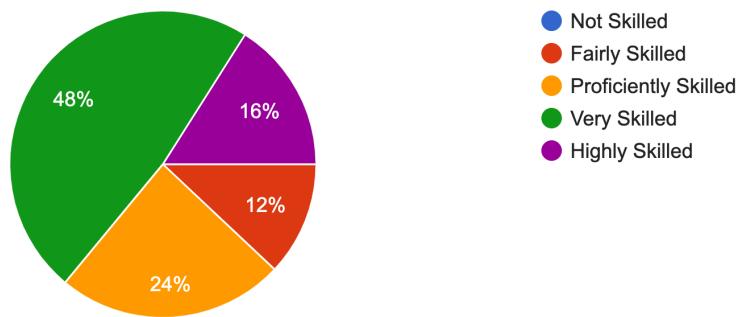


- *Ability to seek feedback and criticism from the client on your ideas:* 48% of the class felt they can seek feedback and criticism from the client on their ideas.

---

### Ability to seek feedback and criticism from the client on your ideas

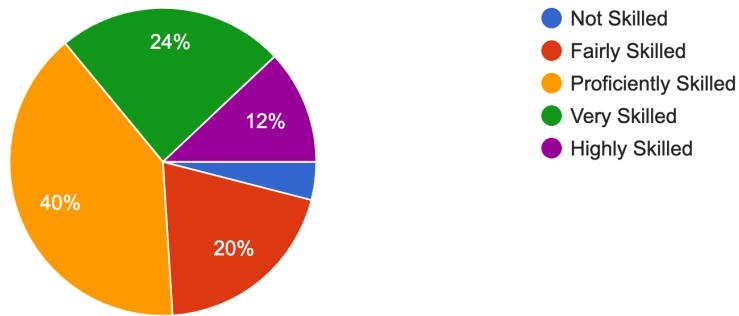
25 responses



- *Ability to transform your idea into a real product/model/ solution:* 40% of the class was proficient in creating their idea into a real product.

### Ability to transform your idea into a real product/model/ solution

25 responses

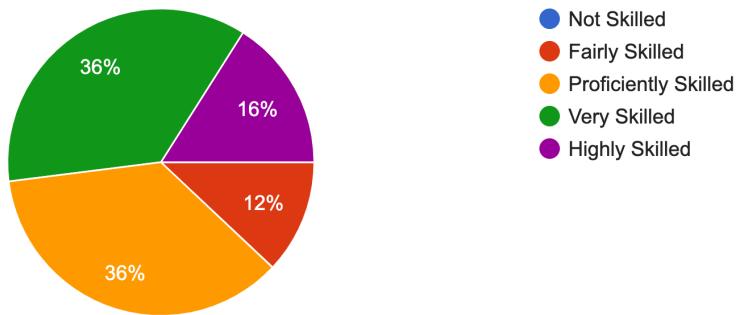


- *Your project management skills:* 36% of the class was very skilled in their project management skills.

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### Your project management skills

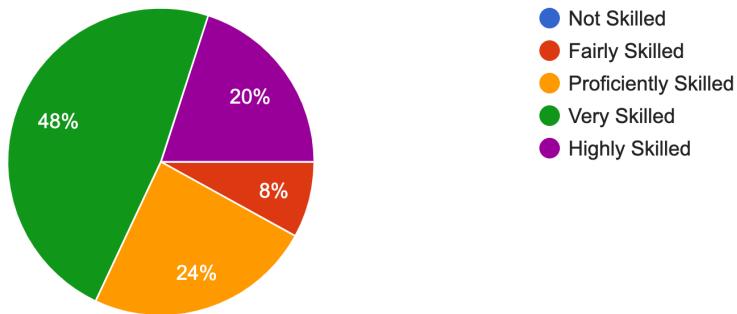
25 responses



- *Project communications skills:* 48% of the class was very skilled in their project communication skills.

### Project communications skills

25 responses

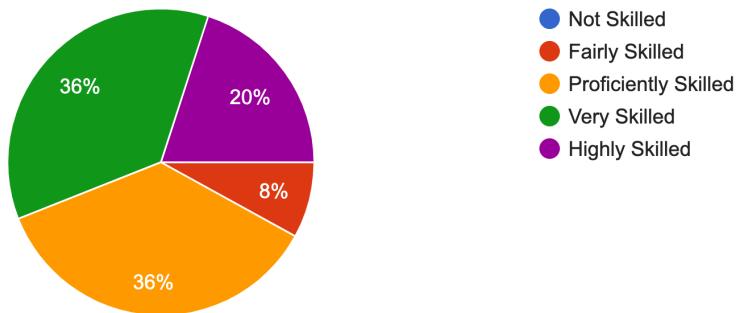


- *Your time management skills:* 36% of the class was very skilled in their time management skills for their project.

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### Your time management skills

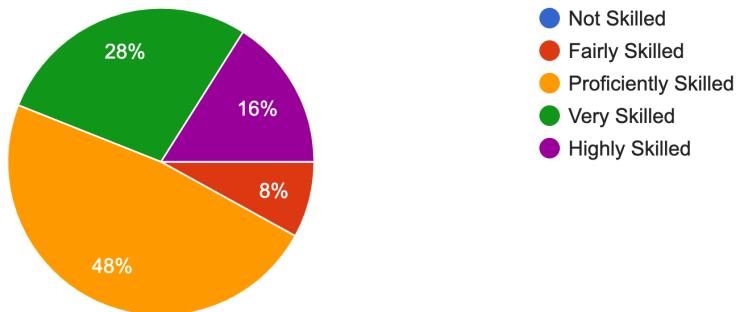
25 responses



- *Your problem-solving skills:* 48% of the class was proficiently skilled in their problem solving skills.

### Your problem-solving skills

25 responses

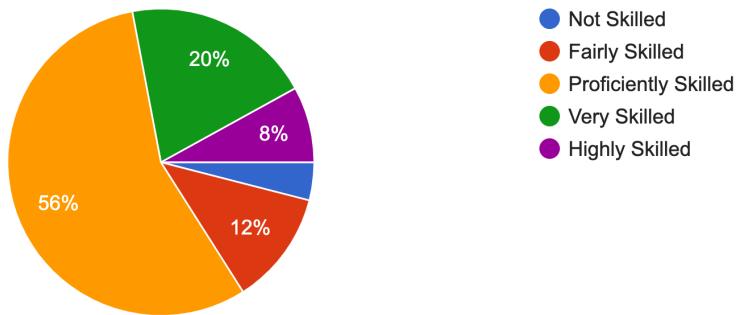


- *Your outsourcing skills:* 56% of the class was proficient skilled in their outsourcing skills.

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### Your outsourcing skills

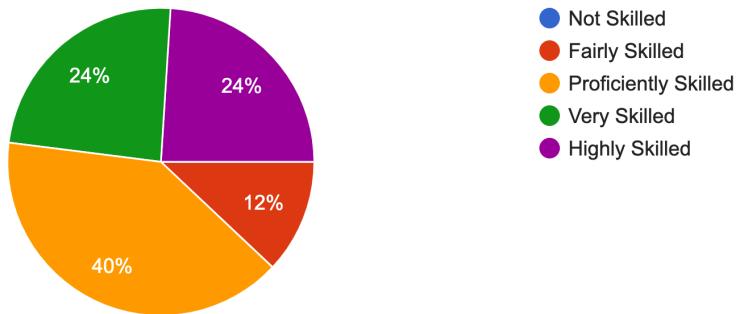
25 responses



- *Your leadership skills:* 48% of the class was more than proficient in their leadership skills.

### Your leadership skills

25 responses

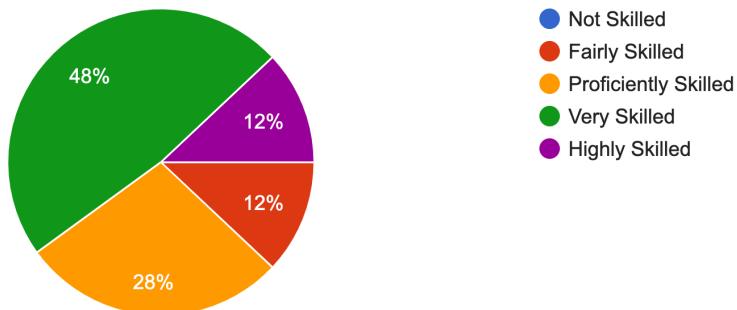


- *Your active listening skills:* 48% of the class was very proficient in active listening.

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### Your active listening skills

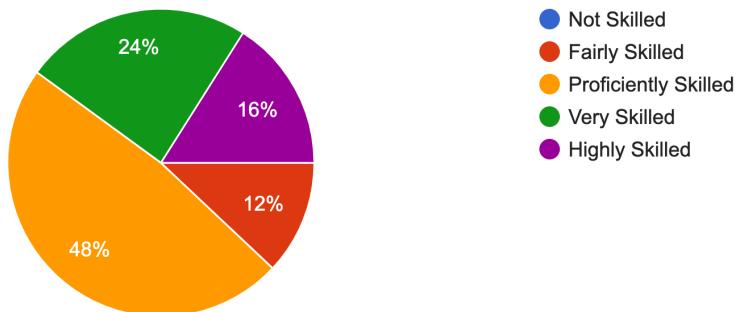
25 responses



- *Your presentation skills:* 48% of the class was proficient skilled in presenting

### Your presentation skills

25 responses

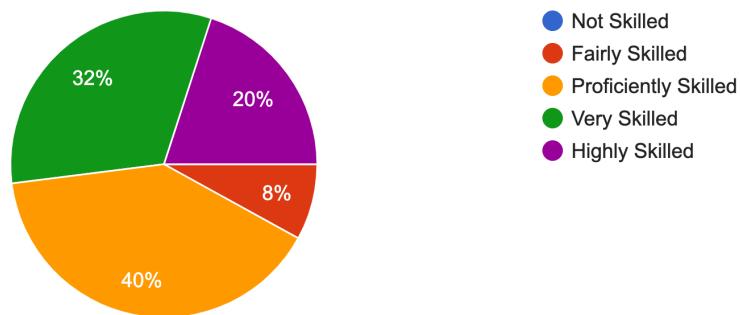


- *Your technology skills:* 32% of the class was very proficient in their technology skills.

---

## Your technology skills

25 responses



The purpose of this survey was to evaluate the skills of the teams in MIS 347 post their project. The project allowed the students to increase their skills and knowledge post submission.

---

## Data Comparison

### Prior Term Data Comparison

	Fall 2019 Results			Spring 2020 Results			Fall 2020 Results			Spring 2021 Results		
	Pre-Agile Score	Post-Agile Score	% Change	Pre-Agile Score	Post-Agile Score	% Change	Pre-Agile Score	Post-Agile Score	% Change	Pre-Agile Score	Post-Agile Score	% Change
Ability to look at a situation from client's point of view/perspective	2.95	4.14	40.34%	3.13	3.87	23.64%	3.95	4.18	5.82%	3	3.24	8%
Ability to identify and define the deeper needs and expectations of the client	3.1	4.05	30.65%	3.04	3.91	28.62%	4.09	4.27	4.40%	3.08	3.28	6.49%

Ability to generate ideas/solutions without fearing that they would not work	3.05	4.38	43.61%	3.13	3.91	24.92%	4.09	4.5	10.02%	3.12	3.32	6.41%
Ability to communicate ideas verbally to the client	2.95	4.24	43.73%	3.31	4.13	31.95%	4.32	4.64	7.41%	3.16	3.52	11.39%
Ability to seek feedback and criticism from the client on your own ideas	2.67	4	49.81%	3.25	3.91	20.31%	4.36	4.64	6.42%	3.36	3.68	9.52%
Ability to transform your idea into a product/model/solution	2.71	4.05	49.45%	3.13	3.83	22.36%	4	4.41	10.25%	3.08	3.2	3.89%

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## Section VI: Conclusion

Team Excel-erators was announced as the winning team for the SCRUM project. The group was able to present a product that was not only fully-functional, in terms of mood evaluation, the product also presented the client with a level of functional capability that could be used to better evaluate employee motivation in real time.

Team 3 did not complete their project as a result of self-reported technical incapabilities. Their cumulative planned hours equaled 70, while their actual hours equaled 67. Out of 18 user stories, 4 were recorded to not be approved by a customer, while 1 was. The other approval fields were blank. The number of meetings between the team and client decreased over each sprint, decreasing from 3 during the pre-sprint week to 1 each week. During earlier weeks, client meeting absences were reported. Later weeks did not have reported client meetings. Team meetings without the client ranged from 0.03-3 hours, with an average of 0.5 hours. This indicates that the team focused on long meetings during their sprints. Inconsistent communications between the team and client likely attributed to project incompleteness.

When we look at Team 5's statistics in the product-backlog sheet it provides some insights to have successful product development and effective SCRUM.

- Consistent communication patterns - Most number of communications among all teams within a week, 186.
- Problem solving - Most number of questions asked within the team, 47.

In our opinion SCRUM can be compared to a high-intensity team sport. And in order to succeed at any team sport, a good and robust pattern of communication is fundamental to build an effective SCRUM team. One of the benefits of practicing Agile SCRUM framework is that it allows team members to engage in a more direct and casual form of dialogue rather than focusing on conventional and formal/reserved types of communication. Therefore, this informal approach of interaction allows for the client and the development team members to be more in sync in terms of client requirements and work more closely together. Furthermore, a good communication pattern helps set the pace during crucial phases of the project making sure team members don't build features out of the scope, hit deadlines, satisfy client's expectations, and find quick solutions to any barriers. We believe, after analyzing our survey results and overall team performances, that the agile framework is fundamentally built upon communication. The better it is conducted, the more content the client and the team members.

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## Appendix:

### Pre-Agile Survey

(Last, First)	(Email)	In short, what is the difference between User stories and Product deliverables?
Yam, Brandon	by68@drexel.edu	product deliverables are the intermittent end products, while user stories are the activities/tasks needed to be completed in order to get to the product deliverables.
Liao, Samantha	tl666@drexel.edu	User stories are steps to complete the deliverables. Deliverable is the product.
Hernandez-Ramos, Debora	dih23@drexel.edu	Product Deliverable is the end product while a User Story is more like a step needed to create the final product. Ex. PD -House, US -Buying building materials
Daniels, Brian	brd52@drexel.edu	User stories are what the plans are versus what gets completed.
Elson, Lance	Le11@drexel.edu	Stories are task-based breakdowns of deliverables
Yousif, Adam	ay383@drexel.edu	User stories are work to be completed by yourself and deliverables are as a group
Abeyratna, Chathumini	cka25@drexel.edu	Product deliverables are the big things that you have to deliver and show to the customer. User stories are the smaller sections that you need to complete to make a working deliverable
Hartz, Matthew	mth75@drexel.edu	User Stories are a subset of Deliverables
Hayes, Jalen	jah527@drexel.edu	User stories is for the group to track what needs to be done and the Deliverables are what we are giving to the client.

Simoni, Dominic	djs465@drexel.edu	Deliverables are what we are sending to the client that meets their requirements and the stories are how we are planning to form those deliverables.
Peddireddi, Avanish	ap3425@drexel.edu	User stories: Sub tasks that the team works on in order to complete the deliverables. Deliverables:Needs and wants of the customer
Belga, Felix	frb34@drexel.edu	product deliverables are the main features we can deliver to a customer, these are each destictially different. user stories are parts of a whole that make up a product deliverable.
Truong, Cindy	ct644@drexel.edu	a user story is the "how to" complete your deliverable.
Bantu, Praneeth	pb536@drexel.edu	User story is the tasks that make up the larger goal which is the product deliverable.
Lee, Eugene	ejl74@drexel.edu	Stories is how something is to be done, product is what
Challa, Varun	vrc35@drexel.edu	Product deliverable is something you give to the customer while a user story is one aspect of a product deliverable
Cabot Jaume, Paula	pc632@drexel.edu	Product deliverable is the final product that is written in the backlog and the user story is the informal task per task in order to do the deliverable
Kim, Gina	gk434@drexel.edu	User stories is an informal description of tasks that needed to be finished to get the project finished
Vansickle, John	jtv39@drexel.edu	informal description of something and a deliverable is something being produced
Reck, Cooper	cjr343@drexel.edu	A product deliverable is a description of the requirements for a product. A user story is a description in plain terms of how the product will be used from the user's perspective.
Cruz, Alvaro	ac3788@drexel.edu	planned work vs final result
Rainford, Colbi	cjr359@drexel.edu	Users stories are activities that are from working on Product deliverables which are task that the clients need to be done.
Vallieth Joshua	jwv35@drexel.edu	deliverables is the final product, user stories are explanations to how we created the product

Smith Kenneth	kds99@drexel.edu	User stories is a form of tracking what needs to be completed by the group. While the Product Deliverables is what needs to be presented to the client.
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<i>(Last, First)</i>	<i>(Email)</i>	<i>Do you have any experience with Agile methodologies?</i>	<i>Ability to look at a situation from the clients point of view.</i>	<i>Ability to seek feedback and criticism from the client on your ideas</i>	<i>Ability to transform your idea into a real product/model/solution</i>	<i>Project communication skills</i>	<i>Your project management skills</i>
Yam, Brandon	by68@drexel.edu	Yes	Highly Skilled	Highly Skilled	Highly Skilled	Highly Skilled	Highly Skilled
Liao, Samantha	tl666@drexel.edu	No	Fairly Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Proficiently Skilled
Hernandez-Ramos, Debora	dih23@drexel.edu	No	Highly Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled
Daniels, Brian	brd52@drexel.edu	No	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled
Elson, Lance	le11@drexel.edu	Yes	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled
Yousif, Adam	ay383@drexel.edu	No	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Highly Skilled	Proficiently Skilled
Abeyratna, Chathumini	cka25@drexel.edu	Yes	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled

Hartz, Matthew	mth75@drexel.edu	Yes	Proficiently Skilled	Proficiently Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled
Hayes, Jalen	jah527@drexel.edu	No	Very Skilled	Very Skilled	Very Skilled	Highly Skilled	Proficiently Skilled
Simoni, Dominic	djs465@drexel.edu	No	Proficiently Skilled	Proficiently Skilled	Very Skilled	Fairly Skilled	Very Skilled
Peddireddi, Avanish	ap3425@drexel.edu	No	Fairly Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled
Belga, Felix	frb34@drexel.edu	No	Proficiently Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled
Truong, Cindy	ct644@drexel.edu	No	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Highly Skilled	Very Skilled
Bantu, Praneeth	pb536@drexel.edu	Yes	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled
Lee, Eugene	ejl74@drexel.edu	Yes	Fairly Skilled	Fairly Skilled	Fairly Skilled	Proficiently Skilled	Fairly Skilled
Challa, Varun	vrc35@drexel.edu	No	Fairly Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Fairly Skilled
Cabot Jaume, Paula	pc632@drexel.edu	Yes	Fairly Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled
Kim, Gina	gk434@drexel.edu	No	Fairly Skilled				

Vansickle, John	jtv39@drexel.edu	Yes	Highly Skilled	Very Skilled	Proficiently Skilled	Highly Skilled	Very Skilled
Reck, Cooper	cjr343@drexel.edu	Yes	Fairly Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled
Cruz, Alvaro	ac3788@drexel.edu	No	Proficiently Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled	Fairly Skilled
Rainford, Colbi	cjr359@drexel.edu	Yes	Fairly Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled	Fairly Skilled
Vallieth Joshua	jwv35@drexel.edu	No	Proficiently Skilled	Highly Skilled	Proficiently Skilled	Fairly Skilled	Very Skilled
Smith Kenneth	kds99@drexel.edu	No	Very Skilled	Highly Skilled	Highly Skilled	Highly Skilled	Very Skilled

(Last, First)	(Email)	Your time management skills	Your problem solving skills	Your outsourcing skills	Your leadership skills	Your active listening skills	Your presentation skills	Your technology skills
Yam, Brandon	by68@drexel.edu	Highly Skilled	Highly Skilled	Very Skilled	Highly Skilled	Very Skilled	Very Skilled	Very Skilled
Liao, Samantha	tl666@drexel.edu	Very Skilled	Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled	Very Skilled
Hernandez-Ramos, Debora	dih23@drexel.edu	Fairly Skilled	Highly Skilled	Very Skilled	Very Skilled	Very Skilled	Proficiently Skilled	Fairly Skilled

Daniels, Brian	brd52@drexel.edu	Very Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled
Elson, Lance	le11@drexel.edu	Proficiently Skilled						
Yousif, Adam	ay383@drexel.edu	Proficiently Skilled	Highly Skilled	Fairly Skilled	Very Skilled	Highly Skilled	Highly Skilled	Proficiently Skilled
Abeyratna, Chathumini	cka25@drexel.edu	Proficiently Skilled	Very Skilled	Fairly Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled
Hartz, Matthew	mth75@drexel.edu	Fairly Skilled	Proficiently Skilled	Not Skilled	Fairly Skilled	Fairly Skilled	Not Skilled	Proficiently Skilled
Hayes, Jalen	jah527@drexel.edu	Very Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled	Proficiently Skilled
Simoni, Dominic	djs465@drexel.edu	Fairly Skilled	Highly Skilled	Proficiently Skilled	Highly Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled
Peddireddi, Avanish	ap3425@drexel.edu	Fairly Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled
Belga, Felix	frb34@drexel.edu	Proficiently Skilled	Very Skilled	Fairly Skilled	Very Skilled	Very Skilled	Very Skilled	Proficiently Skilled
Truong, Cindy	ct644@drexel.edu	Very Skilled	Proficiently Skilled	Fairly Skilled	Highly Skilled	Proficiently Skilled	Proficiently Skilled	Not Skilled
Bantu, Praneeth	pb536@drexel.edu	Very Skilled	Very Skilled	Fairly Skilled	Very Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled
Lee, Eugene	ejl74@drexel.edu	Proficiently Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled
Challa, Varun	vrc35@drexel.edu	Proficiently	Proficiently	Fairly Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled	Very Skilled

	.edu	Skilled	Skilled					
Cabot Jaume, Paula	pc632@drexel.edu	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Highly Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled
Kim, Gina	gk434@drexel.edu	Fairly Skilled						
Vansickle, John	jtv39@drexel.edu	Highly Skilled	Proficiently Skilled	Proficiently Skilled	Highly Skilled	Highly Skilled	Very Skilled	Proficiently Skilled
Reck, Cooper	cjr343@drexel.edu	Proficiently Skilled	Very Skilled	Fairly Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Very Skilled
Cruz, Alvaro	ac3788@drexel.edu	Highly Skilled	Proficiently Skilled	Not Skilled	Proficiently Skilled	Highly Skilled	Proficiently Skilled	Proficiently Skilled
Rainford, Colbi	cjr359@drexel.edu	Highly Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled	Fairly Skilled	Fairly Skilled
Vallieth Joshua	jwv35@drexel.edu	Very Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Very Skilled	Fairly Skilled	Very Skilled
Smith Kenneth	kds99@drexel.edu	Highly Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled

(Last, First)	(Email)	Your Microsoft Excel skills	Your Power BI skills	Rank the following Agile skill sets in order of importance: /Communication	Rank the following Agile skill sets in order of importance: /Flexibility	Rank the following Agile skill sets in order of importance: /Business	Rank the following Agile skill sets in order of importance: /Analytical	Rank the following Agile skill sets in order of importance: /Tools and
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				<i>ion and Collaboration]</i>	<i>and Adaptability]</i>	<i>Knowledge and Value Recognition]</i>	<i>Thinking and Problem Solving]</i>	<i>Technologies</i>
Yam, Brandon	by68@drexel.edu	Very Skilled	Not Skilled	5	5	5	5	5
Liao, Samantha	tl666@drexel.edu	Very Skilled	Not Skilled	5	4	3	2	1
Hernandez- Ramos, Debora	dih23@drexel.edu	Fairly Skilled	Not Skilled	1	2	4	3	5
Daniels, Brian	brd52@drexel.edu	Fairly Skilled	Fairly Skilled	1	2	5	3	4
Elson, Lance	le11@drexel.edu	Proficiently Skilled	Proficiently Skilled	5	5	5	5	3
Yousif, Adam	ay383@drexel.edu	Proficiently Skilled	Not Skilled	5	4	4	4	4
Abeyratna, Chathumini	cka25@drexel.edu	Very Skilled	Not Skilled	2	4	5	1	3
Hartz, Matthew	mth75@drexel.edu	Proficiently Skilled	Not Skilled	2	1	3	4	5
Hayes, Jalen	jah527@drexel.edu	Proficiently Skilled	Not Skilled	4	5	2	3	1
Simoni, Dominic	djs465@drexel.edu	Very Skilled	Fairly Skilled	4	2	1	3	5

Peddireddi, Avanish	ap3425@drex el.edu	Fairly Skilled	Not Skilled	5	5	4	4	4
Belga, Felix	frb34@drexel .edu	Proficiently Skilled	Fairly Skilled	5	5	5	3	4
Truong, Cindy	ct644@drexel .edu	Fairly Skilled	Not Skilled	2	1	4	3	5
Bantu, Praneeth	pb536@drexel 1.edu	Very Skilled	Fairly Skilled	5	5	4	4	4
Lee, Eugene	ejl74@drexel. edu	Very Skilled	Not Skilled	1	2	4	3	5
Challa, Varun	vrc35@drexel 1.edu	Very Skilled	Not Skilled	1	2	3	4	5
Cabot Jaume, Paula	pc632@drexel 1.edu	Very Skilled	Not Skilled	5	4	3	4	3
Kim, Gina	gk434@drexel 1.edu	Proficiently Skilled	Fairly Skilled	4	4	4	4	5
Vansickle, John	jtv39@drexel .edu	Proficiently Skilled	Not Skilled	1	3	2	4	5
Reck, Cooper	cjr343@drex el.edu	Highly Skilled	Not Skilled	5	4	2	3	1
Cruz, Alvaro	ac3788@drex el.edu	Fairly Skilled	Fairly Skilled	5	4	3	4	4
Rainford, Colbi	cjr359@drex el.edu	Not Skilled	Not Skilled	4	5	1	3	2
Vallieth	jwv35@drexel	Very Skilled	Fairly Skilled	1	2	3	4	5

Joshua	l.edu								
Smith	kds99@drexel.edu	Proficiently Skilled							
Kenneth		Not Skilled		5		5	4	5	5

## Pulse Survey

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<i>Today's date</i>	<i>Name (Last, First)</i>	<i>Email</i>	<i>Major</i>	<i>What is your greatest strength?</i>
4/26/21	Debora Hernandez-Ramos	dih23@drexel.edu	International Business, Management	Hard Working
4/26/21	Yam, Brandon	by68@drexel.edu	Finance & MIS	Hard Working
4/26/21	Liao, Samantha	tl666@drexel.edu	MIS and BA	Hard Working
4/26/21	Hayes, Jalen	jah527@drexel.edu	Sports Business	Team Player
4/29/21	Belga, Felix	Frh34@drexel.edu	BSAN - MIS	Hard Working
4/26/21	Elson, Lance	le11@drexel.edu	Business & Engineering	Technical Skills (Excel or Agile Project Management)

4/26/21	Daniels,Brian	brd52@drexel.edu	MIS	Communication
4/26/21	Yousif, Adam	ay383@drexel.edu	Business Analytics, MIS	Communication
4/26/21	Abeyratna, Chathumini	cka25@drexel.edu	Computer Science	Quick Learner
4/26/21	Hartz, Matthew	mth75@drexel.edu	Business Analytics and MIS	Team Player
4/26/21	Simoni, Dominic	djs465@drexel.edu	Accounting and International Business	Leadership
4/27/21	Peddireddi, Avanish	ap3425@drexel.edu	MIS and Business Analytics	Hard Working
4/26/21	Truong, Cindy	ct644@drexel.edu	MIS	Organization
4/26/21	Bantu, Praneeth	pb536@drexel.edu	MIS	Hard Working
4/26/21	Kim, Gina	gk434@drexel.edu	Management Information Systems	Team Player
4/26/21	Lee, Eugene	ejl74@drexel.edu	MIS	Communication
4/26/21	Cabot Jaume, Paula	pc632@drexel.edu	Finance, business analytics, international business	Leadership

				Technical Skills (Excel or Agile Project Management)
4/26/21	Challa, Varun	vrc35@drexel.edu	MIS and Business Analytics	
4/26/21	Vansickle, John	jtv39@drexel.edu	Finance and International Business	Leadership
4/26/21	Reck, Cooper	cjr343@drexel.edu	Management Information Systems	Communication
4/26/21	Cruz, Alvaro	ac3788@drexel.edu	Marketing, Business Analytics, International Business	Team Player
8/31/98	Rainford, Colbi	cjr359@drexel.edu	MIS	Communication
4/26/21	Vallieth Joshua	jwv35@drexel.edu	Accounting and MIS	Team Player
5/3/21	Smith Kenneth	kds99@drexel.edu	MIS	Communication

Name (Last, First)	Email	What is your greatest weakness?	What do you hope to get out of the course?	Based on the kick-off meeting with the Client, how would you rate the fairness of the project requirements?	How satisfied are you with the project information that you know now?	How comfortable are you with Zoom?

Debora Hernandez-Ramos	dih23@drexel.edu	Responsibility overload	Learn about outsourcing	Somewhat Fair	Extremely Satisfied	Very comfortable
Yam, Brandon	by68@drexel.edu	Responsibility overload	Everything it has to offer	Very fair	Moderately Satisfied	Very comfortable
Liao, Samantha	tl666@drexel.edu	Public Speaking	Everything it has to offer	Somewhat Fair	Moderately Satisfied	Very comfortable
Hayes, Jalen	jah527@drexel.edu	Technical skills	Everything it has to offer	Very fair	Moderately Satisfied	Neither comfortable nor uncomfortable
Belga, Felix	FrB34@drexel.edu	Time management	Learn about Agile Methodology	Somewhat Fair	Moderately Satisfied	Very comfortable
Elson, Lance	le11@drexel.edu	Responsibility overload	Everything it has to offer	Somewhat Fair	Moderately Dissatisfied	Somewhat comfortable
Daniels,Brian	brd52@drexel.edu	Technical skills	Everything it has to offer	Somewhat Fair	Moderately Satisfied	Very comfortable
Yousif, Adam	ay383@drexel.edu	Responsibility overload	Everything it has to offer	Very fair	Moderately Satisfied	Very comfortable
Abeyratna, Chathumini	cka25@drexel.edu	Time management	Experience working with a client	Very fair	Moderately Satisfied	Somewhat comfortable
Hartz, Matthew	mth75@drexel.edu	Public Speaking	Everything it has to offer	Somewhat Fair	Moderately Satisfied	Somewhat comfortable

Simoni, Dominic	djs465@drexel.edu	Time management	Improve Project Management Skills	Very fair	Moderately Satisfied	Very comfortable
Peddireddi, Avanish	ap3425@drexel.edu	Time management	Improve Project Management Skills	Very fair	Extremely Satisfied	Very comfortable
Truong, Cindy	ct644@drexel.edu	Technical skills	Learn about Agile Methodology	Very fair	Moderately Satisfied	Very comfortable
Bantu, Praneeth	pb536@drexel.edu	Technical skills	Everything it has to offer	Very fair	Moderately Satisfied	Somewhat comfortable
Kim, Gina	gk434@drexel.edu	Communication	Improve Project Management Skills	Somewhat Fair	Moderately Satisfied	Very comfortable
Lee, Eugene	ejl74@drexel.edu	Prioritizing	Learn about Agile Methodology	Somewhat Fair	Moderately Satisfied	Somewhat comfortable
Cabot Jaume, Paula	pc632@drexel.edu	Socially Anxious	Improve Project Management Skills	Somewhat Fair	Moderately Dissatisfied	Very comfortable
Challa, Varun	vrc35@drexel.edu	Public Speaking	Learn about Agile Methodology	Very fair	Moderately Satisfied	Very comfortable
Vansickle, John	jtv39@drexel.edu	Responsibility overload	Improve Project Management Skills	Somewhat Fair	Moderately Satisfied	Very comfortable

Reck, Cooper	cjr343@drexel.edu	Time management	Everything it has to offer	Somewhat Fair	Moderately Satisfied	Very comfortable
Cruz, Alvaro	ac3788@drexel.edu	Technical skills	Experience working with a client	Very fair	Moderately Satisfied	Very comfortable
Rainford, Colbi	cjr359@drexel.edu	Technical skills	Learn about Agile Methodology	Somewhat Fair	Moderately Satisfied	Neither comfortable nor uncomfortable
Vallieth Joshua	jwv35@drexel.edu	Public Speaking	Experience working with a client	Somewhat Fair	Moderately Satisfied	Very comfortable
Smith Kenneth	kds99@drexel.edu	Public Speaking	Everything it has to offer	Very fair	Moderately Satisfied	Very comfortable

### KSA Survey #1

Last Name, First Name	How many Co-Ops have you completed?	What Fields have your Co-Ops been in?	Have your Co-Ops been in IT or Project Management related?	Have you worked on Domestic or International Projects?	At the end of Co-Op how would you rate your knowledge of managing client relationships and interactions?	At the end of Co-Op how would you rate your knowledge of the industry/Industries in which you worked?	At the end of Co-Op how would you rate your knowledge of Excel's numerous functionalities?	At the end of Co-Op how would you rate your skills of Project Management?
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Peddireddi, Avanish	2 Co-Op	Construction management, Higher education	IT related	Domestic Projects	3	5	4	4	4	4
Wilson, Karen	0 Co-Op	N/A	N/A	Domestic Projects	1	1	1	1	1	1
Kim, Gina	1 Co-Op	Co-op class	N/A	N/A	1	1	1	1	1	1
Smith, Kenneth	0 Co-Op	N/A	N/A	N/A	1	1	1	1	1	1
Last, Samantha	2 Co-Op	Analytics	IT related	N/A	3	4	4	4	3	
Bantu, Praneeth	3 Co-Op	Biomedical Engineering, Management	Project Information Systems	International Projects	3	4	4	4	4	4
Last, Samantha	2 Co-Op	Analytics	IT related	N/A	3	4	4	4	3	
Hartz, Matthew	3 Co-Op	Pharmaceuticals, Telecommunications, FinTech	IT related	Domestic Projects	3	3	2	4	2	
Hayes, Jalen	3 Co-Op	Sports Business	Both IT & Project Management related	Domestic Projects	3	4	5	3	3	

Vansickle, John	3 Co-Op	Finance	N/A	Domestic Projects	4	4	5	4	5	
Truong, Cindy	1 Co-Op	Information Technology	IT related	Domestic Projects	1	5	3	3	2	
Vallieth, Joshua	1 Co-Op	Accounting	N/A	N/A	2	3	3	3	3	
Daniels, Brian	3 Co-Op	Informatics, Procurement, Supply- Chain	Both IT & Project Management related	International Projects	3	4	4	3	4	
Daniels, Brian	3 Co-Op	Informatics, Procurement, Supply- Chain	Both IT & Project Management related	International Projects	3	4	4	3	4	
Abeyratna, Chathumini	2 Co-Op	Programmin g, Project Management	Both IT & Project Management related	Domestic Projects	4	4	4	4	4	
Challa, Varun	3 Co-Op	Hospitality, Entertainme nt and IT	IT related	Neither Domestic nor International	2	2	3	2	2	
Simoni, Dominic	3 Co-Op	Financial Services, Audit, Tax	Project Management related	Neither Domestic nor International	4	3	4	5	4	
Rainford, Colbi	0 Co-Op	N/A	N/A	N/A	1	1	1	1	1	

Cabot Jaume	2 Co-Op	Finance (FMC), venture capital	Project Management related	Domestic Projects	3	4	3	4	4	
Belga, felix	2 Co-Op	Operations and finance	Project Management related	Domestic Projects	3	4	4	4	4	
Yam, Brandon	3 Co-Op	Finance	Project Management related	Domestic Projects	3	4	5	5	5	
Reck, Cooper	2 Co-Op	IT, Marketing	IT related	Domestic Projects	2	3	4	3	2	
Cruz, Alvaro	1 Co-Op	Marketing-Sales	Neither IT nor Project Management related	N/A	2	4	4	2	2	
Yousif, Adam	3 Co-Op	Finance, Supplier Managment	Both IT & Project Management related	Domestic Projects	3	3	3	3	3	





<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>	<i>At the end of Co-Op how would you rate your attitude towards</i>
5	5	5	3	4	3	4	4	4
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
5	5	4	5	4	5	5	5	4
5	5	5	4	4	5	3	3	5
5	5	4	5	4	5	5	5	4
5	5	4	5	4	4	4	4	4



## Post Agile Survey

<i>Last name, First name</i>	<i>Ability to look at a situation from the client's point of view.</i>	<i>Ability to identify and define deeper needs and expectations of the client.</i>	<i>Ability to generate ideas/soluti ons without fearing that they would not work</i>	<i>Ability to communicate ideas verbally to the client.</i>	<i>Ability to seek feedback and criticism from the client on your ideas</i>	<i>Ability to transform your idea into a real product/model/ solution</i>	<i>Your project management skills</i>
Vansickle, John	Very Skilled	Proficiently Skilled	Highly Skilled	Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled
Liao, Samantha	Very Skilled	Very Skilled	Very Skilled	Very Skilled	Highly Skilled	Highly Skilled	Very Skilled
Hartz, Matthew	Fairly Skilled	Fairly Skilled	Highly Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Fairly Skilled
Challa, Varun	Fairly Skilled	Fairly Skilled	Proficiently Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled
Truong Cindy	Proficiently Skilled	Highly Skilled	Highly Skilled	Highly Skilled	Highly Skilled	Very Skilled	Highly Skilled
Vallieth, Joshua	Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled	Very Skilled
Lee, Eugene	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled
Smith, Kenneth	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled	Very Skilled
Wilson, Karen	Very Skilled	Proficiently Skilled	Very Skilled	Highly Skilled	Highly Skilled	Proficiently Skilled	Very Skilled
Elson, Lance	Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled

Bantu, Praneeth	Very Skilled	Very Skilled	Fairly Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled
Yam, Brandon	Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled	Very Skilled
Rainford, Colbi	Fairly Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Fairly Skilled	Proficiently Skilled
Cabot Jaume, Paula	Proficiently Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Not Skilled	Very Skilled
Daniels Brian	Proficiently Skilled	Proficiently Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled	Highly Skilled
Kim, Gina	Fairly Skilled	Fairly Skilled	Proficiently Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled
Reck, Cooper	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled
Simoni, Dominic	Proficiently Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Very Skilled	Highly Skilled	Highly Skilled
Cruz, Alvaro	Proficiently Skilled	Proficiently Skilled	Highly Skilled	Fairly Skilled	Very Skilled	Very Skilled	Proficiently Skilled
Peddireddi, Avanish	Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled	Very Skilled
Abeyratna, Chathumini	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled
Belga, Felix	Proficiently Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled
Hernandez Ramos, Debora	Proficiently Skilled						
Yousif, Adam	Highly Skilled	Highly Skilled	Very Skilled	Highly Skilled	Highly Skilled	Highly Skilled	Highly Skilled

<i><b>Project communications skills</b></i>	<i><b>Your time management skills</b></i>	<i><b>Your problem-solving skills</b></i>	<i><b>Your outsourcing skills</b></i>	<i><b>Your leadership skills</b></i>	<i><b>Your active listening skills</b></i>	<i><b>Your presentation skills</b></i>	<i><b>Your technology skills</b></i>
Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled	Highly Skilled	Very Skilled	Highly Skilled	Very Skilled
Very Skilled	Highly Skilled	Highly Skilled	Very Skilled	Very Skilled	Highly Skilled	Very Skilled	Highly Skilled
Fairly Skilled	Fairly Skilled	Fairly Skilled	Not Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled	Proficiently Skilled
Fairly Skilled	Proficiently Skilled	Fairly Skilled	Proficiently Skilled	Fairly Skilled	Fairly Skilled	Fairly Skilled	Proficiently Skilled
Highly Skilled	Highly Skilled	Highly Skilled	Proficiently Skilled	Highly Skilled	Very Skilled	Highly Skilled	Fairly Skilled
Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled	Very Skilled	Very Skilled	Proficiently Skilled	Very Skilled
Very Skilled	Proficiently Skilled	Very Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled
Highly Skilled	Highly Skilled	Very Skilled	Highly Skilled	Highly Skilled	Highly Skilled	Proficiently Skilled	Highly Skilled
Very Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Proficiently Skilled	Very Skilled	Very Skilled	Very Skilled



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## KSA No. 2 Survey Results

<i>Last name, First name</i>	<i>At the end of MIS 347 how would you rate your knowledge of Outsourcing</i>	<i>At the end of MIS 347 how would you rate your knowledge of managing client relationships and interactions</i>	<i>At the end of MIS 347 how would you rate your knowledge of the industry/Industries in which you worked</i>	<i>At the end of MIS 347 how would you rate your knowledge of Excel's numerous functionalities</i>	<i>At the end of MIS 347 how would you rate your skills of Project Management</i>	<i>At the end of MIS 347 how would you rate your skills of Professional Communication</i>
Vansickle, John	5	4	4	4	4	5
Liao, Samantha	5	5	5	4	4	4
Hartz, Matthew	2	2	1	3	2	3
Challa, Varun	4	3	3	3	3	3
Truong Cindy	4	5	4	4	5	5
Vallieth, Joshua	4	4	4	4	4	4
Lee, Eugene	4	4	4	4	4	4
Smith, Kenneth	5	4	4	4	4	5
Wilson, Karen	4	4	4	5	4	5
Elson, Lance	4	3	3	4	3	4
Bantu, Praneeth	4	4	2	4	3	4
Yam, Brandon	4	4	4	4	4	4
Rainford, Colbi	5	5	3	3	4	5
Cabot Jaume, Paula	4	4	4	3	4	4

Daniels, Brian	3	3	3	5	4	5
Kim, Gina	3	3	4	4	4	4
Reck, Cooper	3	3	2	4	3	4
Simoni, Dominic	4	4	3	5	5	4
Cruz, Alvaro	4	4	3	4	4	5
Peddireddi, Avanish	5	5	4	4	5	4
Abeyratna, Chathumini	4	4	4	5	4	4
Belga, Felix	4	4	3	4	4	5
Hernandez						
Ramos, Debora	3	3	3	3	3	3
Yousif, Adam	5	5	5	5	5	5
Hayes, Jalen	5	5	5	5	5	5

<i>At the end of MIS 347 how would you rate your skills of Time Management</i>	<i>At the end of MIS 347 how would you rate your skills of Problem Solving</i>	<i>At the end of MIS 347 how would you rate your skills of Active Listening</i>	<i>At the end of MIS 347 how would you rate your skills of Effective Questioning</i>	<i>At the end of MIS 347 how would you rate your skills of Giving Presen</i>
5	4	5	4	5
5	5	5	4	4
3	4	3	2	2
5	3	3	3	3

5	5	5	3	5
4	4	4	4	4
4	4	5	4	4
5	5	5	4	3
4	4	4	4	4
4	3	3	3	3
4	4	4	4	4
4	4	4	4	4
5	4	5	4	3
3	4	3	4	4
5	5	5	5	5
4	4	4	4	3
3	4	3	2	3
4	5	3	3	4
5	4	4	4	3
4	4	4	4	4
4	4	4	4	4
4	4	4	3	4
3	3	3	3	3
5	5	5	5	5
5	5	5	5	5

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Group Project handout

[https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content\\_id=\\_102\\_36749\\_1&course\\_id=\\_284430\\_1&launch\\_in\\_new=true](https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content_id=_102_36749_1&course_id=_284430_1&launch_in_new=true)

Use of Agile process guidelines handout

[https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content\\_id=\\_102\\_36473\\_1&course\\_id=\\_284430\\_1&launch\\_in\\_new=true](https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content_id=_102_36473_1&course_id=_284430_1&launch_in_new=true)

Weekly handouts

Week 1

[https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content\\_id=\\_102\\_36539\\_1&course\\_id=\\_284430\\_1&launch\\_in\\_new=true](https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content_id=_102_36539_1&course_id=_284430_1&launch_in_new=true)

Week 2

[https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content\\_id=\\_102\\_36745\\_1&course\\_id=\\_284430\\_1&launch\\_in\\_new=true](https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content_id=_102_36745_1&course_id=_284430_1&launch_in_new=true)

Week 3

[https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content\\_id=\\_102\\_36456\\_1&course\\_id=\\_284430\\_1&launch\\_in\\_new=true](https://learn.dcollege.net/webapps/blackboard/execute/content/file?cmd=view&content_id=_102_36456_1&course_id=_284430_1&launch_in_new=true)

Week 4

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