**Sprint Review and Retrospective**

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**Applying Roles**

The Scrum Master is, as Charles Cobb states, “Responsible for ensuring Scrum is understood and enacted.” He continues stating that they achieve this by ensuring the team “adheres to Scrum theory, practices, and rules.” (Cobb, 2015) The Scrum master specifically contributed to the success of the SNHU Travel project through the administration of Scrum events. A mock daily standup was held in module two where all team members were asked three essential questions. The Scrum master starts this meeting and asks, “What did you accomplish yesterday?”, “What are you going to accomplish today?”, and “What obstacles are in your way?” Daily standup is effective in creating communication that promotes unity and transparency in the team. It is the Scrum Master’s job to make sure this is initiated every day at a set time and to keep the team on track through the duration of the 15-minute meeting.

The Product Owner is, as Charles Cobb states, “responsible for maximizing the value of the product and the work of the Development Team.” (Cobb, 2015) One of the main ways they do this is through the creation and constant refinement of the Product Backlog. The Product Owner contributed to the success of the SNHU Travel project by creating this Product Backlog that contained concise user stories that we accompanied with acceptance criteria. This was accomplished in module three when the Product Owner reviewed the goals/requirements of the customer and stakeholders and translated them into user stories for the Product Backlog.

The Team role, as Charles Cobb states, “consists of professionals who do the work of delivering a potentially releasable increment of ‘Done’ product at the end of each Sprint.” (Cobb, 2015) The Team role demonstrated their commitment to success of the SNHU Travel project by following scrum values, which include openness. This was shown in module 5 when significant changes were to be applied to the SNHU Travel product and the developer was open to produce quality code ready by the end of the sprint.

**Completing User Stories**

The Scrum-Agile approach to the software development lifecycle helps user stories come to completion because of the benefits provided by the framework. First, functionality is produced much faster in Agile compared to traditional development which, with the addition of concurrent testing, leads to a product that can be displayed to the team and stakeholders. This ensures that the quality of the product is better because it gives the opportunity for constant communication to take place to ensure that the goals and requirements are being met with each additional sprint. Another reason that the Agile approach helps user stories come to completion is that it has adaptive qualities which allow the team to change direction without having to backtrack leading to a more efficient use of time. Lastly, because of the structure of the scrum events, team members can quickly communicate their questions and concerns so that the scrum master can alleviate these obstabcles and get the team back on track. This last example is clearly shown in module two of this course where a mock daily standup takes place. The three questions that are answered by the team allows for little sidetracking and for issues to be identified and eliminated as soon as possible.

**Handling Interruptions**

The Scrum-Agile approach supported project completion when the project was interrupted and changed direction. This was made evident when the product manager communicated that the SNHU Travel project requirements changed in module five. Due to the adaptable quality of the Agile approach the change was quickly communicated to the team and the developer was willing to acknowledge the changes. Although this was a small project that was just for purpose of study, it shows the benefits of an adaptable model for more complex projects in real-world scenarios.

**Communication**

Although this was my first experience with the agile framework, I believe I was able to communicate effectively with my teammates. This was possible because I followed the scrum values which are found in chapter one of Charles Cobb’s textbook. The first value is commitment and focus which I displayed during the Vision Quest case study discussion by ensuring that I met all the timeline requirements. The next value is openness which, although I didn’t display because there were little to no contrasting opinions in our team, I kept in mind while taking in the input from my teammates. The third value is respect which I displayed by responding to my teammates to elaborate on their agile principles that they considered and asked constructive questions. The last value is courage, which I think is a crucial value for teammembers to display if they want to work as a cohesive and effective unit. I don’t think I displayed this however, because of the requirements of the discussion.

**Organizational Tools**

Organizational tools, regarding Agile, are not as important as the team members and the interactions that take place between them, but they are still important. When used correctly, these tools can promote communication and in turn establish unity and transparency in a team, especially when the project is scaled up. It is not explicitly stated that we used any tools in all the mock scrum events that transpired over the duration of the course.

The Scrum-Agile principles that are stated by Charles Cobb in his textbook all had a contribution to the success of our team. The first is “Variability and uncertainty” which our team embraced when changing the requirements of the SNHU Travel project in module five. Next, “Prediction and adaptation” which our team displayed agile principles by creating concise user stories that were not too specific, and we open to future modification. We also used agile principles to guarantee our success through quickly validating new ideas following “Validated learning”. This was done in module six when we recommended agile practices that could aid Vision Quest Software’s new development process. We followed the “Work in progress” principle by eliminating idle worker waste when we identified obstacles faced by each team member in the daily standup. Another principal Cobb considered is “Progress” which includes the idea of adapting to real-time information and replanning accordingly. We did this in module four when we were asked to revise the test cases we had previously created. This displayed the team’s ability to quickly adapt to new information. Lastly, our team displayed “Performance” by employing minimally sufficient ceremony. An example of this would be in writing the acceptance criteria for the test cases. Since we avoided overly detailed specs and focused on succinct acceptance tests we were able to provide a more effective solution.

**Evaluating Agile Process**

Assessing the effectiveness of the Scrum-Agile approach for the SNHU Travel project will give insight into whether this method was correct for the process, or whether a traditional method like waterfall would have been better. Throughout this course I found that the main difference in two methods is that Agile lacks the planning properties that traditional methods contain. Not to say the Agile method doesn’t engage in planning for the project, but it defers planning until the “last responsible moment” meaning “the lastest point in time that a decision can be made without impacting the outcome of the overall project.” (Cobb, 2015) So, with this in mind, I will look at all the moments where adaptability was required and instatiated while working on the SNHU Travel project.

First, while creating the user stories that would make up the product backlog, I did my best to create requirements that briefly define what the user wants accomplished in concise terms. Avoiding the creation of a user story that was too detailed allowed for some flexibility in the requirements and goals of the projects. This was later shown to be useful when we were required to revise our user stories and modifications were easy to implement. Next, during module five, we were required to reconfigure the SNHU Travel product because of the new requirements that were communicated by the product owner. Since we were devoted to agile-driven development, we not only were able to quickly receive the changes but could implement them in very short time without impacting the performance of the product. Lastly, in module six we worked together as a team to identify agile practices that could be implemented to increase the quality of the product and efficiency of the processes that Vision Quest Software desired. We agreed, as a team, to implement the scrum framework and to focus on test-driven development. These practices both have a list of known benefits and would, most notably, not be overly complicated to implement into the company. These reasons all show why Agile’s simplicity and adaptability are better suited for most software development processes including the SNHU Travel project.

# References

Cobb, C. G. (2015). *The Project Manager's Guide to Mastering Agile.* John Wiley & Sons Inc.