**cs4473B/cs9551B**

**INDIVIDUAL TEMPLATE**

**Reading Summary and Questions and Answers**

**Rules – please note these carefully:**

* Submission filename MUST be: “**Last-name First-name” “Group”<id>\_”Chapter” (or reading) <id> (e.g., Blogs Joe\_Group 3\_Chapter 2)**
* This template must be used for ONLY ONE chapter (or reading) at a time. For the second item of reading, if any, please use another copy of this template.
* **PLEASE compress multiple files (one file/chapter) using standard (e.g., Windows) compression that can be uncompressed on a Windows machine with simple clicks. Please do not use unusual/fancy compression tool; your template won’t be graded and you will be penalised.**
* **Submission to be done on OWL as per the deadline set.**
* **EMAIL SUBMISSION WILL NOT BE ACCEPTED AND WILL INCUR PENALTY.**
* **Use of template is mandatory**: submission of text made outside the template will result in a zero mark.
* **Altering this template (meta-items) will incur a penalty.**
* Submission format is **MS WORD only** **(not PDF)**. PDF files will incur a penalty.
* The source of the answer captured from the chapter must be accurate or closest to the context (e.g., Chapter #, Section or sub-section #, page number, etc.).
* The question must be properly and fully specified, and easily understandable. Cryptic text or grammatical errors will be penalised – no appeals accepted.
* The question must not be so general or non-specific to apply to non-specific answers.
* The answer (text identified from chapter) must be an important point, not something trivial or highly specific to a context.
* Answer from the book must be copied “as-is” from the text (**reference** to chart/table/figure/etc., in the reading is permitted and encouraged). Cryptic text or grammatical errors will be penalised – no appeals accepted.
  + *If in doubt about the quality or acceptability of your text, you will have one chance to have it reviewed by the instructor for “live” feedback. No emails please.*
* Assessment of your submitted template will be done sometime before the end of the term. Please do not expect marks of your submission every week!
* There will be no “remake” of the summaries (e.g., for improving the mark). It is a one-time submission and assessment. Late submissions will not be accepted.

**Part 1: Summary**

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| **Group member’s name**: Yulun Feng **Group No**: 2 |
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| Please write the **full reference** of the reading in the WHITE box below.   * + Chapter #, Chapter title (or article title if appropriate).   + Book title   + Author(s)   + Publisher   + Book edition, Year of publication   (Example shown below; overwrite on that space.) |
| Chapter 7: Requirements elicitation  *Software Requirements, 3rd ed.*  Weigers and Beatty  Microsoft, 2013 |
| Please write in the WHITE box below an abstract of the reading in **50-75 words**. |
| **Chapter 7 gives exploration of requirements elicitation, delving into its key techniques, effective planning strategies, and criteria for completion. It emphasizes the importance of active participation from both stakeholders and team members to maximize the effectiveness of the elicitation process. The chapter also highlights the critical need for meticulous attention to detail in elicitation to ensure that the final outcomes align precisely with stakeholder needs.** |

**Part 2: Questions, Answers and Comments**

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| Please create **THREE** important **Question-Answer-Comment sets** from the given reading:   * State your question succinctly. Add more lines as needed. * State <LOCATION of answer in the book (e.g., section #>: <as-is answer EXACTLY from the book> ; please indicate whether a hardcopy or ebook ‘cause the page numbers are not the same. * State your Comment related to the answer; this is mandatory.   **NOTE: The following will be penalised: a cryptic question; inaccurate copying of the answer; a trivial point; “too specific or small detail”; missing or trivial comment; etc.. Informative, insightful, or key concept/idea, question, answer, and comment are expected.**   * + Actual chart/table/figure/etc. must NOT be given in the text below, but you may site its location in the reading by giving precise specification. |
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| For staff use only:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **(1)**  **QUESTION: How to ensure your group working efficiently in project?**  **ANSWER: <ebook><page 123> Stay in Scope - “Refer to the business requirements to confirm whether proposed user requirements lie within the current project scope.”**  **<ebook><page 123> Use parking lots to capture items for later consideration - “Don’t be distracted into discussing off-topic details unless they turn out to be showstoppers. Describe what will happen with the parking lot issues following the meeting.”**  **COMMENT (also include where possible: an \*example\*, citation, justification, etc. -- to support your comment).**  **The efficiency of a group in a project is greatly dependent on its ability to stay focused and within the set scope. Regularly reviewing the business requirements helps to connect the team's activities with the project's goals and prevents the pursuit of unnecessary or out-of-scope features. The 'parking lot' strategy is useful for controlling side subjects. It entails deferring non-important problems for later review, so maintaining the meeting's flow and ensuring that only critical matters are handled in the allotted time. This combination strategy of scope adherence and effective issue management serves as the foundation for maintaining efficiency and productivity in group projects, ensuring that the team stays on track and provides value that meets stakeholder expectations.** |
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| **(2)**  **QUESTION: Why different elicitation techniques should be used in different projects?**  **ANSWER: <ebook><page 130> - Figure 7-3**  **<ebook><page 129> Planning elicitation on your project – “Even a simple plan of action increases the chance of success and sets realistic expectations for the stakeholders. Only by gaining explicit commitment on elicitation resources, schedule, and deliverables can you avoid having participants pulled away to do other work.”**  **COMMENT (also include where possible: an \*example\*, citation, justification, etc. -- to support your comment):**  **Using multiple elicitation methodologies in different initiatives recognizes the inherent complexities and needs of each effort. A well-crafted action plan, suited to the project's needs, considerably increases the chances of success. This strategy establishes clear expectations for stakeholders, ensuring that everyone involved understands their responsibilities and the project's goals. Furthermore, obtaining a commitment to the elicitation process in terms of resources, timeline, and deliverables is critical. This commitment keeps key personnel from being distracted by other tasks, allowing them to remain focused on the project's goals. Using a variety of elicitation approaches provides for a more comprehensive understanding of the project, taking into account various viewpoints and nuances, which improves the quality and relevancy of the requirements gathered.** |
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| **3)**  **QUESTION: How to ensure an elicitation activity is useful to stakeholders?**  **ANSWER:**  **<ebook><p133> Educate stakeholders – “Teach your stakeholders about your elicitation approach and why you chose it. Explain the exploration techniques you’ll be using, such as use cases or process flows, and how they can help stakeholders provide better requirements.”**  **<ebook><p134> Organizing and sharing the notes – “Consider sharing the consolidated notes with other project stakeholders who weren’t present in the session, so that they are aware of progress. This gives them the opportunity to fag any issues or concerns immediately.”**  **COMMENT (also include where possible: an \*example\*, citation, justification, etc. -- to support your comment):**  **The understanding and participation of stakeholders in an elicitation activity is critical to its effectiveness. Educating them on the elicitation methods used and the reasoning for those choices develops a sense of involvement and significance. This education enables stakeholders to make more meaningful contributions to the process. Furthermore, publishing full notes and updates from the elicitation sessions with all stakeholders, including those who were unable to attend, promotes transparency and keeps everyone informed. This practice promotes inclusivity while also allowing for immediate feedback and issue resolution, ensuring that the elicitation outcomes are closely aligned with the needs and expectations of the stakeholders. This technique adds value to the elicitation process by making it more collaborative and stakeholder-centric.** |