

10-102-214 Communication Planning and Validation

# Course Design

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | Students will create a communication plan to support ongoing collaboration and requirements validation. Methods utilized to communicate, verify, and validate requirements will be explored. |
|  | Career Cluster | Business Management and Administration |
|  | Instructional Level | Associate Degree Courses |
|  | Total Credits | 2.00 |
|  | Total Hours | 36.00 |

Types of Instruction

|  |  |
| --- | --- |
| Instruction Type | Credits/Hours |
| Lecture | 2 CR / 36 HR |

Pre/Corequisites

|  |  |
| --- | --- |
| Pre/Corequisite | 10102213 Requirements Documentation |

Textbook

|  |  |
| --- | --- |
| None |  |

### Core Abilities

|  |  |
| --- | --- |
| 1. | Demonstrate ability to think critically. |
| 2. | Demonstrate ability to value self and work ethically with others in a diverse population. |
| 3. | Make decisions that incorporate the importance of sustainability. |
| 4. | Use effective communication skills. |
| 5. | Use technology effectively. |

### Program Outcomes

|  |  |
| --- | --- |
| 1. | Demonstrate professional communication in a business environment. |
| 2. | Cultivate business relationships throughout the project lifecycle. |
| 3. | Model project leadership throughout the project lifecycle. |
| 4. | Incorporate business requirements into the project planning process. |

### Course Competencies

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Investigate requirements validation and verification. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Demonstrate ability to value self and work ethically with others in a diverse population.  Make decisions that incorporate the importance of sustainability.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Cultivate business relationships throughout the project lifecycle.  Model project leadership throughout the project lifecycle.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 1.1. | Written Product | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 1.1. | Your document summarizes the requirements. | |
|  | 1.2. | Your document includes information gathered from the iterative process. | |
|  | Learning Objectives | | |
|  | 1.a. | Explore requirements validation. | |
|  | 1.b. | Explore requirements verification. | |
|  | 1.c. | Discuss the importance of requirement accuracy in generating a meaningful solution. | |
|  | 1.d. | Explore methods used to validate and verify requirements. | |
| 2. | Explore status reports to manage expectations. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Demonstrate ability to value self and work ethically with others in a diverse population.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Cultivate business relationships throughout the project lifecycle.  Model project leadership throughout the project lifecycle.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 2.1. | Written Product | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 2.1. | Your status report explains completion percentage of assigned tasks. | |
|  | 2.2. | Your status report explains if assigned tasks are on-track to be completed on time. | |
|  | 2.3. | Your status report identifies issues/risks. | |
|  | 2.4. | Your status report discusses significant accomplishments since last update. | |
|  | 2.5. | Your status report discusses planned accomplishments before next update. | |
|  | 2.6. | Your status report considers the potential audience and frames information accordingly. | |
|  | Learning Objectives | | |
|  | 2.a. | Explore the potential audience of a status update. | |
|  | 2.b. | Investigate components that would commonly be included on a status update. | |
|  | 2.c. | Investigate potential formats of status updates. | |
|  | 2.d. | Explore the potential frequency of a status update. | |
| 3. | Manage stakeholder collaboration. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Demonstrate ability to value self and work ethically with others in a diverse population.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Cultivate business relationships throughout the project lifecycle.  Model project leadership throughout the project lifecycle. | | |
|  | Assessment Strategies | | |
|  | 3.1. | Facilitation | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 3.1. | You define the goal of the meeting. | |
|  | 3.2. | You use the document to explain your understanding of each requirement. | |
|  | 3.3. | You solicit feedback from stakeholders in attendance. | |
|  | 3.4. | You summarize the meeting in a conclusive manner. | |
|  | 3.5. | You identify next steps (if any). | |
|  | Learning Objectives | | |
|  | 3.a. | Monitor the level of stakeholder engagement. | |
|  | 3.b. | Explore methods to keep stakeholders engaged. | |
|  | 3.c. | Explore negotiation and conflict resolution techniques. | |
|  | 3.d. | Demonstrate interaction skills essential for Business Analysts. | |
| 4. | Explore communication planning. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Demonstrate ability to value self and work ethically with others in a diverse population.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Cultivate business relationships throughout the project lifecycle.  Model project leadership throughout the project lifecycle. | | |
|  | Assessment Strategies | | |
|  | 4.1. | Written Product | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 4.1. | Your communication plan identifies internal and external stakeholders for communication. | |
|  | 4.2. | Your communication plan identifies what needs to be communicated for each stakeholder. | |
|  | 4.3. | Your communication plan identifies the level of detail that needs to be communicated for each stakeholder. | |
|  | 4.4. | Your communication plan identifies the method to communicate with each stakeholder. | |
|  | 4.5. | Your communication plan identifies the frequency of communication updates with each stakeholder. | |
|  | Learning Objectives | | |
|  | 4.a. | Evaluate reasons for communicating with stakeholders. | |
|  | 4.b. | Identify audience for communication. | |
|  | 4.c. | Analyze stakeholder communication needs. | |
|  | 4.d. | Assess the value of appropriate communication. | |
| 5. | Schedule communications to validate requirements. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Demonstrate ability to value self and work ethically with others in a diverse population.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Cultivate business relationships throughout the project lifecycle.  Model project leadership throughout the project lifecycle.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 5.1. | Written Product | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 5.1. | Your communication plan considers the timeline of the project. | |
|  | 5.2. | Your communication plan is formed by considering stakeholders varying levels of authority. | |
|  | 5.3. | Your communication plan is formed by considering stakeholders varying roles/interest in the project. | |
|  | 5.4. | Your communication plan shows evidence of understanding that stakeholders have non-project related responsibilities. | |
|  | 5.5. | Your communication plan considers the need to keep stakeholders engaged. | |
|  | Learning Objectives | | |
|  | 5.a. | Evaluate the format of potential communications based upon audience. | |
|  | 5.b. | Explore platforms for communicating. | |
|  | 5.c. | Characterize effective communication. | |
|  | 5.d. | Discuss milestone considerations for the timing of communications. | |
| 6. | Investigate tools to support communications and collaboration. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Demonstrate ability to value self and work ethically with others in a diverse population.  Make decisions that incorporate the importance of sustainability.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Cultivate business relationships throughout the project lifecycle.  Model project leadership throughout the project lifecycle. | | |
|  | Assessment Strategies | | |
|  | 6.1. | Facilitation | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 6.1. | You use a virtual meeting tool to facilitate a Requirements Walkthrough Meeting. | |
|  | 6.2. | The video shows your mid-torso to the top of your head. | |
|  | 6.3. | The video considers the distance of your face/body to the video camera and microphone. | |
|  | Learning Objectives | | |
|  | 6.a. | Evaluate tools for communicating information. | |
|  | 6.b. | Investigate tools for collaborating with others. | |
|  | 6.c. | Consider cost, risk, and value of communication methods. | |
| Meta Data Tags: | | |
| Business Analyst; requirements validation; requirements verification; stakeholders; requirements walkthrough meeting; status report; status update; weekly status update; stakeholder collaboration; stakeholder engagement; negotiation techniques; conflict resolution techniques; communication planning | | |

### Course Learning Plans and Performance Assessment Tasks

Learning Plan 1 - Validating and Verifying Requirements and Status Reports

Overview/Purpose

This learning plan will explore methods to confirm requirements that have been gathered and documented are accurate and sufficient.  This learning plan will also examine status updates.  Status updates are generally required throughout a project to keep stakeholders aware of happenings in the project.

Target Competencies

|  |  |  |
| --- | --- | --- |
| 1. | Investigate requirements validation and verification. | |
|  | Assessment Strategies | |
|  | 1.1. | Written Product |
| 2. | Explore status reports to manage expectations. | |
|  | Assessment Strategies | |
|  | 2.1. | Written Product |

### Learning Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Review** the competencies and learning objectives. | | |
| 2. | **Read** the instructor-prepared materials. | | |
| 3. | **Listen and/or Watch** instructor's lecture on validating and verifying requirements and status reports. | | |
| 4. | **Participate** in instructor-designed quiz on characteristics of good requirements. | | |
| 5. | **Examine** instructor-designed scenario on requirements validation. | | |
| 6. | **Participate** in instructor-designed activity on requirements verification and the iterative approach. | | |
| 7. | **Examine** various documents used to validate and verify requirements (case diagrams, activity/workflow diagrams, data flow diagrams, data models, mind maps, SWOT analysis). | | |
| 8. | **Participate** in instructor-designed scenario/activity on creating a document used to validate /verify requirements (case diagrams, activity/workflow diagrams, data flow diagrams, data models, mind maps, SWOT analysis, etc). | | |
| 9. | **Participate** in Discussion Board.  Post your document used to validate/verify requirements.  Compare this document to other documents posted.  List pros/cons of your document.  In your opinion, what's the best document to use for this scenario?  Why? See attached Discussion Board rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Discussion Board Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=d1c3d419-7e80-46c9-bdc5-3b39baa8a85f) |
| 10. | **Participate** in instructor-designed simulation on a Requirements Walkthrough Meeting. | | |
| 11. | **Investigate** components included in a status update. | | |
| 12. | **Explore** various formats of status updates. | | |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | COMPLETE Quiz - See "Learning Activities" for further directions. |
| 2. | SUBMIT Discussion Board Entry - See "Learning Activities" for further directions and rubric. |
| 3. | COMPLETE PAT 1 - Status Report. |

PAT 1 - Status Report

Directions

Analyze the instructor-prepared scenario.  Prepare a business professional status report to inform your manager on your progress.  Consider the audience and prepare information accordingly.  Include the following elements in the status report:

* Assigned task completion percentage.
* Reference to if assigned tasks are on-track to be completed on time.
* Identification of issues/risks.
* Significant accomplishments since last update.
* Planned accomplishments before next update.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Explore status reports to manage expectations. |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations.  Displays at all times, without exception, a consistently high level of skill.  All assignments/task are completed beyond the level of expectation.  Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations.  Displays a high level of skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations.  Displays and maintains an effective and consistent level of skill.  Work output regularly achieves desired or required outcomes or expectations.  Problems or errors are reported and corrected quickly. |
| 2 | Some Improvement Needed.  Displays inconsistency in performance and frequently falls below acceptable levels.  Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences. |
| 1 | Major Improvement Needed.  Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition. |
| 0 | No evidence of meeting requirement. |
| Met | Fully or adequately met expectations. |
| Not Met | Partially met or failed to meet expectations. |

Scoring Standard

A minimum of 3 must be earned on all criteria and must meet all met/not met criteria to demonstrate competency.

### Scoring Guide

|  |  |  |
| --- | --- | --- |
|  | Criteria | Ratings |
| 1. | Your status report explains completion percentage of assigned tasks. | Met Not Met |
| 2. | Your status report explains if assigned tasks are on-track to be completed on time. | Met Not Met |
| 3. | Your status report identifies issues/risks. | Met Not Met |
| 4. | Your status report discusses significant accomplishments since last update. | Met Not Met |
| 5. | Your status report discusses planned accomplishments before next update. | Met Not Met |
| 6. | Your status report considers the potential audience and frames information accordingly. | Met Not Met |
| 7. | Your status report is clear and concise. | Met Not Met |
| 8. | Your status report shows evidence of logical critical thinking. | Met Not Met |
| 9. | Your status report follows an effective organizational plan. | Met Not Met |
| 10. | Your status report exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage. | Met Not Met |

Learning Plan 2 - Stakeholder Collaboration and Communications

Overview/Purpose

During requirements elicitation, planning, and documentation phases, one of the Business Analyst's primary responsibilities is the ongoing communication that takes place.  Requirements communication is an iterative process of conveying information to stakeholders in order to gain a common understanding of the requirements necessary to complete an initiative or solution.  This learning plan will also emphasize the importance of stakeholder collaboration, and offer tips on how to ensure collaboration is an ongoing activity.

Target Competencies

|  |  |  |
| --- | --- | --- |
| 1. | Manage stakeholder collaboration. | |
|  | Assessment Strategies | |
|  | 1.1. | Facilitation |
| 2. | Explore communication planning. | |
|  | Assessment Strategies | |
|  | 2.1. | Written Product |
| 3. | Schedule communications to validate requirements. | |
|  | Assessment Strategies | |
|  | 3.1. | Written Product |

### Learning Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Review** the competencies and learning objectives. | | |
| 2. | **Read** the instructor-prepared materials. | | |
| 3. | **Listen and/or Watch** instructor's lecture on stakeholder collaboration and communications. | | |
| 4. | **Participate** in instructor-designed activity on monitoring the level of stakeholder engagement. | | |
| 5. | **Explore** methods to keep stakeholders engaged. | | |
| 6. | **Find** an article on negotiation techniques. | | |
| 7. | **Find** an article on conflict resolution techniques. | | |
| 8. | **Participate** in Wiki - Negotiation techniques and conflict resolution techniques.  Post the articles found on negotiation techniques and conflict resolution techniques.  Explain two concepts from each article.  Identify how these concepts could potentially be utilized for the role of the Business Analyst. See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=49138ce4-62fd-4b12-ae44-9a1837fb9d0c) |
| 9. | **Participate** in instructor-designed simulation on interaction skills and the iterative approach. | | |
| 10. | **Examine** instructor-designed scenario on communication planning - communication needs of stakeholders, objectives of communication, key content of communication, frequency of communication, and assessing the value of appropriate communication. | | |
| 11. | **Participate** in instructor-designed simulation on formatting communication, and choosing the platform of communication based on the audience. | | |
| 12. | **Explore**a project schedule. | | |
| 13. | **Examine** instructor-designed scenario on project schedules, project milestones, and the timing of communication. | | |
| 14. | **Participate** in Discussion Board.  Stakeholders often have multiple non-project related responsibilities.  A Business Analyst needs to keep stakeholders engaged in the project.  Discuss an approach to this situation that shows empathy, professionalism, and also encourages stakeholder engagement. See attached Discussion Board rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Discussion Board Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=a06bd1a1-fd26-4682-a3b1-eacb3805f9f3) |
| 15. | **Explore** various communication plans. | | |
| 16. | **Prepare** a status update on progress of PAT 2 - Communication Plan. | | |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT Wiki Entry - See "Learning Activities" for further directions and rubric. |
| 2. | SUBMIT Discussion Board Entry - See "Learning Activities" for further directions and rubric. |
| 3. | COMPLETE PAT 2 - Communication Plan. |

PAT 2 - Communication Plan

Directions

Analyze the instructor-prepared scenario.  Create a business professional communication plan.  Consider the following items when forming the communication plan:

* Timeline of the project.
* The need to validate business requirements among stakeholders.
* Stakeholders varying levels of authority.
* Stakeholders varying roles/interest in the project.
* Understanding that stakeholders have non-project related responsibilities.
* The need to keep stakeholders engaged.

Include the following elements in your communication plan:

* Internal and external stakeholders.
* What needs to be communicated for each stakeholder.
* Outstanding requirements that need to be validated.
* The method of communication for each stakeholder.
* The frequency of communication updates for each stakeholder.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Explore communication planning. |
| 2. | Schedule communications to validate requirements. |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations.  Displays at all times, without exception, a consistently high level of skill.  All assignments/task are completed beyond the level of expectation.  Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations.  Displays a high level of skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations.  Displays and maintains an effective and consistent level of skill.  Work output regularly achieves desired or required outcomes or expectations.  Problems or errors are reported and corrected quickly. |
| 2 | Some Improvement Needed.  Displays inconsistency in performance and frequently falls below acceptable levels.  Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences. |
| 1 | Major Improvement Needed.  Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition. |
| 0 | No evidence of meeting requirement. |
| Met | Fully or adequately met expectations. |
| Not Met | Partially met or failed to meet expectations. |

Scoring Standard

A minimum of 3 must be earned on all criteria and must meet all met/not met criteria to demonstrate competency.

### Scoring Guide

|  | Criteria | Ratings |
| --- | --- | --- |
| **1.** | **::: Formation of the Communication Plan :::** |  |
| 2. | Your communication plan is in a business professional format. | Met Not Met |
| 3. | Your communication plan considers the timeline of the project. | Met Not Met |
| 4. | Your communication plan considers the need to validate business requirements among stakeholders. | Met Not Met |
| 5. | Your communication plan is formed by considering stakeholders varying levels of authority. | Met Not Met |
| 6. | Your communication plan is formed by considering stakeholders varying roles/interest in the project. | Met Not Met |
| 7. | Your communication plan shows evidence of understanding that stakeholders have non-project related responsibilities. | Met Not Met |
| 8. | Your communication plan considers the need to keep stakeholders engaged. | Met Not Met |
| 9. | Your communication plan shows evidence of logical critical thinking. | Met Not Met |
| 10. | Your communication plan follows an effective organizational plan. | Met Not Met |
| 11. | Your communication plan exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage. | Met Not Met |
| **12.** | **::: Content of the Communication Plan :::** |  |
| 13. | Your communication plan identifies internal and external stakeholders for communication. | 5 4 3 2 1 0 |
| 14. | Your communication plan identifies what needs to be communicated for each stakeholder. | 5 4 3 2 1 0 |
| 15. | Your communication plan addresses outstanding requirements that need to be validated. | 5 4 3 2 1 0 |
| 16. | Your communication plan identifies the method to communicate with each stakeholder. | 5 4 3 2 1 0 |
| 17. | Your communication plan identifies the frequency of communication updates with each stakeholder. | 5 4 3 2 1 0 |

Learning Plan 3 - Tools to Support Collaboration and Communications

Overview/Purpose

Ongoing stakeholder collaboration is crucial to the success of the project.  This learning plan explores a variety of tools that can be utilized to support communication with and collaboration among stakeholders.

Target Competencies

|  |  |  |
| --- | --- | --- |
| 1. | Investigate tools to support communications and collaboration. | |
|  | Assessment Strategies | |
|  | 1.1. | Facilitation |

### Learning Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Review** the competency and learning objectives. | | |
| 2. | **Read** the instructor-prepared materials. | | |
| 3. | **Listen and/or Watch** instructor's lecture on tools to support stakeholder collaboration and communication. | | |
| 4. | **Find** and research one tool that could be utilized to support stakeholder collaboration. | | |
| 5. | **Participate** in Wiki.  Post to the wiki page your findings/research on one tool that could be used to support stakeholder collaboration.  Explain what the tool is, how it is used, why, etc.  Feel free to use graphics and images.  Reference all materials.  See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=4a20a56a-b0be-49c7-81a1-b0f2d34a374c) |
| 6. | **Find**and research one tool that could be utilized to support stakeholder communication. | | |
| 7. | **Participate** in Wiki.  Post to the wiki page your findings/research on one tool that could be used to support stakeholder communication.  Explain what the tool is, how it is used, why, etc.  Feel free to use graphics and images.  Reference all materials.  See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=6c5c0754-2aea-4dd0-9c56-1888cc9f8529) |
| 8. | **Participate** in Discussion Board.  Review the Wiki on stakeholder collaboration tools.  Choose one tool.  Review the Wiki on stakeholder communication tools.  Choose one tool.  For both tools, discuss what situations would be appropriate to use these tools.  Explain potential costs, risks, and value of utilizing these tools.  See attached Discussion Board rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Discussion Board Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=bcaefa06-73d5-49d2-b06c-70b03b60b426) |
| 9. | **Participate** in instructor-designed paired work activity utilizing communication and collaboration tools, as well as interaction skills. | | |
| 10. | **Prepare** a status update on progress of PAT 3 - Requirements Walkthrough Meeting. | | |

### Assessment Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | SUBMIT 2 Wiki Entries - See "Learning Activities" for further directions and rubric. | | |
| 2. | SUBMIT Discussion Board Entry - See "Learning Activities" for further directions and rubric. | | |
| 3. | SUBMIT Journal Entry -  Reflect upon the past three courses of this term:  Discovery and Needs Analysis, Requirements Documentation, and Communication Planning and Validation.  Explain how all three courses tie together to encompass important knowledge, skills, and abilities of a Business Analyst.  Include reference to elicitation, planning, requirements documentation, communication, requirements validation, and requirements verification.  See attached journal rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Journal Rubric | [Journal Rubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=0fcd4765-dc43-463c-bb53-d1cb1d84e3d2) |
| 4. | COMPLETE PAT 3 - Requirements Walkthrough Meeting. | | |

PAT 3 - Requirements Walkthrough Meeting

Directions

Use requirements gathered from Discovery and Needs Analysis and Requirements Documentation.

::: Step 1 - Prepare a Document to Validate and Verify Requirements :::

Prepare a document to validate and verify requirements (ex: case diagram, activity/workflow diagram, data flow diagram, data model, mind map, SWOT analysis, etc).

::: Step 2 - Requirements Walkthrough Meeting :::

--- Virtual Meeting Tool ---

Use a virtual meeting tool to facilitate a Requirements Walkthrough Meeting.

---Interaction Skills ---

Utilize professional facilitation and business communication skills during the virtual Requirements Walkthrough Meeting.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Investigate requirements validation and verification. |
| 2. | Manage stakeholder collaboration. |
| 3. | Investigate tools to support communications and collaboration. |

### Scoring

Rating Scale

|  |  |
| --- | --- |
| Value | Description |
| 5 | Consistently Exceeds Expectations.  Displays at all times, without exception, a consistently high level of skill.  All assignments/task are completed beyond the level of expectation.  Initiative and self-direction are characteristic. |
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| 3 | Meets Expectations.  Displays and maintains an effective and consistent level of skill.  Work output regularly achieves desired or required outcomes or expectations.  Problems or errors are reported and corrected quickly. |
| 2 | Some Improvement Needed.  Displays inconsistency in performance and frequently falls below acceptable levels.  Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences. |
| 1 | Major Improvement Needed.  Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition. |
| 0 | No evidence of meeting requirement. |
| Met | Fully or adequately met expectations. |
| Not Met | Partially met or failed to meet expectations. |

Scoring Standard

A minimum of 3 must be earned on all criteria and must meet all met/not met criteria to demonstrate competency.

### Scoring Guide

|  | Criteria | Ratings |
| --- | --- | --- |
| **1.** | **::: Step 1 – Prepare a Document to Validate and Verify Requirements :::** |  |
| 2. | Your document summarizes the requirements. | 5 4 3 2 1 0 |
| 3. | Your document includes information gathered from the iterative process. | 5 4 3 2 1 0 |
| 4. | Your document is clear and concise. | Met Not Met |
| 5. | Your document is one page. | Met Not Met |
| **6.** | **::: Step 2 - Requirements Walkthrough Meeting :::** |  |
| 7. | You use a virtual meeting tool to facilitate a Requirements Walkthrough Meeting. | Met Not Met |
| **8.** | **++ Facilitation Skills ++** |  |
| 9. | You define the goal of the meeting. | 5 4 3 2 1 0 |
| 10. | You use the document to explain your understanding of each requirement. | 5 4 3 2 1 0 |
| 11. | You solicit feedback from stakeholders in attendance. | 5 4 3 2 1 0 |
| 12. | You summarize the meeting in a conclusive manner. | 5 4 3 2 1 0 |
| 13. | You identify next steps (if any). | 5 4 3 2 1 0 |
| **14.** | **++ Effective Business Communication Skills ++** |  |
| 15. | Your communication is clear. | Met Not Met |
| 16. | Your communication is concise. | Met Not Met |
| 17. | You provide relevant information to the stakeholder based on their role. | Met Not Met |
| 18. | You structure the information according to the stakeholder’s authority and level of influence. | Met Not Met |
| 19. | You display a positive attitude with your body language and word choice. | Met Not Met |
| 20. | You wear professional business attire. | Met Not Met |
| 21. | Your appearance is professional. | Met Not Met |
| 22. | The video shows your mid-torso to the top of your head. | Met Not Met |
| 23. | The video considers the distance of your face/body to the video camera and microphone. | Met Not Met |

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