5S – The Office
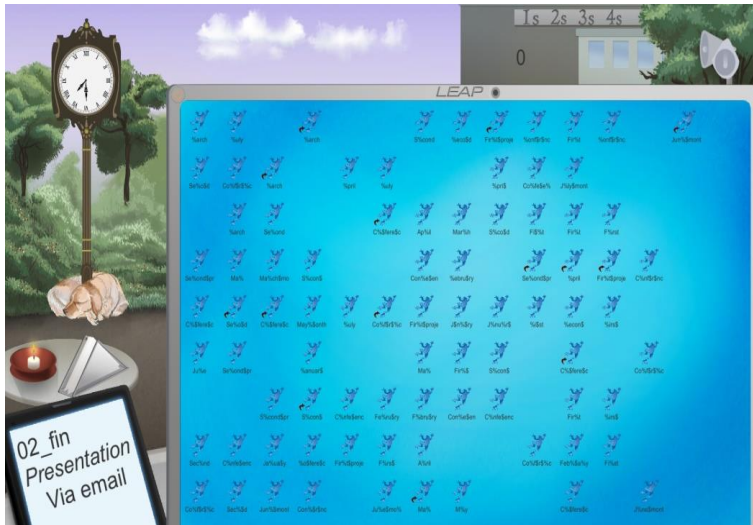
Learning Goal

The goal of this learning activity is to introduce the students to the 5S concept and make them ready to play the SCRUM game, experiencing the process further by playing a role in it.

Learning Objectives and Outcome

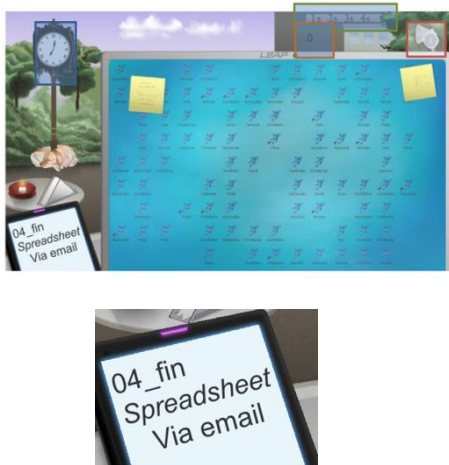After playing this scenario, learners will be able to:

- Know about the challenges of applying the 5S concept.

- Understand how to adapt 5S to different environments.

- Recognize the specificities and advantages of each of the individual S in the 5S methodology.

How to Use LEAP

In this game, the players are placed in an office worker environment for a day and are supposed to complete a certain number of tasks, based on finding certain objects in a limited amount of time provided. Given how the working environment is set up, those tasks are quite difficult to achieve as they might prove time consuming. Therefore, the players can try to improve their work environment by themselves or by the application of the 5S methodology.

Because the span of the software spans over several different types of applications of the 5S methodology, we consider that the last S (sustain) is demonstrated by putting the player in many different environments and making them apply 5S repeatedly. For that reason, the first 4 of the 5S are directly implementable in-game by the players.

Each workday for the players lasts 15 minutes, from 7 o'clock in the morning up to 7 in the evening. Finding an object asked for will bring points to the player and applying one of the 5S methods will demand an investment in terms of game timer.

How to play	

Explain how to start the game (clicking on the door which gives access to the desktop screen). In this scenario, the player has a messy desktop screen and has to find every file requested by the block on the lower left corner of the screen. Explain to the student the actions supported by the 5S process:
 	
    a. Delete the shortcuts, because there is no meaning for their existence
    b. Make icons that depict the type of the files (images, spreadsheets, etc.) appear
    c. Label the files (when there are many of them) with similar names and content
    d. Create folders (to manage files)
    e. Classify every file in the correct folder
 	
Brief the student on how to access the instructions' menu of each file/folder (by clicking on them).	

Explain the game mechanics and the game purpose. The idea of the game is that the players are given an urgent mission, they just received a foreign laptop with many very important files on them, but the computer is such a mess that operating on it is difficult at best. The problems with the files are numerous: lack of a proper icon; some have typos in their name, their names are too long, there are some shortcuts lying around, and no file is being properly ordered into a relevant folder. The screen of the	

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laptop itself is dirty and. The players receive instructions via their cell phone to send some of those files by email, and the more they send the more score they will net. Interactive elements: - **Clock**: shows current time (game starts at 7 am and will stop at 7 pm corresponding to 15 minutes of playing time in real life) - **Panel**: allows the player to implement 1/4 actions of the 5S methodology - **Indicator**: shows current score of the player and each email accurately sent nets 100 points - **Loudspeakers**: triggers the option menu Other elements: set of napkins on the table, post-its, space on the laptop screen (empty space or file).	
Emphasize that when the players have access to the properties of a file (by selecting "Properties" when clicking on a file), the file's name, type and associated icons will be displayed to them. The file type can be selected from one of the 9 defined file types. Each of the defined types have their own icon. By default, all the files have the type "default" and are associated with the LEAP frog icon.	
Expose and explain to the student the 5S methodology and its presence in the game. Once the in-game clock shows that it is past 9 am, the players have to begin to retrieve the demanded files and send them by email. They can either try to do this by	
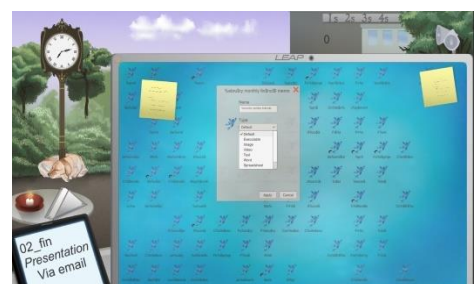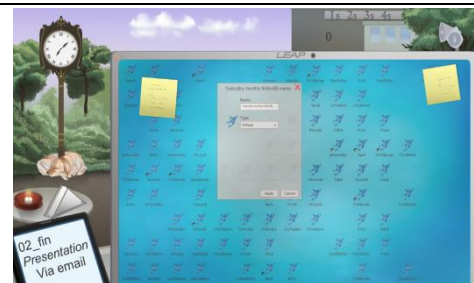
themselves using the above-described tools, or they can try to use the 5S methodology. Clicking on any of the 1S/2S/3S/4S buttons displayed in the background building will trigger the use of the corresponding methodology. Explain the different types of the 5S methodology: 1S — Clean up the dirty computer screen and get rid of the post-its 2S — Automatically assign the correct type and icon to all files on the screen 3S — Rename all files efficiently 4S — All files will be automatically moved into the corresponding folder according to their file type Once a file has been sent successfully by email, a green tick appears on the cell phone and a new file is requested	
In the end, check the results of all the students. Have the students with the higher score explain their method to the other students.	

Class Collaboration

Questions to stir discussion in the classroom:

1. Does 5S make it easier to organise a Desktop Screen instead of implementing brute force method?

2. Is it effective for the player to use their own methods of sorting out the files? Why?

3. What are the advantages of using the 5S process in organising a desktop screen?

Assessment

Have the students play the game and assess the 5S process. Make them use the Story Mode at first and try to be as quick as possible. Then, let them follow the 5S steps. Let students explain the flexibility of this process, the need of applying 5S methodology, and the connection between the customer's satisfaction and the 5S implementation.

Auxiliary materials

The AGILE Manifesto: http://agilemanifesto.org/

SCRUM Guides: http://www.scrumguides.org/

LEAP Portal: http://leapproject.eu/