



## Learning Sheet

### Being a Product Owner

#### Learning Goal

The goal of this learning activity is to make the students apply the SCRUM concept first-hand by playing the role of a Product Owner in a development process and being evaluated for it.



#### Learning Objectives and Outcome

After playing this scenario, learners will be able to:

- Know about the specific role of a Product Owner in the SCRUM concept.
- Recognize all the challenges face by a Product Owner and how they complement the other positions in a SCRUM management.
- Be prepared to play the role of a Product Owner in any type of settings.

#### How to Use LEAP

##### Product owner

Starting a game as Product Owner will bring the player to the introductory scene where the client will inform the player about the specifications of the project he wants you to complete. According to the client's demands, the student will need to adapt its strategy.

After the short briefing, the Product Owner (the player) will inform the rest of the team about the



specifications through the dialog system, according to the information acquired previously.

Call the attention to the fact that students will need to answer questions on:

- the type of garden you are going to build
- The size of the plot
- the number of plants it can accommodate
- the month that the project should be delivered

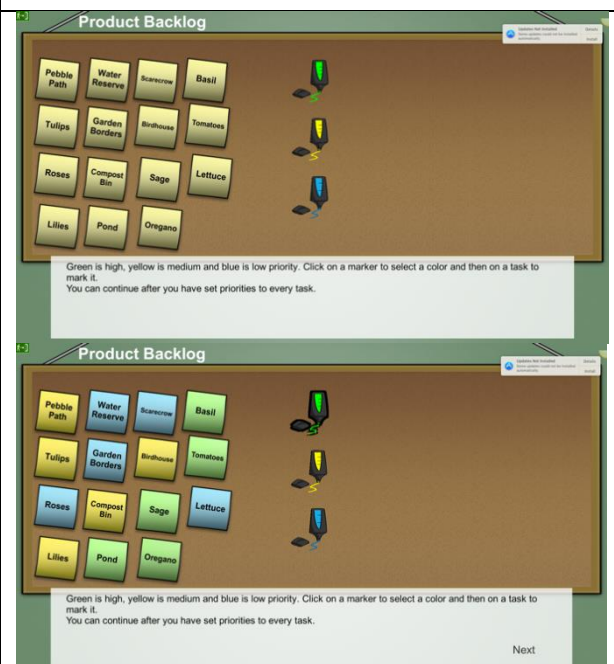
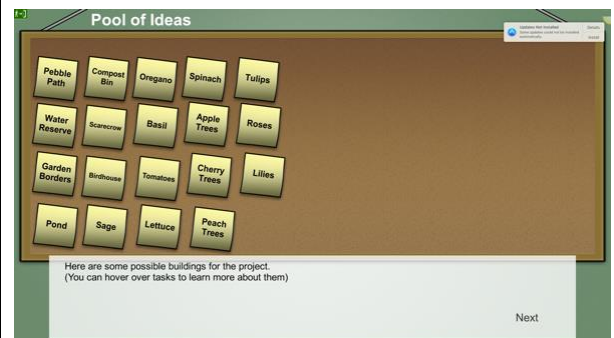
After the briefing the Product Owner will present the pool of ideas. The student will be able to see a list of buildings/tasks that the current project will have.

Explain that, after presenting the pool of ideas to the list, the SCRUM Master will ask if we need to keep a building, selected randomly each time. Selecting “Yes” as an answer, the building/task will be kept in the pool of ideas. Selecting “No” will result in discarding the building/task.

After the team has selected the tasks to be done in this game session, the next objective is to assign priorities to the tasks.

Clarify that there are three kinds of priorities, high, medium and low and each one is represented by a marker (Blue, yellow and green respectively). Show the students that by clicking on a marker the cursor changes to the icon of the marker you clicked and clicking a post it will change its colour to represent the priority.

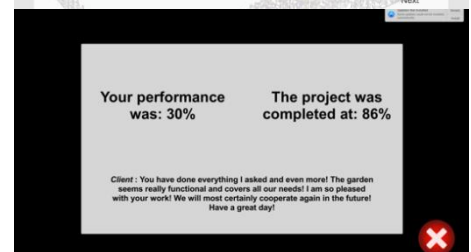
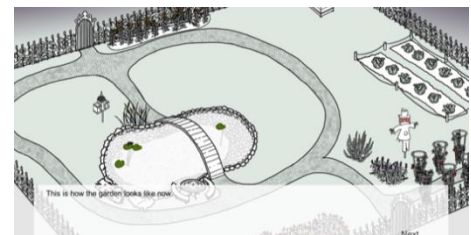
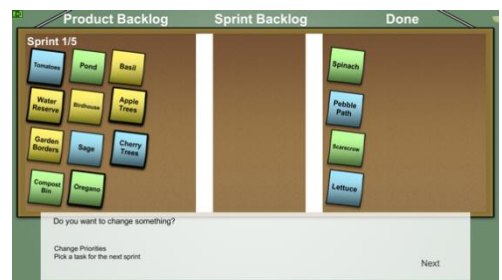
When everything is set, the team will start working



on the tasks. They will announce what they are planning to do at the next sprint (working time) by showing it on the board.

As the Product Owner, the student can't participate directly in the procedure but instead, after each sprint, the client will communicate with the player. Explain the three different reactions from the client and three different actions for the player to answer. Both options which the student can choose to answer can only be used once per sprint. When the user feels ready, clicking the next button will continue the production procedure which will occur 5 times in total.

By the end of the game the recap screen will appear, as well as the final screen. Explain the students that the grading of the product owner role begins by finding how many correct dialog choices were made during the briefing of the team. For each correct answer the player gets 6 points. Then, the game counts the compulsory tasks the user set them as the highest priority during the game. Finally, for each completed client request the player is awarded 10 points.



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## Class Collaboration

Questions to stir discussion in the classroom:

- Does SCRUM make it easier to prioritize the ideas instead of implementing each idea that comes up?
- Should the player obey to what the Client asks and change both the already existent prioritization and the next to-do-list?
- Does the SCRUM process improve this specific situation of agricultural/urban engineering and how?
- What are the advantages of using the SCRUM process and being a Product Owner?

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## Assessment

Have the students play the game and assess the SCRUM process. Make them create teams of three and allow each person to choose only the role of the PO. Agree who will choose whatever facility they want, who will implement some of the client's wishes, and who will actually choose only the facilities that the client wants. Make students explain the flexibility of this process, the need of adjusting the existent progress with the client's wish, and the connection between the points gained and the agreement of implementing what the client asks every day.

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## Auxiliary materials

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

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

LEAP Portal: <http://leaproject.eu/>