

Learning Sheet



Being a SCRUM Master

Learning Goal

The goal of this learning activity is to make the students apply the SCRUM concept firsthand by playing the role of a SCRUM Master 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 SCRUM Master in the SCRUM concept.
- Recognize all the challenges face by a SCRUM Master and how they complement the other positions in a SCRUM management.
- Be prepared to play the role of a SCRUM Master in any type of settings.

How to Use LEAP

SCRUM Master

Explain the student the SCRUM Master role. The SM is often considered a coach for the team and does anything possible to help the team perform at their highest level. It is responsible for ensuring that goals, scope, and product domain are understood by everyone on the SCRUM Team as well as possible.

Starting the game, the student will be presented with the briefing of the Product Owner, that will communicate the client's demands.



After finishing with the briefing, the Product Owner will present the pool of ideas. Afterwards the player will be responsible for selecting the 15 tasks that will be in the sprints. Explain the students they can only select 15 tasks. After clicking the next button, the student will be presented with the 15 tasks he chose in the form of posts-it. Then, the Product Owner will assign the priorities based in our predefined list. The student next duty as SCRUM Master is to define efforts.	Product Backlog Image Real Real Real Product Once: Creat I assigned priority to see hand. Product Once: Creat I assigned priority to see hand. Product Once: Creat I assigned priority to see hand. Product Once: Real Real Real Real Real Real Real Real
Clarify that by clicking on a task a slider will appear and the player can adjust the effort for the selected task. After changing the priorities of 5 tasks, the "Next" button will appear. Explain that the student should change and experiment with the efforts of each task and should only click on the "Next" button when confident about his choices.	Product Backlog Water Reserve 12 Water Reserve 12 Water Reserve 12 Press
 Another duty as SM is to suggest to the team what to do in the upcoming sprint. Explain that this task is completed by dragging a post-it to the area marked by the dashed lines. Below the "sprint backlog" title the player can see a horizontal bar and a number, along with some icons. Explain that this represents the effort points available for this spring and the bonus points acquired from the previous sprints: Empty sprint backlog list Green bar: Sum of the efforts less than or equal to 10 Yellow bar: Sum of the efforts more than 10 and less 20 Red bar: Sum of the efforts more than or equal to 20 	Product Backlog Sprint Backlog Done Sprint 1/5 Weige Back Back I and Backlog I and I an

the SCRUM Team for which tasks to pick.

The student can also leave the sprint backlog empty, but it will cost him in points, because he leaves the team without a hint on what is important and where they should focus.

As the SCRUM Master, the student will have full control over the sprint time. Explain that the goal is to maximize the cooperation between the team members and the tasks that they will be assigned to. Explain that each task consists of 3 subtasks and each one of them needs 3 workers, so it can be completed.

Thus, the player will be presented with the workers of its team, each one having different trait and skill which he can see by hovering over them. Explain the different abilities. (There are 6 different abilities that are assigned to each worker randomly each time the player starts a new game).

The student can then assign a worker to a subtask simply by drag and dropping his picture to the black boxes in the centre. Each of the subtasks displays a smiley face icon and a cog icon. Explain that the first one represents how the team members the student assigned to that subtask cooperate and the cog their total ability in performing it. There is 3 states in both of them:

Smiley face: Completely full - The members of the team like each other; Half full - This is the normal state, the team members have average relationship with each other; Empty -The cooperation between team members is not good and should be avoided

Cog: Completely full - The workers' abilities allow them to perform extraordinary on this subtask; Half full - This is the normal state; the subtask will be completed in an average manner; Empty - The end result will look more like a disaster.







You should avoid this.

After finishing with the current task the student can press the

"Next" button to move to the next one.

By the end of the game the recap screen will appear, as well as the final screen.

Explain the student the grading of the SCRUM Master.

- 5 points for each task they suggest to the SCRUM Team as recommended from the Product Owner.
- 5 points are rewarded if a recommended task is a compulsory one (regardless if it was required from the Client and the Product Owner).
- 10 points are rewarded for each compulsory task were done by the Team. Finally, the last points are given from the deviation the player has at assigning efforts to the tasks. The effort assigned is compared to the actual effort of the task (always constant and hidden from the player) and the difference is added to the deviation.



Class Collaboration

Questions to stir discussion in the classroom:

- Does SCRUM make it easier to numerate the effort each idea requires, instead of allowing each facility to have the same number that depicts the effort?
- Should the player obey to what the Clients demands and change 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 SCRUM Master?

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 SM. Agree who will choose whatever facility they want, who will implement some of the Client's wishes, and who will actually choose exclusively 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 demands every day.

Auxiliary materials

The AGILE Manifesto: <u>http://agilemanifesto.org/</u> SCRUM Guides: <u>http://www.scrumguides.org/</u> LEAP Portal: <u>http://leapproject.eu/</u>