

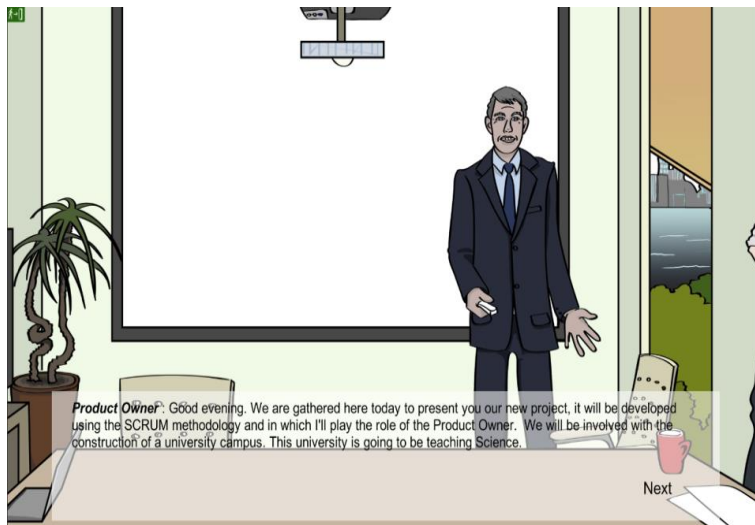


Learning Sheet

Being a Team Member

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

How to Use LEAP

SCRUM TEAM

Explain the SCRUM team role. The SCRUM team is responsible for delivering potentially shippable product increments every sprint (the sprint goal). Although there will be several disciplines represented in the team, its members are referred to generically as developers. Clarify that the development team in SCRUM is self-organizing, even though there may be interaction with other roles outside the team.



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

After finishing with the briefing, the Product Owner will present the pool of ideas. This is the list of buildings/tasks that the current project, depending on the scenario, will have.

Explain that, as the SCRUM Team, the student will be responsible for selecting the 15 tasks that will be in the sprints.

You can't select more than 15 tasks and the "Next" button will appear only when you have 15 tasks selected.

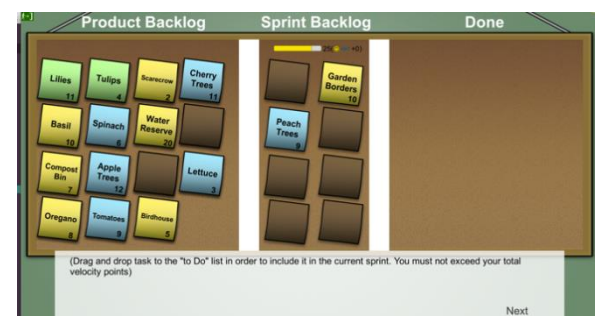
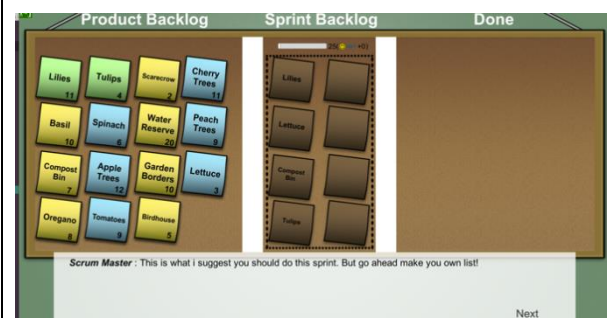
After clicking the next button, the player will be presented with the 15 tasks he chose in the form of posts-it. Then, the Product Owner will assign the priorities based on the predefined list.

The SCRUM Master will set the efforts according to the team's predefined list.

Explain that, before starting a new Sprint, the SCRUM Master will present to the team his recommendation for the tasks that the team should choose. It's up to the student if he is going to follow his directions or not.

The student will be in full responsibility regarding the tasks that will be on the next sprint. By dragging and dropping post-it notes from the left side to the side in the middle, the student fills the sprint backlog.

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 sprint 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

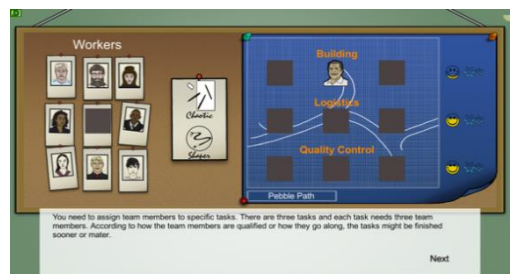
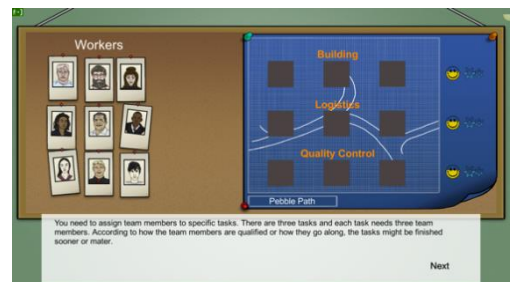


Explain that, as the SCRUM Team Member, the student has full control over the sprint time. The goal is to maximize the cooperation between colleagues and the tasks that they will be assigned to. Each task consists of 3 subtasks and each one of them needs 3 workers so it can be completed.

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:



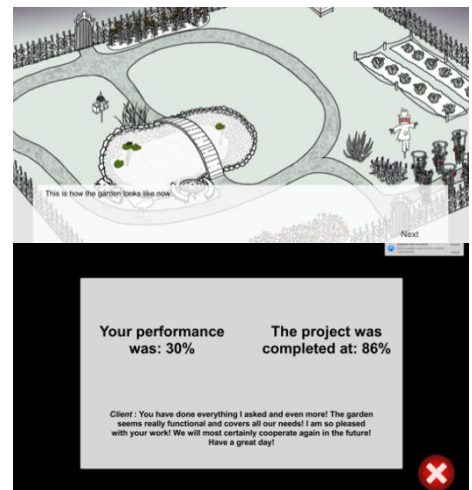
Smiley face: Completely full - The members of the team like each other; Half full - This is the normal state, the team members have average relationship with each other; Empty - The cooperation between team members is not good and should be avoided

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 grading system for the SCRUM team role:
For each task the client asked and the Team finished, the player gets 5 points. Then, for every compulsory task that kept in the backlog during the initial selection the player gets 10 points and for every High Priority task (assigned by the Product Owner) the player gets 10 more points.



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?

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-plant 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.

Auxiliary materials

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

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

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