PRINCE2 AGILE™

PRINCE2 Agile® exercises
Used to support the Foundation, Practitioner and Combined courses

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1   PRINCE2 Agile® exercises

Reference	Exercise	Recommended use		
		Foundation	Practitioner	Combined
1	Sample foundation paper(s)	#	#	#
2	Sample practitioner paper(s)		#	#
	Baselining activities... alternatives			
3a	What is agile?	#	#	#
3b	What is PRINCE2?	#		#
3c	Strengths and weaknesses, Agile vs Waterfall	#	#	#
3d	Strengths and weaknesses, Agile vs PRINCE2®	#		#
	Think about it in more depth activities			
4a	Rank the five PRINCE2 Agile® behaviours in order of importance	#		#
4b	What are the challenges we would face when educating stakeholders about the five targets that support fix and flex?	#		#
4c	How can rich communication help to bring together a team spread across different locations?	#	#	#
4d	Review the product description of the project initiation documentation (PID). How would an agile delivery impact the content of the composition?		#	#
4e	A simple matching activity where processes and their purposes are identified	#		#
4f	A simple matching activity where themes and their purposes are identified	#		#
4g	A simple matching activity where management products are linked to their purpose and potentially the process where they are created	#		#
	Getting started activities... alternatives			
5a	Why are Chestertons doing this project? (reasons)	#		#
5b	Review the product description of the project product description. What are we likely to say in the fields purpose and composition? (outputs and/or outcomes)		#	#
5c	Assess the level of complexity of the project using the Cynefin framework. How would we describe the project?		#	#

5d	Describe a minimum viable product (MVP) for the project	#	#	#
5e	Use the agilometer to assess the project environment. What risks would you identify?		#	#
5f	Allocate roles in the project	#	#	#
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6a	Getting ready for a workshop		#	#
6b	Use MoSCoW to gauge the importance of the requirements in the provided list	#	#	#
6c	Estimate the relative size	#	#	#
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7a	Scrum – run a series of sprints – Lego	#	#	#
7b	Kanban		#	#
7c	Write a user story for the website – different stakeholders are allocated to each team		#	#
7d	Write questions that test the quality criteria of a product		#	#
7e	Create a release plan for the MoSCoW'd requirements list		#	#
	Wake-up quickies			
8a	Multitasking: numbers, letters, roman numerals	#	#	#
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9a	Conduct a retrospective	#		#
9b	Create the vision box for the PRINCE2 Agile product		#	#

2   Guide

Where there are multiple activities identified in a group this offers the trainer alternatives and flexibility. It is generally recommended that only one of the alternatives is used during a particular course. The selection should be based upon the attendees, their backgrounds and the interests of the group as a whole.

2.1 REF 1,2

Sample papers are available for both of the exams. It is recommended that these are used to gain familiarity with the format and style of the exams.

2.2 REF 3A, B, C, D

The baselining activities will allow us to gauge the attendees and their background knowledge of key content in PRINCE2 Agile®. The format of delivery can also vary likely alternatives being discussions with the whole class, discussions by team or individuals putting up sticky notes into labelled boxes.

3a: This can be used to see how the group perceives agile and allow them to unload any baggage (for example 'it's quick and dirty'). This should then feed into the session on the course where PRINCE2 Agile describes how it sees agile.

3b: Where attendees are doing PRINCE2 Agile foundation it is likely that their detailed knowledge of PRINCE2® is limited. How much have they understood from the pre-course reading? Do they have a clear picture of the role of project management?

3c: Building on the value of 3a this can be a great way to establish the archetypal comparison of waterfall and agile.

3d: A way of starting the discussion about blending and collaborative working practices. What do these models mean to you and where are their strengths and weaknesses?

2.3 REF 4A, B, C, D

These activities all create the opportunity to discuss and explore key aspects of PRINCE2 Agile in more detail. Team exercises where attendees can share their thoughts and form opinions. The trainer can then compare the outputs of different teams.

4a: Can be a good exercise to get the delegates to think about what these behaviours really mean. Get delegates to work in small groups and then perhaps get the groups to vote five, four, three, two and one points for each one – add them up and discuss. Are delegates saying what they value or what they are missing!

4b: Looking at the five targets from the perspective of persuading others to agree and follow their guides. The manual puts good arguments for their importance but what arguments are we likely to experience in response?

4c: The application of a key focus area in one of the more difficult contexts of a distributed team. What does it take to establish rich communication between individuals and groups potentially across the globe?

4d: This drives a detailed discussion about the content and format of a key PRINCE2 management product. How would the contents of the project product description change when it described a project that used an agile delivery approach? For example outcome-focused, a business case built

around potentially different amounts of function/feature delivered, team structure including new PRINCE2 Agile roles, quality management approach addresses test first and test driven ideas about quality control etc.

4e: The Foundation exam syllabus asks attendees to explain the purpose of each process. This can be covered by a simple game where two lists are combined. The process name and the sentence that describes the process purpose.

4f: The Foundation exam syllabus asks attendees to explain the purpose of each theme. This can be covered by a simple game where two lists are combined. The theme name and the sentence that describes the theme purpose.

4g: The Foundation exam syllabus asks attendees to explain the purpose of each of the identified management products (seven products have been listed). This can be covered by a simple game where two lists are combined. The management product name and the sentence that describes the its purpose. Extra "points" can be awarded if attendees know which process creates the product.

2.4 REF 5 A, B, C, D, E, F

All these activities are rooted in the things we are likely to do at the start of a PRINCE2 Agile project. New thinking and new techniques to establish an environment that is agile friendly or perhaps recognize one that is not.

5a: What are the reasons behind the website project? What has led us to the point where we are considering a project? The reasons describe a problem that we must test our solutions against. The clearer picture we have of the reasons the better placed we will be to evaluate solutions and prioritize requirements.

5b: A bit more complex as a question. Moving the logic on from the reasons in 5a to the output and the desired outcomes. This again frames the activity around a PRINCE2 management product but it is asking what we are suggesting as a response to the reasons in 5a. Agile projects respond well to clear outcomes and non-prescriptive output definitions.

5c: A chance to talk through what each of the five domains of Cynefin mean and make an assessment of the project. A case can be made for any of the following: complicated, complex and disorder. The front runners would probably be complicated (there is a clear connection between the actions that we take and the outcomes that we bring about and our ability to meet our goals) and complex (it would be a mistake to assume that building the website and a reduction in calls would be tightly linked. Experimentation and MVP would be useful approaches here).

5d: What steps can we take to confirm that our proposed solution(s) will address the challenges that we face. How quickly could we get that data? What would constitute a minimum viable product? An example might be a very quick implementation of a discount code online that can be quoted on the phone order... how many of the people that call us are also using the web?

5e: The agilometer is a thinking tool and that's what this exercise asks the attendees to do. Review the Case Study and think through the questions that the agilometer guides us to ask. A specific point has been added to the Case Study to flag against the agilometer.
"The departments have very little to do with each other. They are used to concentrating on their own work." This information should lead to a low score on the level of collaboration slider. Other points can be made but that one is specifically seeded for this activity.

5f: Assuming that you are the project manager/team manager for the website project, who would you want to assign to the following roles in order to get the most appropriate view of the customer. Use the 'people profiles' provided.

- Executive
- Senior user (SU)
- Customer subject matter expert (CSME)
- Customer representative

(you can assign more than one person to a role if you wish)

As long as people give good answers here you can allow many options but as a rule – Mrs C. is the Exec; Mr. C.is the SU; Jake is the CSME; Kerry, Mimi and Sanjay are customer representatives. The trick is to get a blended view but you do not need to include everyone. Perhaps ask about Mrs C. not liking the internet – see what people think – main point is that it doesn't matter – is the project valid or not – it is her call. Leaving Mimi off may mean a vital component is missed off. Two CSMEs is also OK.

2.5 REF 6 A, B, C

A chance to practice and experience some of the techniques that are commonly used in agile working environments.

6a: A simple exercise that might be an easy way to get a break from the hard work. Based around 26.4.1.1 it's a chance to chat and think about a well prepared workshop.

6b: This is a core activity. An exercise to see what really matters in the project. Also to realize that others will have differing opinions!

Small teams of three or just two people is fine – tell them not to over analyze each entry. Tell them to ignore the estimate column – a learning point is that this is not relevant to the MoSCoW. Tell them not to do any Wont's. Then pick requirements that you are comfortable discussing with the group in order to debate 'is it a Must'. Two good examples are No. 5 – half the class will normally say it is not a Must – read the label on the cheese. The other half think that it is a Must for allergy reasons – you can often let this debate go for five minutes. No. 15 is another good one – yes there is another way i.e. invoice or cash – but would you really switch on a website without credit card payment? Are there any musts that every team has selected? Are there any musts where only one or two have selected? How many musts did each team pick?

6c: A simple, fun game to highlight a key difference in agile projects. The desire to understand relative size rather than seek a definitive answer. Transport weight points!

Write a list of five or six modes of transport, for example scooter bicycle, motor bike, car, van and train (ensure that there is an obvious smallest and one very large choice). Ask attendees to identify the lightest form of transport and use this as a relative weight unit of (one or two). Compare to the next larger object. Expect someone to mention at some point that the weight of motor bikes, cars etc. vary significantly depending upon which specific make we have (great news, that's why agile favours close collaboration and rich communication). Lead up to asking the question "how many scooters in a train?" (and that is why agile has the concept of an epic user story... it's too big to waste time trying to estimate it until we break it down into more manageable chunks). A key learning point here is that we can make a lot of progress without actually knowing the weight of any of the items.

2.6 REF 7 A, B, C, D, E, F,

Right at the heart of PRINCE2 Agile... understanding how delivery can be done

7a: Scrum

This is a core activity. Attendees are asked to build an animal out of Lego. They do the build in four very short sprints of 15 seconds. However each sprint is preceded by a period of five minutes where the team can consider the next sprint (sprint planning) how the last sprint delivered (sprint review) and what they can do better/differently (sprint retrospective). The trainer should keep the time and teams of five to seven should work on the activity together. There are a set of animal user stories provided. These detail the relative value of different parts of the animal and quality criteria that need to be met for the "part" to count. Constraints... only two people can build Lego (everyone can touch and prepare). For the animal to count the cards described as musts have to be completed (it is useful not to mention this rule and see if teams realize the significance of the must priority). The winning team is the one that scores the most value points at the end of the last sprint (disqualify teams that miss a must). This activity is full of great learning points. The first sprint is likely to achieve nothing, teams are shocked by how quickly 15 seconds passes. After that they prepare properly for each sprint. They are likely to achieve the most in sprint four after they have learnt a number of practical lessons (the most keen to build may not be the most able, big hands don't help, identifying the pieces to be used in the build during the planning is essential). The final product is likely to be very good (nearly all the stories achieved)... ask if they think they could have done it in one sprint that was one minute long?

7b: Kanban

There are many exercises on the internet involving paper darts although they do need a reasonable amount of organization in advance. A simple exercise involves coins (i.e. how to move 10 coins (face up) across a row of people (each person needing to turn the coins over). Both are good at demonstrating 'batch sizes'.

7c: Assign each team a role/identity e.g. Mrs Chesterton, key decision-maker in the business and executive of the project; Kerry, customer services and marketing, Sanjay, delivery management. Ask each team to write a user story in the format of 'as a', 'I want', 'so that'. We want them to write the epic (an epic) that describes the project from the perspective of their assigned person/role.

This activity achieves two outcomes. Attendees can use the format of a story to express a requirement/outcome. We can also discuss PRINCE2 Agile's desire to engage multiple customer representing groups as each of these groups will describe a slightly different project and/or perspective of the project.

7d: Create the quality criteria (which will be part of a product description) for a quarter page advertisement in a local newspaper as part of Chestertons new marketing campaign (this product is explained in the practitioner sample exam). Phrase each of the quality criteria as a question.

In the manual there is a good example of how to ask a question in order to find out if a product does what it is supposed to do. Get the class into groups of three or four, and get them to write questions for the newspaper advert. DO NOT tell them that these questions (maybe around five or six questions) will then be passed to the team next to them – who will create the advert. Some teams do their best to create a good advertisement, whereas others take the criteria literally and do all they can to annoy their customer! Usually no 'props' are needed for this although scissors and sticky-tape are useful. Spare paper is essential however.

7e: Using the MoSCoW'd requirements from the earlier exercise, create a release plan covering the 60 days for the project. How many releases will you need? Generally speaking what is the objective of each release and are these releases delivering into operational use? This plan represents an agile perspective on the project. Optionally it can then be extended and developed in a PRINCE2 project plan by identifying where the stage boundaries would fall and the broad costs and timeframes of the project.

This is a great exercise for exploring the way plans link together.

2.7 REF 8A

A quick and fun activity to lift the energy of the classroom. The intention is to highlight the impact of multitasking. Split the class into two teams. Each individual needs to complete a simple task and then raise their hands when finished. The winning team is the one that finishes first.

Team A members have to create three lists. They do it a list at a time. List 1 is 1,2,3,4,5,6,7,8,9,10; List 2 is a,b,c,d,e,f,g,h,j,k; List 3 is I, ii, iii, iv, v, vi, vii, viii, ix, x

Team B members have to create the same three lists but they are required to do the three in parallel. They must write 1,a,I; 2,b,ii; 3,c,iii; 4,d,iv etc.

The end result is the same (three lists) but team A is almost certainly going to do it much quicker. The question for the class is why and what does this tell us about multitasking on a project?

2.8 REF 9 A, B

Two alternative activities that are founded in agile working practices that can be used to pull together the key positive messages about the application of PRINCE2 Agile in practice.

9a: Conduct a retrospective on one of the activities. Building an animal with Lego would be a good candidate. Follow the glad, sad and mad model. What aspects of the teams' work went well? What aspects of the team or individual contributions went poorly? What did you personally find frustrating? Each person takes a couple of minutes to pull their own thoughts together and then the team discusses the comments. Emphasize the importance of taking the most significant sad and mad items and agreeing improvements for the future.

Whilst the activity is simple this is perhaps one of the most important aspects of agile working. Inspect and adapt form the core of a constantly improving performance.

9b: Package PRINCE2 Agile for sale to our customers. Create a vision box.

The vision box is a concept used to define the outputs and outcomes desired from a project. We create the packaging that would come with the project if it were to be sold in a high street shop. Cereal boxes are great examples of the idea that nearly everyone will be able to image. The front of the box describes the name, key features and places the product in a positive light. The back of the box extends this to all features, other positive perspectives and ideas for further engagement... use product x in these recipes! A side of the box covers the legally required declarations... the fine print and details that are important to understand and the final side covers details of the producers and any other links (interfaces) or associated products.

An alternative here could be to select the Chestertons Cheese website

This is a deliberately positive activity to round up the key points of using PRINCE2 Agile in the real world.