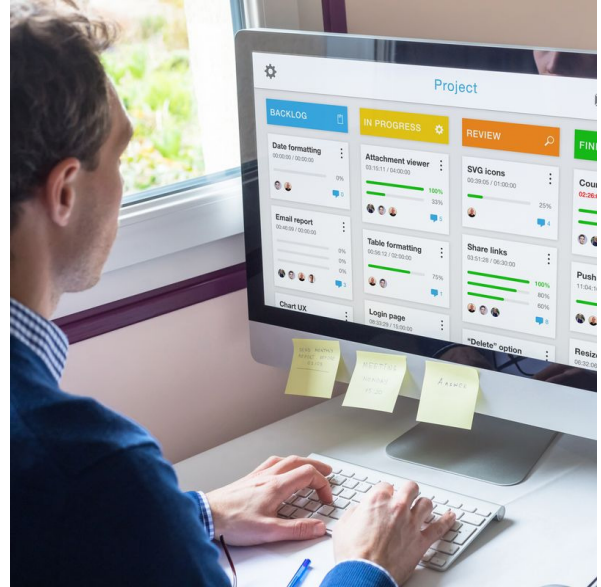




AGILE SCRUM



1

Warm up

In pairs, answer the following questions.

1. What products or services does your company produce?
2. How are those products or services produced?
3. What is the process for deciding what those products or services are going to be?
4. How do you get feedback on the products and services you provide?
5. What do you do with the feedback that you get?

2

Listening for general meaning

Listen to the conversation between two business people. Tick the questions which are asked.

- Who is responsible for that?
- How is that different from what we're already doing?
- How does it work?
- What happens at the next stage?
- Do you tweak that recipe too?
- Does anyone really understand what it means?



3 Listening comprehension

Listen again and decide if the following statements are True (T) or False (F).

1. The man thinks that most people don't really understand what Scrum is. _____
2. The product the woman uses as an example is vanilla ice-cream. _____
3. In Scrum, one stage is completed using customer feedback before moving on. _____
4. In Scrum, you can use the knowledge gained from previous attempts to help you improve your product. _____
5. The only focus in Scrum is customer feedback. _____
6. Another name for Scrum is the 'Waterfall' method. _____

Now in pairs, discuss the following questions.

- Have you used the Scrum method of development in creating a product or a service before? What was the experience like? If you haven't used it, do you think it could apply to how you develop your products or services?
- What do you think the advantages and the disadvantages are of developing a product or service using the Scrum method?

4 Focus on vocabulary

Part A: Match the words to the definitions.

- | | |
|-------------------------------|---|
| 1. <u>over</u> arching (adj.) | a. an area, usually where a person or a group of people have control |
| 2. <u>rigid</u> (adj.) | b. an examination of what has happened previously as a way of learning from experience |
| 3. realm (n) | c. a problem that creates a delay or difficulty in completing a task |
| 4. best <u>pr</u> actice (n) | d. a way of doing a task that is widely accepted by most people as the perfect way to do it |
| 5. <u>set</u> back (n) | e. essential and including many aspects |
| 6. <u>show</u> case (v) | f. inflexible or unmoving |
| 7. <u>retro</u> spective (n) | g. present someone or something in a way that makes them interesting or attractive |
| 8. <u>coll</u> aborate (v) | h. work with others, using everyone's varied skills |



Part B: Write the words from Part A into the correct gaps in the following sentences. You may have to change the form of some of the words.

1. The first time I met my partner, was when we _____ on a building project together: she designed the interior and I was the architect.
2. Felix will be your supervisor today and will be responsible for teaching you _____ when it comes to handling some of our electrical equipment.
3. He ended up writing his own film script, mainly so that he could _____ his talents as an actor.
4. While we want to ensure a profit, the _____ aim of the company is to provide senior citizens with the security they need for a comfortable retirement, and that is at the heart of everything we do.
5. We do make sales south of London, but that is generally the _____ of the competition and we find it hard to increase our market share there.
6. When it comes to the safety rules in the factory, we have to be absolutely _____ in the way we enforce them as it can literally mean life and death.
7. Now the project is complete, I want to have a little _____ to look at what did and didn't work to help us next time.
8. The pandemic caused a significant _____ for the growth of our company.

Now in pairs, discuss the following questions.

1. In your job, what processes are generally considered to be **best practices**?
2. Which country, or area of a country would you consider to be your **realm**? Why?
3. Are you comfortable if you are asked to **showcase** your talents? Why/Why not?
4. In your company, do you often have some kind of **retrospective** at the end of a project, or not? Why?
5. When was a time that you **collaborated** on a project? What was your role? How did it go?





5

Synonyms

Quickly scan through the article on page 5. Find vocabulary which has the same meaning as the following words.

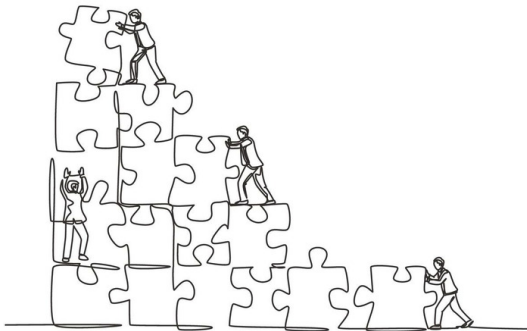
1. _____ (adj.): all inclusive (paragraph B)
2. _____ (noun): doubt (paragraph B)
3. _____ (adj.): shared (paragraph C)
4. _____ (verb): oversee (paragraph C)
5. _____ (noun): result (paragraph D)
6. _____ (verb) include (paragraph E)
7. _____ (adj.): useful (paragraph E)

6

Reading comprehension

Complete the following summary with one, two, or three words from the article.

Agile Scrum is a useful method of putting _____¹ on results and customer-centred products when managing projects. Agile is a philosophy which has the core values of people, results and being able to react _____² at its centre. Scrum is the practical methodology which combines the talents of a development team, led by _____³, which in turn is overseen by the product manager. These teams plan a project and reduce it to _____⁴, each one being known, in the language of Scrum, as '_____⁵'. Each of these is broken down further into four 'ceremonies': the planning, the daily scrum, _____⁶ and a sprint retrospective. As the process is a cycle, it means that lessons learned from _____⁷ can be incorporated into the next stage and there is constant feedback, which can be used to move the product confidently forward. This approach works best with companies that are customer focused, highly value results and on particularly _____⁸.





Agile Scrum

What is it?

- A. Agile Scrum methodology is an approach to project management which was initially developed to create software, but is now used to create a variety of products which require a firm focus on customer needs.
- B. Agile and Scrum are two separate aspects of the process. Agile is the overarching philosophy which has four main values. Firstly, individuals and interactions are prized above processes and tools. This is about collaboration and adapting, rather than following a rigid way of doing things. Secondly, working solutions come before comprehensive documentation, or to put it another way, results over paperwork. Customer collaboration is more important than contract negotiation - or, people over paperwork. Finally, responding to change is valued over following a plan. In software development, with constant upgrades, bugs, updates, and shifting platform requirements, the ability to adapt to changing circumstances is vital. In the years since Agile was developed, the rest of the world has found itself needing to also adapt to uncertainty, making it useful beyond the realms of Silicon Valley.
- C. In contrast to Agile, Scrum is the methodology for using the philosophy to produce stakeholder-focused results. Taking its name from the term in the game Rugby, where teams use their combined abilities to get control of the ball, Scrum creates groups working together with three vital elements: the product owner, the scrum master and the development team. The product owner should have the vision, the understanding of what it is that the client needs. They set the priorities and supervise the development stages. The scrum master acts like a coach for the development team. While they may not have the same knowledge of the product as the product manager, they know best practices and are responsible for keeping the team on track and focused on their goals. The development team will ideally come from a wide range of disciplines, each with their own specialties and abilities to bring to the process.
- D. Scrum allows a project to be broken down into manageable chunks, the results of which can be reviewed and used to inform the next stage. These stages are called 'sprints' and generally take two to four weeks to complete. The desired outcome of the sprint should be clear and be something which directly benefits the customer and, ideally, can be shown to them. A sprint has four aspects known as 'ceremonies': the planning, which is where the timelines, goals and relevant knowledge from previous sprints are discussed. There's the 'daily scrum' which is a daily meeting which ensures all members of the team are on track, problems are addressed and progress and any setbacks can be discussed. Towards the end, there is a review. This gives everyone in the team the opportunity to showcase their progress, discuss what did and didn't work and improve the process for future sprints. Finally, there's a sprint retrospective. This meeting should last no longer than an hour and provides time for feedback from the review to be deliberated and for the team to find ways to use it in future.
- E. The cyclical nature of the process allows teams to adapt to new situations and incorporate lessons learnt from both failures and successes into the process. A whole project can consist of a series of sprints, with methods and information learnt in sprints for one project potentially informing sprints in another. The scrum processes make it ideal for three situations: complex projects, companies who are developing products directly for their customers, and companies where results are highly valued. For complex projects, the sprints break the process down into bite-sized chunks of manageable and focused work which involves everyone in clearly defined roles. For customer focused companies, it allows them to develop products for very specific preferences, collaborating with the customers to achieve the best results and allowing them to continuously improve. Due to Scrum's nature, companies that value results over process will benefit enormously from its goal-orientated approach, as each sprint will produce an advantageous result from a focused team. Is it time that your teams became certified in Agile Scrum methodology? What benefits could it bring to your business?

Adapted from: Business News Daily, InvensisLearning, CPrime, Guru99 and Visual Paradigm



7

Talking point

In pairs, discuss the following questions.

1. What are the positives and negatives of the way your company creates the product or service that it sells?
2. Who is the main competition for your company? Do you know anything about how they create their products or services? What advantages/disadvantages do they have compared to your company?
3. Thinking about the answers to your questions at the beginning of the lesson in the Warm up, have you read or heard anything today that would make you rethink how you create products or services in your company?
4. If you were to start your own company, what method of creating new products or services would you choose? Why?

8

Extended activity/homework

Write a letter to senior management suggesting improvements for the way in which products or services are developed at your company.

Consider the following:

1. What is the product or service?
2. How is it currently created?
3. What are the positives and negatives of the current system?
4. Is there anything you learned today from the lesson or your classmates which could improve the way the product or service is made
5. What would you suggest?

You should:

- Write at least 250 words
- Check your grammar, spelling and punctuation



Key

1. Warm up

Think about your own products in readiness for the lesson.

2. Listening for general meaning

5 mins.

Listen to the conversation before the main listening task and get an idea of the gist of the conversation.

- ✓ How is that different from what we're already doing?
- ✓ How does it work?
- ✓ Do you tweak that recipe too?
- ✓ Does anyone really understand what it means?

3. Listening comprehension

10 mins.

Listen again and take notes to help them identify why your answers are True or False. When you have completed this, allow them to discuss the questions to relate the new information back to their own professional situation.

1. True. 'Is it just some jargon that everyone will be using now without understanding it?'
2. False. '...your project is to make the very best ice-cream sundae you can. That's the product your team want to make.'

3. True. 'You've successfully completed that stage of the project. Now you make a batch of the chocolate ice-cream.'
4. True. 'You constantly feed the knowledge you are gaining into the process and building on it.'
5. False. 'But it could be other things, like, you want to use a certain type of chocolate, but the supplier for that particular kind has just gone out of business, or there's been a problem with the pistachio nut harvest this year, so you decide to not include pistachio nuts.'
6. False. 'Well, we've been doing what they call the 'waterfall' method, which is completing each stage and then move on to the next one, before finally completing the product.'

4. Focus on vocabulary

Part A

5 mins.

Do this unaided in the first instance, but check using a reference if needed later. Ensure students can correctly pronounce the target vocabulary.

1. e 2. f 3. a 4. d 5. c 6. g 7. b 8. h

Part B

10 mins.



Identify which parts of speech can fill the gaps ahead of completing the exercise. When they have completed this, ask them to discuss the questions as a way of practising using the target vocabulary.

- | | | | |
|-----------------|-------------------|------------------|----------------|
| 1. collaborated | 2. best practices | 3. showcase | 4. overarching |
| 5. realm | 6. rigid | 7. retrospective | 8. setback |

5. Synonyms

5 mins.

Practice scanning for words and exposes them to the article ahead of the main comprehension.

- | | | | |
|------------------|----------------|-----------------|--------------|
| 1. comprehensive | 2. uncertainty | 3. combined | 4. supervise |
| 5. outcome | 6. incorporate | 7. advantageous | |

6. Reading comprehension

10 mins.

Read in more detail and complete the summary using one, two or three words from the text.

1. a firm focus
2. to change
3. the scrum master
4. manageable chunks
5. sprints
6. a review
7. failures and successes
8. complex projects

7. Talking point

10 mins.

Think the questions. Circulate and help as needed.

8. Extended activity/homework

45 mins+.

Please, plan, write and edit their letter. Send your teacher to correct it if you have questions about.