Sample Course Notes includes the Table of Contents from the FULL Course notes

In the beginning was THE PLAN.
And then came The Assumptions.
And The Plan was without Substance.
And The Assumptions were without form.
And darkness was upon the face of the Workers.
And they spoke among themselves, saying,
'It is a crock of s--t, it stinks.'
And the workers went unto their supervisors and said,
'It is a pail of dung, and none may abide the odour thereof.'
And the supervisors went unto their Managers, saying
'It is a container of excrement, and it is very strong, Such that none may abide it.'
And the Managers went unto their Directors, saying,
'It is a vessel of fertiliser, and none may abide its strength.'
And the Directors spoke among themselves saying one to another,
'It contains that which aids plant growth, and it is very strong.'
And the Directors went to the Vice-Presidents saying unto them,
'It promotes growth, and it is very powerful.'
And the Vice-Presidents went to the President, saying unto him,
'This new plan will actively promote the growth and vigour of the company, with powerful effects.'
And the President looked upon The Plan, and saw that it was good.
And The Plan became policy.
And that is how S--t happens.

Slip: Being first at the bar
Float: Remaining Beer kitty
Milestone: Paul buys a round

will be phased in gradually as the product matures: it's late!

Good, but…perhaps a little more detail here ?

IN → Then a miracle occurs → OUT

A woman in a hot air balloon was lost. She reduced altitude and spotted a man below She descended a bit more and shouted "Excuse me , can you help? I promised a friend I would meet her an hour ago, but I don't know where I am."
The man replied: "You are in a hot air balloon hovering approximately 30 feet above alkali desert scrub habitat, 2.7 miles west of the Colorado River, one of the remnant populations and spawning grounds of the razor-back sucker."
"Well," answered the balloonist. "I am, I replied the man, "everything you told me is technically correct, but I have to idea what to make of your information, and the fact is I am still lost.
Frankly, you've not been much help so far."
The man below responded: "You must be a Project Manager." "I am, replied the balloonist, "but how did you know?" "Well", said the man, "you don't know where you are or where you are going. You have risen to where you are due to a large quantity of hot air. You made a promise you have no idea how to keep and you expect me to solve your problem. The fact is you are in exactly the same position you were in before we met, but somehow, now it's my fault."

What does a Project Manager Do?
Project Managers are a fortunate lot, for, as everyone knows, a Project Manager has nothing to do.
Except…
To decide what is to be done, to tell somebody to do it; to listen to reasons why it should not be done, why it should be done by somebody else, or why it should be done in a different way; and to prepare arguments in rebuttal that shall be convincing and conclusive.
And then:
To follow up to see if the thing has been done; to discover that it has not been done; to listen to excuses from the person who did not do it; and to think up arguments to overcome the excuses.
And then:
To follow up a second time to see if the thing has been done; to discover that is has been done incorrectly; to point out how it should be done, to conclude that as long as it has been done it might as well be left as it is;
to wonder
if it is not time to get rid of the person who cannot do a thing correctly; to reflect that in all probability any Successor would be just as bad, or worse.
And finally:
To consider how much more simply and better the thing would have been done had he done it himself in the first place; to reflect satisfactorily that if he had done it himself he would have been able to do it right in 20 minutes and that as things turned out, he himself spent two days trying to find out why it is that it has taken somebody else three weeks to do it wrong.
To realise that Such an idea would have a very demoralising effect on the project team, because it would strike at the very foundation of the belief of all employees that a Project Manager has nothing to do.

Grant me the serenity to accept the things I cannot change. The courage to change the things I cannot accept, and the wisdom to hide the bodies of those I had to kill today because they got on my nerves. And also, help me to be careful of the toes I step on today, as they may be connected to the feet I may have to kiss tomorrow.

It's half done. Essentially complete We predict… : We hope to God! Serious but not insurmountable problems. : It'll take a miracle… Basic agreement has been reached. : The @##$%%'s won't even talk to us.

PRINCE2 Agile® - Course Notes - Logical Model Ltd

CourseNotes

Skills
Project
Series

Logical Model Ltd ©2015 & 16

Simon Harris, P2, P2-Agile, PMP, CGEIT, IPMA-D

PRINCE2 AGILE®

TRAINING ORGANIZATION ACCREDITED BY

PEOPLECERT ON BEHALF OF **AXELOS**

Logical Model

AXELOS CERTIFIED PARTNER

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Edmundston Mains, Stewart Grove, Danderhall, EH22 1QY, Scotland, United Kingdom

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1
Presenter:
Simon Harris PRINCE2 P2A
CGEIT PMP IPMA-D

§0 s1 (1 of 229)

AXELOS GLOBAL BEST PRACTICE

PRINCE2 AGILE™

How to use PRINCE2® with agile ways of working

Training Course – version

Logical Model / AXELOS CERTIFIED PARTNER

P2a@logicalmodel.net
+44 (0) 84 52 57 57 07

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AXELOS.com

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§0 s1 Hello, welcome to this training course.

- Hello and a very warm welcome.
- **<Sync** 1 Me**>** I am Simon. I'll be your host and your trainer on your journey. I fully support this course. To contact me; in email use P2a@logicalmodel.net or call +44 **(0**) 84 52 57 57 07. Or join the course's discussion forum where you'll find peer support from fellow learners for case study work and community
  - For many years I've worked as a freelance contractor. Contracts have taken me to many organisations and industries. All of them have cultures and norms that have given me alternative perspectives and different insights.
  - As course host I'm going to share all those insights with you and use them to explain the benefits to you of all the ways of working that the axelos' prince two agile manual contains.
- If you are curious about agile this course gives you a hype-free and pragmatic tour of the mind-set, frameworks and techniques.

- If you curious about what prince might offer you as an agile practitioner then this course explains how prince and agile complement each other. The synergies are greater than the parts.
- Used with understanding rather than dogma it's a great win win.
- **<Sync** 2 Next**>** Pretty soon we must cover a few ins and outs of the navigation through the course materials,
  - Just one navigation detail now so we can move to the next lesson and introduce the course topic is the slide transitions.
  - Some apps will stop till you <Click the "Next Antm" button. Its probably bottom right of the player's window. <Click it now? on eLearning platforms hit the Complete Lesson and Continue button probably top your right.
  - Podcasts give you the video sound tracks of a whole section of slides. So you can relate the references to the visual elements I have included the full set of the slide images and these **note**s in the Course Downloads unit. The full downloads also include all the axelos'

official practice exam papers, but more on them later.
- Ok are you ready for introductory breadth to give overview before we embark on depth in later lessons?

End

- ~~
  - {{VnCtl Post 2nd Assessment 2016 02 21}}
  - {{VnCtl Post 4th 'Final' Assessment 2016 03 03 }}
  - {{VnCtl New IPR Guidelines 2016 03 30 }}
  - {{VnCtl unitemised tidy-up 2016 05 09}}
  - {{VnCtl Exercises 2016 07 01}}
  - {VnCtl unitemised edits and v4 incorporation as native 2016 07 & 08 16}}
- .~~''~~.

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PRINCE2 AGILE®
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PRINCE2 Agile®
Overview §1- §6

PRINCE2 Agile™
AXELOS

Comprehensive coverage
of AXELOS' official exam preparation materials
From Logical Model Ltd

P2a@LogicalModel.Net
www.logicalmodel.net/prince2exams
+44 (0) 84 52 57 57 07

§0 s2 Course P2a

- <Auto 0 Manual>
- In this course we will explore together AXELOS' definition of agile ways of working.
  - We cover how to tailor PRINCE for use with agile techniques and frameworks, concepts and behaviours.

PRINCE2®

- prince is a project control structure. It proudly declares that it applies to any project of any size in any industry and any context.
  - It is right too. I personally know of a multi-billion dollar LNG project run to prince even though the prince name does not appear anywhere in the company's in-house documentation.
  - In fact they use Oil industry standard terms like assess, select, define, execute, operate but the heartbeat is P2. prince terms like Corporate or Programme Management don't appear but a group called the Investment committee perform exactly that role but lets stay on the agile prince topic.
- Agile is sometimes seen narrowly as an approach for software development and it works great there. Partly because software has no physical deliverable and its suits the human ability to excel through a refinement based approach. Consider for example how do world class athletes get world class? Refinement or in athletes' vocabulary practice.
  - The truth is any work based on skill, intellectual property or knowledge and service delivery can be equally flexible in approach and so can benefit from agile practices.
  - Agile offers the most advantages where there are high degrees of complexity for example from novelty and or from a need to get many elements interacting. These challenges are true of many many fields of activity and an agile approaches suit them all.
- Avoiding fragile agile and seeking robust agile with control isn't a trade-off. We don't have to compromise agile ways of working to add governance.
  - The insights about how to combine prince and agile create synergy without either compromising the other. It really is fine marriage.

An aside;

- listening out for when I say prince2 or prince2agile or just agile is hard so from now axelos' prince2agile guidance is P2a, agile is agile and prince2 is plain prince
- P2a follows prince's 7 principals and tailors the application of the 7 processes and 26 templates and 9 roles and the 7 themes so you can adopt agile in as broad a choice of

settings as you can imagine.

- Ie in every project irrespective of it's industry, size, specific nature or it's context
- I have been using and teaching the concepts and techniques of agile and adaptive project management in broad industry contexts for many years.
  - (Its probably more than 20 years since I delivered my first project management training class and I've worked in projects and programs for over 30 years).
  - Through out that time I've followed or created and rolled-out many governance, control and management structures by incorporating best of breed ideas. Both P2a and I are focussed on how we use agile and complex adaptive systems principles without being bound to an IT world.
- It is important to say right from the start that this course is focussed on passing AXELOS' practitioner exam.
  - Before I go further be aware that while there is a lot of practitioner value in this course sitting the exam requires you already hold the prince practitioner certificate. If you don't yet hold the PRINCE2®-Practitioner certificate then we have course materials for that too – details on our website and in the course resources.

Official Manual

- {[VnCtl 20160330}} "These materials are based on AXELOS PRINCE2 Agile® material. Reproduced under licence from AXELOS Limited. All rights reserved."
- The exam is wholly based on axelos' official manual whose contents has been scrolling up the screen as I've been talking to you.

Your Benefits

- Passing the exam is often a differentiator for selection in job interview and promotion situations. Proposing qualified staff in bids may not be a contract clincher but proposing unqualified staff always weakens your potential.
  - The investment you have to make tells future customers, promotion boards or potential employers that you invest in capability development.
- We have made plenty of samples of these course materials freely accessible so you can confirm their quality before committing your precious time. It's the time cost more than the money. You can never get the time back. We believe that as a bonus we are also the cheapest source of qualification. Invite us to price match if you find something cheaper what ever their quality
- Understanding agile concepts will give you the confidence to talk and act from the position of knowing a broader, proven personal toolkit of techniques for personal and company success

- It is unlikely an exam pass on its own gets you a promotion or job offer but so often in selection for interview it's the certificate not the long resume of experience that gets the interview invitation.
  - Sitting the exam requires that you have a sponsoring Accredited Training Organisation (known as an ATO). We automatically become your exam sponsor when you follow our course materials.
- <Sync 2 Contact>
  - Don't forget I fully support your journey to exam success. Visit http://www.logicalmodel.net/prince2exams [LML P2 Home] for details of booking exams, and or eMail P2a@logicalmodel.net for help or comment in the eLearning community & disqus streams. Whatever your platform or app there will be resources linked somewhere!

Exam

- For most people an online exam, perhaps taken at home and proctored through a web-cam is most convenient.
- If you have a group of people and want a live instructor led training and exam event then we can support that too. It requires a conversation to explore the details.
- <Auto 3Fone>
- Our uk local rate number is +44 (0)84 52 57 57 07. Also contact us if you would like badged materials loaded to your own LMS

Navigation

- Lets advance to the next slide and I'll cover the housekeeping of navigation.

End

Navigation & SubSections

2
You R here
Click Arrow for Guidance

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§0+§1	Introduction & Context – 5 slides
§2	Overview – the basics – 10
§3	Tailoring prince for agile – 7
§4	Fix Time & Cost, Flex Scope & Quality to Achieve 5 Targets – 8
§5	Where agile plugs in – 2
§6	Principles P2-Agile Behaviours & PRINCE Themes – 4

Change of Scale – The Details

§7	SU & IP – getting a project going - 3
§8	Cynefin (Kuhnevin) – 3
§9	The Agilometer – 2
§10	Business case theme - 3
§11	The risk theme – 1
§12	Feedback & Lean Start-Up – 3
§13	Requirements (focus area) User stories & prioritisation – 6
§14	Change theme – 3
§15	Organization theme & servant leadership - 9

Details Cont'd

§16	MP – 3
§17	Frequent Releases (focus area) – 2
§18	Scrum theory & practice & artefacts and events - 6
§19	Kanban method – 8
§20	Plans theme & estimating - 3
§21	Progress theme – 4
§22	Quality theme – 3
§23	CS – 5
§24	SB – 3
§25	CP – 3
§26	DP – 3
§27	Agile Contracts (focus area) – 1
§28	Appendix A and B – 2
§29	Rich Comms – 3
§30	Apdx C: Health Check – 1
§31	Apdx F+G: Transition & Gguidance to PMs– 2
§32	Course Summary – 1

§33 Contacts and Free or Paid Courses
§34 THE EXAM
§35 End of Slides, (and Who Are LML?)

See © CLICK HERE Links To Evaluation & Free for Personal Use Course Mate. ☎ +44 84 62 57 57 57

In this 'notes-version' of the course resorces I recommend that you use the Acrobat ToC – Table of Contents - for direct navigation. In the slide version of the material the links shown here do function and the 'Home' button brings you back to this slide

§0 s3 Navigation

- The navigation options vary a bit with delivery platform.
  - You could be watching and listening to an app showing animated narrated slides on a smart fone or computer or following videos in an online LMS; Learning Management System or reading a mobi or pdf file on ipad or kindle.
  - Small navigation challenges we need to address are Smartphone & ebook reader screens versus diagram detail.
  - Apps and online learning systems support downloading of materials, include search functions and legible slide images and a lot more resources besides and all designed to make this course self-contained. Free previews can access less than students of the full course materials
- On this slide is the list of subsections and their slide counts. **Note** I'll call the course's collections of topic related lessons revision aids and quizzes subsections (§) and the official manual's chunks chapters (Ch:) to help make explanations and references clear.
  - The first slide of each section signposts what is coming in this section and §32's sound-track summarises it all. There is an argument for doing lesson 219 from section §32 next as overview.
  - Whether you are following these materials by watching videos on an in-house Learning Management Systems or an internet delivered Open Online Course or an app etc somewhere there will be a transcript of the narrations, the very useful capability; the search box in apps & text readers helps targeted revision. 99% of lessons text links the lesson to the exam syllabus and 100% of exam questions link to the syllabus. A useful bridge for checking where to revise more
  - also somewhere on your platform will be a

link to the wealth of additional online resources such as revision aids, quizzes and preparation exams. Some course material is to counter issues of diagrams on small smartfone screens, some to ensure comprehensive coverage for exam preparation, some to listen to on a spincycle or on the commute to work to optimise otherwise dead-time.

- The app works across iOS, Android and Windows. A single touch then wait works reliably for me, its better on faster wifi. If this slide is links then you have other controls for example to access downloads directly and to skip back and forth in the narrations and timeline. It won't be links on most video delivery platforms.
  - **<Sync** 5andThese**>** In apps the yellow home button on the slide, top left corner brings you here and the "U" shaped button takes you back to where you were. On some platforms it's a toggle between two places and on others it chains back and back through your page history.
  - If you have thumbnails they are headings that will expand or collapse for overview or detail
  - In formats like youTube you'll have to navigate serially and won't have everything I'm describing until you subscribe to the online LMS for full access
- What ever your access route perhaps for this section just follow the introductory audio. The animations will run automatically upto end of slide.
  - **(**Whether online open course, video or app you will hear me say "**<Sync >**" to prompt myself to match animations to narrations**)** you only need to **<Sync** if in an app and the timeline counter bottom left halts
- Another Navigation angle is the structure of these materials. The bullet pointed contents

and base graphics from the official manual on slides with AXELO's logo are © AXELOS Limited 2015 All rights reserved Materials is reproduced under license from AXELOS. Everything else is © Logical model Ltd 2015 all rights reserved

- We, Logical Model Ltd have augmented and tailored axelos' base material for our training deliveries.
- That tailoring includes dividing them into 36 short sub-sections. The first 4 and section §19 on Kanban are the longest and even then all are 10 slides or less. Most are 4 slides long or less. All are comprehensive. Many bite sized chucks that together in total are exhaustive. Some will reward you if you visit them twice
- I've used one of two conventions when on the slides axelos provide that are mostly text so you can link narration to slide content
  - I highlight or reveal the bullet points as they become relevant to the discussion either as the topic starts so as to introduce it or ends to summarise it. A little variety to avoid monotony without, I hope bewildering change. The purpose is so you can focus on the narration & linked text. Reading one bullet point while listening to words explaining another weakens your later recall. There is logic to my order which may stray from starting at the top and finishing at the bottom of bulleted lists.
- Our, Logical Model Ltd's materials include the slides that axelos supply and are common across many training companies but we also supply the videos in which every word and animation is totally unique to our production, the text of the narrations which is downloadable on a per section basis as text and pod-cast, the mock exam papers in the course resources are axelos official preparation material but our examiner's analysis of answering strategies is unique to our course.

As are the revision aids §0 within many of the courses 36 sections.

- The revision aids are designed for you to read through more than once. 1st pass tells you details you won't always have covered in the narrated videos – eg reading out tables mapping agile artefacts to prince2 management templates. Subsequent use tests if you recall the facts. You must ask yourself for each entry if you understand where items fit in the whole picture, where links between items or sections exist etc
- Use your results from practice exams and from reviewing revision materials to guide you on where to revisit topics and dip into the materials a second or maybe even third time because of doubts and errors, or where there was discovery through the exam preparation aids . Also dip back into the materials where you have any confusion. The syllabus references in exam questions and the lesson's text helps. I have not narrated the cross references.

End
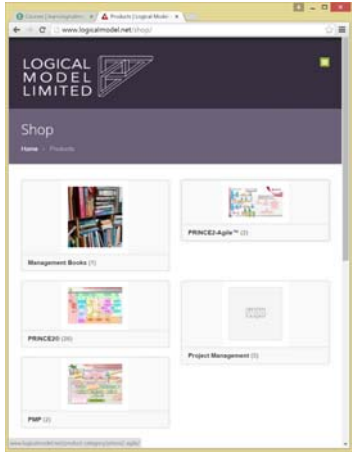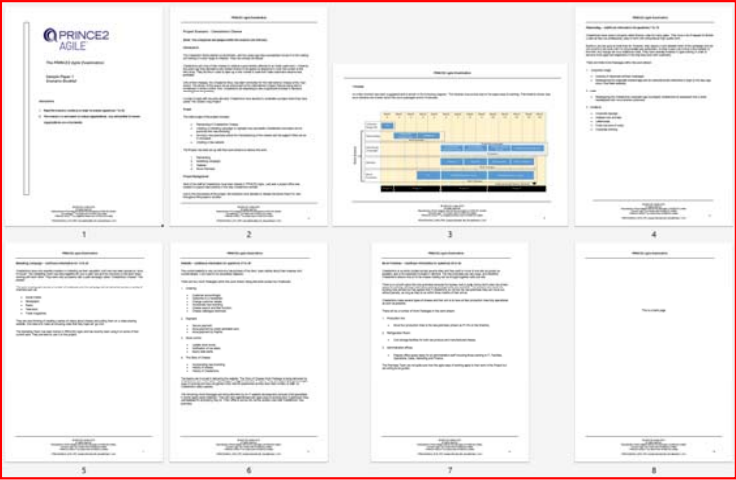
§1 s4 Hdr Intro & Context
- Being focussed on the exam has pros and cons.
  - <Sync 1 Exam>
- My reason for stating it right up front is so you appreciate what we cover in these AXELOS supplied course materials is centred what the AXELOS manual says.
  - Neither your nor my opinions nor experience with other routes to successful projects counts in the exam.
  - I will use my experience to illustrate learning points, I'll sign-post many additions and alternatives in this training that might help you to be a better practitioner. Their detailed follow-up and study is probably best left until after you are qualified.
  - So to give the best added value while staying true to an exam focus I will highlight where there are sources of more information than the exam focus demands and you decide if to save them till after the exam.
  - Check-out our non-exam courses for the the best insights from all sources, compiled without fear or favour to specific exam boards
  - To pass the exam it is important to ensure evaluation of questions and answers is made by strictly limiting your considerations to what is included in the manual, the syllabus and the exam's scenario

Tough Exam
  - Widest insights normally make the best courses but maybe not in this case; however this material is an excellent and pre-requisite foundation for those wider influences and ideas.
  - Because The exam is really tough you may want to stay really focussed.
  - Details of non-exam courses are in the course resources, at the end of the course within the

video,, and on the web-site.

<Sync 2 Man&Addy>
- The exam is based on the book. The book's list price is 99quid, 99gb p , We have discounted it to £69 plus pnP. if you want copies visit http://www.logicalmodel.net/shop and head for [LML Discount] management books.
- I've tried really hard in this course to be exhaustive so that you don't need to also read the manual as well as study this course. Two sources isn't a benefit
- If I've succeeded that saves you time and money straight off.
- We know for sure that people use our standard prince materials and pass without needing that manual. Let me know your opinion - I'm always keen to hear your feedback on how to improve the course so passing the exam is as quick, easy and stress free as possible.

Repeat – The exam is tough
- While your thinking about whether you need the manual I want to repeat to you as of now, the exam is tough.
- I've taken the exam. This course is full of my lessons learned for your guidance. I think I can claim good insight. Once upon a time I was a prince examiner. I'm not now because now everything is marked by scanning tick-sheets but it taught me how exam questions are structured when created and I'll share that for you as insight into how they are decoded
- To pass the exam you really are going to have to understand P2a's reasons for its contents. That stands you in good stead for real world use too
- Good understanding is required to be able to make fine distinctions about how it applies in reality and so how to get the practitioner

exam's questions on use right. It is a good exam but none of that exam success stuff is in the 99£ book. But it is in these course materials.
- A tough exam should be good news. If you pass the exam it will confirm that you know this stuff at a much deeper level than just reading the manual. Let me know your opinion - If the exam's reputation is that it is tough it will count for something in the market place.
- Passing the exam means you know what agile behaviours and techniques to instil in your project participants and you know how to use them yourself
- Axelos has provided the course materials specifically to provide a training aid aimed at success in the exams while the manual is a reference that supplements, not replaces the training aid.
- If you purchase the manual, then you can use it in the exam. The exam is open book but you must be aware that axelos' exams are designed to require that you understand topics examined so that expecting to pass by consulting the manual in the exam is unrealistic! More on that later
- So if you are cautious or your memory is like mine I think you should buy a copy. If you do that I recommend a paper copy rather than a pdf version. You can't use the pdf version in the web-proctored exam although you can print it and take the printed copy in with you. Then the proctor wants to check you haven't added anything to it. Better to buy a paper book and a highlighter
- To buy either version of the manual from me, see the course resources tab or visit http://www.logicalmodel.net/prince2exams [LML P2 Home]. Alternatively go to amazon and other online sources.

- Specialist book sellers have a faster but less personal despatch processes than me and some sell it with free shipping. I don't think any match my discount
- What I do know booksellers can't match is they can't be your sponsoring ATO or reserve you an exam or support your study –By you following our course materials we are automatically your sponsoring ATO
- Lets prepare to explore course Objectives by considering some points of overview
- The first point to **note** is that in giving you overview I'll use a few terms ahead of their detailed explanations.
- I've made the assumption you'll cover the materials in order. If so then explanations build on each other so that everything is introduced gently to start and is treated in detail before the end. The overview gives breadth. All the depth is methodically explained as we go.
- The overview point that really deserves to be first is that P2a is the whole of P2. Nothing deleted and lots added.
- <Sync 3 Next>
- By added I mean two things…next slide/page/video

End §1 s4 0716 Hdr Intro & Context

Course Objectives - 1/5

§1 s2 (5 of 229)

AXELOS GLOBAL BEST PRACTICE

- To *prepare* delegates *for the PRINCE2 Agile Practitioner exam*
1. Understand the *basic concepts of common agile ways of working*
2. Understand the purpose and context for *combining PRINCE2* and the agile way of working
3. Be able to apply and evaluate the *focus areas* to a project in an agile context
4. Be able to *fix and flex* the six aspects of a project in an agile context → T, C, Q, S, R, B
5. Be able to apply or *tailor the PRINCE2* principles, themes, processes and management products to a project in an agile context
6. To learn through the use of *theory and practical exercises*

The PRINCE2®-Agile® Procedural Flow-Chart – 7/7

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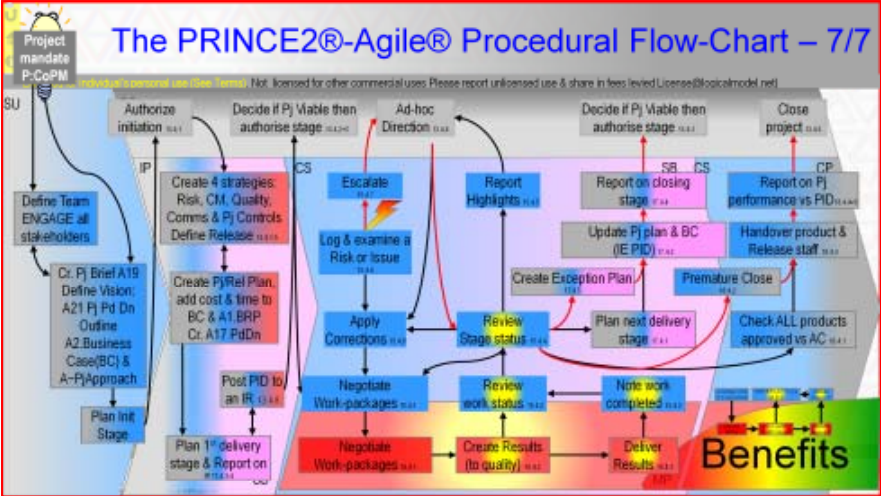
§1 s5 Objectives

- Following on from our previous lesson; what is added to p2 by p2a is the interpretation of the whole of the prince method using techniques for many planning and scoping needs that p2 assumed that we would already be familiar with, so p2 omits covering them. In p2a we get techniques,, for example for requirements and for scheduling, we get agile tools and ways of working that are pragmatic and non bureaucratic.
  - P2A tailors prince to work with an agile mindset. The mindset is [behaviours, concepts, techniques and frameworks] – internalise that set of 4 items as a checklist when answering exam questions
  - The manual and hence the exam dwell on three of the many frameworks; scrum, kanban and lean-startup, their values and beliefs. Other approaches get a mention but not a lot more.
  - Sometimes the interpretation of p2 given is in ways that many of us will say 'of course that is the sort of common sense I've been applying since I passed my prince practitioner exams and used prince for real.
  - Each time that is your reaction then great. But any time you catch yourself saying the equivalent "That's not how I'd do it" put that thought aside till after your through earning your qualification.

- **<Sync** 1 Flow>
  - If your prince is rusty because you haven't thought about it much since your practitioner exam then that is only an extra few degrees in the gradient of your learning curve.
    - It isn't a huge additional issue over the challenge of the P2a content to the exam. I'll refresh it for you where significant, I have revision support aids for you to download and you can ask for more, recall this is an instructor supported training course
    - We will explore the details of this prince on a page graphic in the lesson 32 Ss3. P2a's obvious focus is the 6 boxes middle centre, Three {{Controlling a Stage}}, blue for product focussed to three {{Managing Product Delivery}} red for work with yellow for quality at their centre's. It is the **key** interface. But P2a is a lot more than the obvious interface. **Key** messages are about infusing the agile mindset into everything up to and through the project manager's and Project Board's behaviours too

- Let me also tell you here that I'll make many **key** points as we go. When introduced as **key**, or **quot**able or a big

message or when you hear something being repeated you should recognise it as **key** to the exam
  - When I use these sign-posts you'll know what to make **note**s about. My guess is everyone except those people with exceptional memories or those people who are very clear on their own study methods are going to need to make **note**s. I've gathered all the **key** and **quot**able items into the revision aids for you too, but **note** taking is still potentially valuable.
  - The exam is open book. You may make annotations on the manual. The book designer included clear separation of topics by including blank pages that are useful for you to use to include **note**s, diagrams and other personal aide-memoirs but only if you hand-write them onto the books pages. You must not stick, staple or other wise attach anything to the manual used in the exam
  - When you hear me say sync from now on that is a prompt to me to synchronise animations. In a video it will roll on. If in an app everything halts you need to **<Sync** too. Some apps carry on instead of pausing when I say sync. If you are reading it means we've moved on to another feature of the slide's contents or element of a diagram.

- **<Sync 1-6>**
  - For exam success you will have to master the exam's 5 Learning Outcomes. They are the first 5 of the six Course Objectives shown here. I'll explain the syllabus detail when we get to slide/ lesson/ video 9. Real world use is course objective number 6.

- **<Sync** 1txt & yellow P1>
  - Starting with Objective number 1 you will have to understand behaviours, concepts, techniques and frameworks considered more or less agile
  - Lots of details as we go. You'll come to appreciate how agile provides a product delivery focus – ie a focus on doing the work that creates business outputs and so enables the benefits or value.
  - We might call it the technical specialist's work as opposed to the manager's control work.
  - Technical work is activity like building a bridge, running a marketing campaign, arranging a concert tour, or developing a new product with multiple work-streams spanning concept development and perhaps also including a marketing campaign as a work-stream with its own team manager. Agile gives us focus on the products that the business needs to generate value.

- **<Sync** pt 2>
  - Prince gives us a light-weight, un-intrusive and adaptive control structure.
    - Yeah that might not be its reputation but when used correctly it is actually the truth. P2a might just be the mechanism that raises people's appreciation to be well-informed rather than miss-informed.
    - Combining prince and agile creates synergy. prince is already fully agile enabled, **note** the phrase and this one "nothing is removed from prince to use it in agile ways & with an agile mind-set.

- **<Sync** pt3>
  - The P2a official manual is 28 chapters and 8 appendices. The last 5 chapters are called focus areas
    - In reverse order the focus area are: How to do contracts in an agile world, The concept of frequent releases for incremental delivery and A focus on rich communications like burn charts and 'information radiators'. IRs are high visible status boards on the walls of the delivery team's work-place. Wall displays are lo-tech and tactile, and the team keeps them updated in real-time
    - The last 2 focus areas are Agile techniques for the expression of requirements such as user stories and firstly (recall I've done this list in reverse order) a 6 scale "Suitability metric" called under the very 1980's style sobriquet the AgiloMeter.
    - The Agil-O-Meter highlights any risk we should consider responding to that is created by choosing to use an agile mindset and the business' readiness to actual do what being agile requires, for example to trust and empower people

- **<Sync** pt-4>
  - P2a takes prince's 6 dimensions of flexibility or tolerance.
    - Now here is a small test: (Can you recall those?, Maybe hit pause before I give you a hint.
    - **<Sync** 5Hint Arrow>
    - Here's a hint on the 6 tolerances.
    - Maybe hit pause to have thinking time?
    - They are…Time, Cost, Quality, Scope, Risk and Benefits. P2a says T & C are baselined so changing them is a big deal involving change control. Treat them always as fixed. But scope and quality are treated as fully flexible to accommodate constraining time and cost.

- Actually this is'nt draconian or a daft decree or an excuse for poor quality but I'll need to explain the P2a view of the mechanisms and concepts that are the application of Agile to prince and application of Prince to agile

- **<Sync** 6 pt-5>
- P2a is prince's 7 principles, 7 themes, 7 processes, 9 roles, 12 baselines, 6 sets of records and 8 pre-defined reports (these last three sets being the 26 entries of appendix A that have always been called document templates but are now information sets. P2a reinterprets all the principles etc. So the 26 information collections of Apdx A don't have to be documents they can be lo-tech, tactile wall displays

- **<Sync** 7 pt-6>
- Through out I'll introduce exercises and exam question analysis. They give you a break from theory input mode.
  - Exercises are important so that you consider the meaning of and relationship between the things I explain to you. Exercises test your practical understanding.
  - I'll also pose and then analyse practice exam questions through out. They will show you the exam style. You will have to get into the head of the question setters to answer the questions.

- **<Sync** 8 fade>
- In my real exam there were about a dozen questions I was sure of the answer the examiner wanted, about 25 that had some ambiguity and about a dozen where the scenario could be interpreted in so many ways I ended up guessing.
  - Informed guesses from a deep understanding of the P2a manual perhaps but never the less still ending with a need to play the percentages split across more than one seemingly reasonable answer. We have plenty of practice exam questions to come where I can illustrate the points
  - Take comfort in the fact that the pass mark is only 60% and its 2-1/2 hours for 50 mc questions so 3mins per question and open book – if you spend the £99.

- **End ss1 s5 0716 Objectives**

§1 s3 (6 of 229)

About yourself - 2/5

- Name (and company)
- Role
- Experience of PRINCE2
- Experience of agile
- Your objective for this course

YOU ONLY GET ONE SHOT, SO MAKE IT COUNT! GO TOBY!!

❖ **§1 s6 Introductions**

❖ For in-the-same-room training and for 'virtual' instructor led classroom based courses, both known as ILT,, which stands for Instructor Led   Training,, we can all introduce ourselves in person.

❖ eLearning includes on-demand video where we are not all present at the same time. here I invite you to do your introductions through the discussion facilities rather than in virtual classes and physical classes where we can do our introductions face2face in real-time.

  ○ Video on demand elearning is still ILT because I'm contactable and support you anytime you ask.

  ○ If you're on the learning portal at http://learn.logicalmodel.net [LML Training Portal] then the disqus forum is automatically linked to materials. Otherwise Mail me mailto:P2a@logicalmodel.net and I'll give you the details of how to join the support group

❖ In this medium I'll introduce me.

  ○ I live in Edinburgh Scotland with my wife Lea and my adult returned to the nest daughter and son Jessica & Toby who enjoy a low overhead rent free existence – at least for now

  ○ I started work as a programmer and then project manager and have worked across many organisation as divers as GE the UN, banking, oil and gas and defence. Clients are an alphabet soup of global blue-chips through to small niche companies.

  ○ During that time I've run projects, troubleshot operational departments, been a prince2 examiner and taught a wide variety of project management training courses from prince2 and PMP exam preparation to Effective team development and communication and more besides

  ○ My consulting activities focus on improving the state of the art in project management Something an agile mindset combined with openness to adopt, adapt and integrate the best of ideas from all sources greatly enhances.

❖ **End**

About the manual - 3/5

- Aligned to the PRINCE2 manual
- Early chapters
  - *Basic* understandings and drivers for *PRINCE2 Agile*.
- Middle chapters
  - Discussion and description of the *Principles, Themes, Processes and Products*
  - What you may find
  - What to do.
- Final chapters
  - *Focus areas* – where PRINCE2 needs more detailed guidance when in an agile context
  - The appendices.

How it might look
What to do
What you may find

§1 s7 The manual

- The P2a Manual is 342 pages long.
  - The P2a manual gives us about 150 pages of guidance whose detailed understanding is vital to a realistic expectations of being able to correctly answer exam questions from all topics.
- **<Sync 1 pgi-xv>**
- After the official manual's initial pages that list the chapters, figures and illustrations are three major SubSections Parts 1 to 3 and then the 8 appendices.
- **<Sync 2 HiLt>**
- The first part is Introduction and overview. Its 40 odd pages.
- **<Sync 3 Manual>**
- It looks like this in over view. Here I've removed 17 structuring, but otherwise blank pages from the illustration.
  - The second section is P2a's guidance on using **quote** agile behaviours, concepts & techniques and on tailoring prince – this is where all the how-to will be covered after the rather conceptual start – sorry about that but bear with it you do need the concepts as foundation for practitioner insight that is coming
- **<Sync 4 Mid>**
- Part two includes guidance on applying P2a's view of agile techniques. This second section is just about 100 pages worth of detail excluding blanks, chapter headers and filler pictures
  - In here we get an explanation of how agile works, mostly from the perspective

of three frameworks: scrum, kanban and Lean Start-up.
  - The middle and last section are the two place where we will spend the most time.
  - The middle section starts with a chapter on the 7 prince2 principles then gives us one chapter for each of the 7 prince themes, then 6 chapters for the 7 prince processes (the su and Initiation Stage are combined).
  - Finally the P2a manual's middle section ends with a chapter on tailoring prince2's 26 appendix A management products or information sets
  - By the time we have covered part 2 we mostly know what P2a considers to be agile and what P2a tells us we need to do to tailor prince and blend the best of two heritages for the strongest synergies.
  - Each the theme and processes chapters have a similar structure.
- **<Sync 5 Ovals>**
- First of all we get a reminder of what the standard prince manual says
  - This is not examined and these AXELOS supplied official training slides omit the contents. Qualified P2-practitioners are assumed to know it – I'll refresh it before we get to section 4 of these slides. I also have some revision aids that may help. And recall the course is instructor supported, just ask if you need more support
  - After the 'normal prince' bit of each chapter we get an interpretation or explanation of agile concepts and techniques followed with discussion of

the practicalities.
  - Finally a summary which includes acknowledgements and further reading.
- Further readings –
  - like following up on my added value observations - are not required for the exam because the exam is based on the Manual but further reading is useful if you come to the topic and want more background or detail in the agile concepts being discussed.
  - I suggest saving exploration outside the course and manual for after the exam. You don't want alternate opinions in your head till after you've answered the exam questions.
- **<Sync 6 FinalChs>**
- The third section is the focus areas which is the next 50 pages and then the appendices which are the last 70 or 80 pages. These approximate counts include the blanks
  - Do you recall the 5 focus areas that I mentioned in reverse order earlier?
  - Maybe Hit pause to think? Is this Welcome Back after the pause?
  - They are 1) Agil-O-Meter to measure risk from using agile, 2) Requirements; the mindset and techniques for the evolution of scope, 3) Rich communications; a focus on face to face, the use of models and pictures and workshops over documents and eMails, 4) Frequent releases of capability for early generation of both project feedback and business benefits, and 5) the treatment of

contracts in agile situations.
- The appendices also deserve itemising.
  - They are first a précis of the regular Apdx A) Template information set,
  B) is Role descriptions for prince and P2a roles,
  C) is a pj health-check questionnaire,
  D) the pbp example reproduced from the prince manual,
  E) the agile manifesto and a largish list of the values and principles of many agile frameworks,
  F) Thoughts on the transition when increasing organisational project agility,
  G) Advise to PMs using agile which is excellent
  and Apdx H) is a reprint of Sutherland & Schwaber's Definitive Guide to Scrum.
  {{VnCtl Amended20160303}}

- **End**

Slide

About the exam – 4/5

- Questions can only be from the manual or the scenario
  - 2-½ hrs is enough to look quiet a lot up!
  - 150m for 50 Qn – 3mins / Qn

  - ALWAYS answer from the manual's position
    - (Whether you agree the manual or not is irrelevant
    - ONLY way to pass is treat the manual is if it is correct on all points)

  - You can revert to having an opinion after the exam is over!

Exam Scenario panel

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§1 s8 About the exam

- All these mentions of the exam will reduce when we get past this initial stuff. But to illustrate our target so we can stop mentioning it quiet so much! Here is a little more detail.
  - The exam is 150 minutes for 50 open book multiple choice questions. The first 7 questions are likely to be a test of your memory but nothing more. Since the exam is open book if you bought it then you'll have time to look them up! The revision aids and my use in the course's design of techniques such as repetition will mean your prepared even if you don't buy the manual.
  - The next 43 questions are a test of your memory, comprehension, sanity and more.
- There are two official sample exam papers within the course materials put together by the same team that sets the live exams.
  - You are going to need to study the sample exam questions carefully! You need to learn to read from them the Role and or Timing and or other relevant element such as which theme or process the answers must match,, It takes practice, but I'll guide you.
- An exam paper's structure is three parts
  - While studying we have a fourth part – the answers!
- **<Sync. 1 WholePaper>**
- First is a scenario that tells a story. Axelos' practitioner Exams are always based on a scenario. The course's Case-Study and the two sample practitioner exams use the same case study with minor adjustments and extensions. The two are close but not identical., the differences are immaterial. The exam's version looks like this in total
- The story is divided into information that applies to all questions and information that is relevant to specific sub-sections of questions only.
- **<Sync. 1 Text>** Here is the Exam Scenario core text in full, its also in the Exam downloads in section zero. The Exercise and Case Study Work Book-Download includes the very slightly different version.
  - When doing the exam online axelos no longer allow printing the scenario because of loss of control after the exam.
  - When on paper the second part is the answer blank.
  - When on an exam that is paper based we will cover that then not now
- **<Sync. 2 Qn_35>**
- And third the question paper with the 50 questions. They look like this. Each counts one mark, there is no negative marking for those questions you have to guess at and you will have to guess some. The pass mark is 30 out of 50 or 60%.
  - A rule of thumb might be that about 10-15 questions are bankers, the answer is something you can be confident of if you have studied.
  - This includes the first 7 straight fact questions. Ace these so you have 20 minutes extra in your time bank.
  - Check-out the course resource - revision aids. They will help you get fluency and thus speed here
  - Back to rules of thumb. Maybe 25 Qns have a justification you can describe even if its not a black-and-white choice and 10 are too grey to call one way or the other.
  - Check-out Qn 36 maybe hit pause to consider it (and 35)? Maybe welcome back? Q Qn 36 is a banker the answer is C – If it isn't clear at this stage that's fine, don't worry we will discuss question analysis in the context of each course topic.
- Qn 35 is definitely A or B (C & D are factually wrong) but you'll have to recognise that only B explains why we use retrospectives as opposed to how we set them up. You'll have to learn to read the question stems. In this case "how well" requires that the explanation answers "why"
  - I'll show you truly ambiguous ones later – you need more context for the discussion to be useful
  - I suggest you mostly focus on paper 1 while you sequentially study new materials and reserve paper 2's questions for when you get to the end of your full pass through materials. Make the fisrt look at paper-2 a full mock exam to spot where revision will be most useful; then use the extra resources in the revision aids
  - A simple but vital rule is always give the manual's opinion. Knowing how to find that is going to take study of all the resources you have, particularly the practice exams.
- **<Sync. 3 ExamQn>**
- I've inserted official questions with their rationales at the end of most sections for discussion of exam technique.
  - There formatting looks like this. These are the official mock questions just reformatted
  - Maybe Hit pause if you want to try this one because the answer is coming in a few seconds. This question should be a banker. I'll explain in a moment.
  - Welcome back?
- **<Sync. 4 ShowCEs>**
- The red section is the Chief Examiner's rationale. This is the fourth part of the exam only available in the training course. Something you'll never get for the live exam!
  - In this qn we are told of requirements. A recurrent idea in P2a is that scope is traded for deadlines.
  - The mantra is "Always be on time". We are further told youTube is a must-have, instagram is a should have and Facebook is mostly irrelevant so
  - Answer A) doesn't make youTube zero tolerance – another way of saying it is a must have,
  - b) requires you appreciated the significance of the question stem's detail that say "acceptance criteria…for where the video is available"
  - c) makes all the delivery platforms equal importance when the question stem tells us they are not equal and
  - d) is a close match for the sentiment of the marketing team's beliefs so the answer we need.
- Hopefully you appreciate that the words in the question need to be paid close attention! Perhaps you also see that understanding of P2a's expression of mindset – here that we sacrifice scope to hit deadline – is **key** and together the wording and concepts are the core of this question
  - You'll be able to ace these questions before you get to the exam. Maybe you aced it already and based on the right rationale.

- **End**

Exam structure - 5/5

§1 s6 (9 of 229)

AXELOS GLOBAL BEST PRACTICE

- 2.5 hour exam
- *Open book*
- Objective Testing Exam
- Taken on the afternoon of the third day
- 50 questions totalling 50 marks
- Pass mark is 60%

Learning Outcomes and Assessment Criteria
- All content from the PRINCE2 Agile Manual may be examined with the exception of: PRINCE2 refresher content and concepts covered in Foundation and Practitioner qualifications, Examples used to illustrate p2a application, Learning outcomes 6 & 7 that refer to examination preparation methods.
  - The exam is aligned with Bloom's Taxonomy Levels 2 3 and 4
  - BL2 Know the facts
  - BL3 'Use', 'Apply', 'Make adjustments' Application - Carry out or use a procedure in a given situation.
  - BL4 'Evaluate', 'Assess', 'Analyze' - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose
- LO-1 3 Exam Questions(6%) Understand the basic concepts of common agile ways of working
  - AC-1.1 BL2 Describe the fundamental frameworks (Scrum, Kanban, Lean Startup), behaviours, concepts and techniques of common agile ways of working
  - AC-1.2 BL2 Explain how PRINCE2 Agile is used only in a project context, including the difference between projects and business as usual
  - AC-1,3 BL2 Explain which agile ways of working are suitable for use with PRINCE2 Agile
- LO-2. 3 Exam Questions(6%) Understand the purpose and context for combining PRINCE2® and the agile way of working
  - AC-2.1 BL2 Recognize common perceptions of traditional methodology (e.g. waterfall, command and control, bureaucracy, detail up-front)
  - AC-2.2 BL2 Recognize the eight guidance points regarding PRINCE2 Agile
  - AC-2.3 BL2 Explain benefits (to organization, to projects, to programmes, to people, etc.) of combining PRINCE2 with agile
  - AC-2.4 BL2 Describe the need to 'blend and weave' PRINCE2 with agile at all levels of a project (project direction, project management and product delivery)
- LO-3. 12 Exam Questions (24%) Be able to apply and evaluate the focus areas to a project in an agile context
  - AC-3.1 BL3 Use focus areas and their **key** techniques to tailor PRINCE2 effectively
  - AC-3.1a BL3 Agilometer,
  - AC-3.1b BL3 Requirements,
  - AC-3.1c BL3 Rich communication,
  - AC-3.1d BL3 Frequent releases
  - AC-3.1e BL3 Contracts
  - AC-3.2a-e BL4 Evaluate the application of focus areas (as 3.1a-e)
- their **key** techniques in a project in an agile context
- LO-4, 8 Exam Questions (16%) Be able to fix and flex the six aspects of a project in an agile context
  - AC-4.1 BL3 Set the tolerances for the six PRINCE2 aspects of a project in an agile context, taking into account the rationale behind the five targets = a) Quality, b) Scope, c) Time/ cost/ benefit/ risk
  - AC-4.2 BL4 Evaluate the impact of the tolerances set for the six PRINCE2 aspects of a project in an agile context, taking into account the rationale for the five targets (Ch:6.1, Ch:6.2, Ch:6.3, Ch:6.4, Table 6.2) = a) Be on time and hit deadlines
- LO-5. 24 Exam Questions (48%) Be able to apply or tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context
  - AC-5.1 BL4 Assess the level of maturity of a specific project environment with respect to agile
  - AC-5.2 BL4 Apply PRINCE2 principles to meet the needs of a project, using a range of agile frameworks, behaviours, concepts and techniques
  - AC-5.3 BL4 Evaluate how PRINCE2 principles can be applied to meet the needs of a project, including the use of a range of agile behaviours
  - AC-5.4 BL3 Tailor PRINCE2 themes to meet the needs of a
- project using a range of agile frameworks, behaviours, concepts and techniques
  - AC-5.5 BL4 Evaluate how PRINCE2 themes can be tailored to meet the needs of a project, using a range of agile frameworks, behaviours, concepts and techniques
  - AC-5.6 BL3 Tailor PRINCE2 processes to meet the needs of a project, (including the PRINCE2 journey when using agile) using a range of agile frameworks, behaviours, concepts and techniques
  - AC-5.7 BL4 Evaluate how PRINCE2 processes can be tailored to meet the needs of a project (including the PRINCE2 journey when using agile)
  - AC-5.8 BL3 Tailor PRINCE2 management products to meet the needs of a project using a range of agile frameworks, behaviours, concepts and techniques
  - AC-5.9 BL4 Evaluate how PRINCE2 management products can be tailored to meet the needs of a project

§1 s9 Exam Structure

<Sync 1 OB>

- Hey did I give you the good news already! The exam is open book!! And the not so good
  - Hmm but only if you spend an extra £99 plus shipping if you buy at full price (Why would you!?) less if you buy from us. http://www.logicalmodel.net/shop/management-books [Our book shop].
  - During the exam it is useful to refer to some specific pages 40 & 41, 50, 58 & 59, maybe 84, 138 definitely 205-8 and 216, and highly likely are those like 147 & 164.
  - Since these pages are useful I've been careful to include their essence in the Revision Aids. There is a lot in the materials including the revision aids when we really get going to ensure you know what is required to pass the exam. It will take study to internalise the facts and relationships.
  - A necessary caveat on the 'open book' element of the exam is that if you are trying to look up lots in that open book then 150 minutes is no longer a generous timeframe. Axelos exams are designed to use the time given.

<Sync 2 OTE>

- I spent just on 2hrs.
- But I was still working out the exam style and I studied from the manual not from training materials. It may be an OTE (Objective Test Exam) made up of Multiple choice questions but we will see just how carefully the potential answers given need focussed reading, cross-reference to the principles and specific words used.
- It is for this reason you'll get the number of **quote**s and **key** messages coming your way as we go. As well as careful reading of questions in the exam you might need some teeth

sucking and chin stroking before plumping for an answer.
- During study at each chapter's end you might find it helpful to summarise each chapter's **key** points.
- **Note** when I highlight **quot**able phrases. They can crop up in exam questions; I'll give lots to you as we go and the revision aids in the course resources are specifically aimed at helping here, but in essence as you read or listen be alert for decision making discriminators, definitions and facts, sequences and roles etc.
- By etc here and everywhere else I just mean 'this is not a complete list'. When etc its not at the end of a list I believe it is complete. These materials are as rigorous as I can make them after multiple iterative and incremental edits.
- Here is the standard disclaimer. These materials are offered as is without promise of suitability for any specific purpose. The user should satisfy them selves as to their suitability for specific purpose. No liability is accepted for error, omission or addition nor for any consequences arising from use.

- Real-world success requires you add, subtract and adapt for your own context. Easier when you have sound grasp of the theory.
- Exam success benefits from practicing the exam questions and chase down their rationale's for all those you get right or wrong.
  - Yep rationale's for what you get right and wrong is the way to prepare because the rationales reveal the style of the question setters and the manual's author.
  - Expect to be tired after the exam, and expect to use the time.

<Sync 3 50qn>

- But also expect that your study effort will

reward you with 30 or more correct answers and the 60% required to pass.
  - The number of questions available to you, is extended by the questions I have created to support your training journey. My questions are not the manual author's style so they will help you explore from different perspectives. Check-out the course resource downloads for details. Sesction Zero Download-1
  - Included in these questions are ones like "what does this **quot**able phrase convey?" These questions are my way of drawing your attention to what matters.

<Sync Refs>

- When axelos built the syllabus they did so against the 5 learning outcomes we saw listed under Course Objectives and repeated in the **note**s here.
  - The exam syllabus breaks the learning outcomes into 63 courseware items assigned against 20 Assessment criteria.
  - You don't really need to be interested in any of this except that each exam question and when we get into the detail slides you'll see almost all,, cross reference the criteria in the **note**s. Also each slide has reference to the relevant official manual' paragraphs and tables, its in the bottom right hand corner but axelos don't supply a route to link exam assessment criteria to manual references to to course contents.
  - BUT ☺ So that you can chase-down the related elements of the course for revision needs revealed by using the exams,, I have compiled a full set of cross-references. They are in the downloads in Subsection zero.
  - My intention is that you are comfortable that the course is fully self-sufficient. Let me know if you need any thing else.
  - I will do my level best to tell you everything

material that the official manual says. p2a@logicalmodel.net or the course's discussion facilities.
- Obviously this AXELOS slide's reference to a third day
  - **<Sync 4 3day>** assumes an in-class event of three days!
- If your not inclass then you will need to book an exam via us as your sponsoring ATO. The most convenient route available to you is an anywhere 24x7 anytime online booking.
  - All you need is a computer with web cam speakers and microphone – but not a headset – and a clear desk or table in a quiet cheat-free room.
  - **<Sync 5>** Click through the link in the course resources to make a booking (for the community not using an app it resolves to www.logicalmodel.net/prince2exams [LML P2 Home].
  - You'll also find the exam questions and all other resources through this link or on http://learn.logicalmodel.net [LML Training Portal]
- Time now for section 2.

End

References

- http://learn.logicalmodel.net/courses/take/p2agile-ecourse/texts/205801-ss0-dl1-download-library-an-enrolled-students-resource [Course Downloads].

  ..~~"~~..

Revision Aid: Our 1st Quiz

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- Learning comes in several parts
  - Your work-ethic to methodically cover all the materials
    - Easier when you have a reward in place at the end of the study journey
  - Repetition and seeing the content from new angles
    - Repeated re-viewing builds recall
  - Practice through use
- Here is a first quiz by way of a gentle revision aid
  - The Quizzes and Revision Aids are lessons: 10, 33, 48, 62, 68, 93, 121, 126, 128, 134, 140, 167, 170, 175, 200, 212, 225 (plus 23, 28, 95, 113)
  - Exercises and case-study are lessons: 14, 49, 61, 73, 78, 92, 101, 102, 119, 132, 143, 144, 156, 161, 176, 189, 210,
  - Exam question analysis is lessons: 21, 38, 45, 47, 59, 77, 83, 84, 87, 103, 108, 120, 127, 133, 155, 162, 169, 177, 184, 194, 199, 211

See © CLICK HERE Links To Evaluation & Free for Personal Use Course Mate. ☎ +44 84 62 67 67 67

The full course notes continue for another couple of hundred lessons but this sampler now skips contents from here onwards.
The complete table of contents is included (if you view in a suitable viewer) to show what is within the whole course materials. Where lessons are included in the sample then the TOC links still work.

§1 q10 Quiz to Recap

- Our first stop to review.
  - You'll have to consult the course **note**s, the online eLearning facilities or the downloads as I've not narrated this quizzes questions. When you look at the quiz questions **note** that none of the ones to come later will be this easy!
- They ARE all designed to either INTRODUCE details or RE-Inforce **key** points!
- Select the answers that you think are correct - You can select more than one correct answer to many question
  - On eLearning platforms - then click "Check" to mark the question and "Continue" to move to the next question. In the downloads where relevant there is an answers section.
- I suggest you take quizzes and review revision aids more than once; it builds recall and understanding. For those reasons you'll find the same contents is in other formats of revision aids too.
- Third time around **(**or second**)** I hope rather than saying "I've seen that somewhere, now what was the answer?" you'll be saying "Ah yeah, new 1st time but knew it second time, now

I've also got understanding of context not just an isolated fact"

End of Section! Celebration!! Visible progress!!!

- Get your kids **(**colleagues**>** etc**)** to make you a lapel pin-badge "I completed §1"
- </frivolous>
- This is the end of section_1's coverage of who we all are, the manual and the exam .
- Next section_2 is one of our longest with 10 lessons, a Back@Work_Skill-Builder™ Skill_Builder case study and our first exam Qn analysis. Section_2 covers the typical, original work context of agile in ongoing business as usual software development and prince's focus on projects in any environment and any industry. We will also discuss a few agile frameworks.

  .~~"~~.

Q1 Who provides practitioner certification? (Select all that are correct)

- AXELOS are the certifying body
- The exams are administered & proctored by our appointed Examining

Institute

- Course materials are provided by Logical Model Ltd heavily augmented from AXELOS' official template materials

Q2 How much of prince is used in P2a?

- 100%
- P2a just uses agile ideas based on the principles

Q3 What are the manual's major chunks (Select all that are correct)?

- Early chapters - Basic understanding and drivers
- Mid chapters - What you may find & do for each of the p2 Principles, Themes, Process_activities and Products**(**Information sets**)**
- Final chapters - 5 focus areas [Agile risk assessment, Requirements, Rich comms, Frequent releases, Contracts] and Appendices A-H [A:Info-sets, B:Roles, C:Health check, D:PBP, E:Agile manifesto, extract, F:Transition, G:Advice to PMs, H:Scrum-guide]

Q4 Exam facts - Select all that are correct - I won't keep saying this

now...

- Duration 150 minutes
- Number of questions 50
- Scenario based
- First 7 questions simple facts
- Remaining 43qns are tough interpretation of BEST application of the manuals
- Available online 24 x 7 x 365
- Proctored by a live proctor through bespoke exam management software

Q5 What are the course's quotable phrases?

- Fragments and concepts from the official manual that have a probability of turning up in exam questions
- Highlighted and introduced as "**Key**..." or "**Quot**able..." or "**Quote**..." throughout the course materials
- Repeated as a consolidated list in lesson 175

End
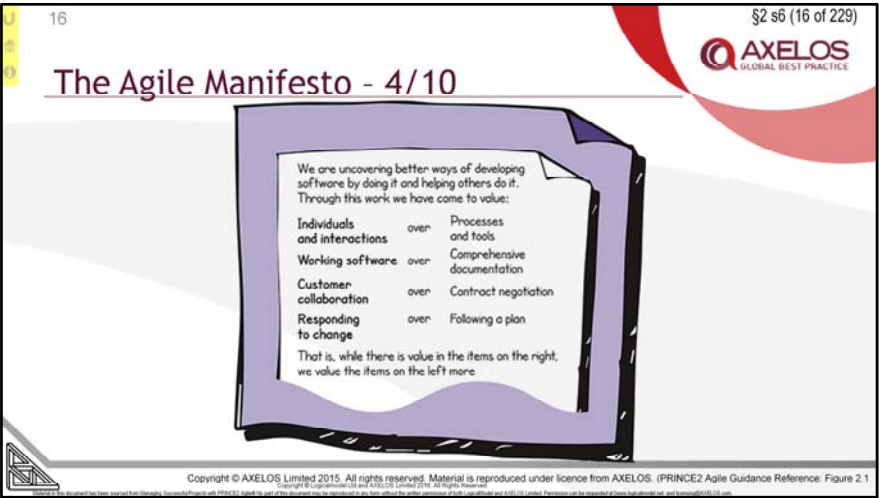
§2 s16 Agile Manifesto

- Learning Outcome 1. Assessment Criteria 1.1
- The manifesto's last two lines are as important as the preceding ones.
  - There is value in both sides of the set of points. There is RELATIVE value in all the points, not good versus bad.
- P2a also says
  - Agile arose as a result of pressures to respond swiftly to market place needs in ways older approaches struggle with and
  - All things are relative – it is about balance and
  - The manifesto says software but the word product fits just as well and is more inclusive
- Agile is used in large and complex contexts well beyond its roots in, **note** the phrase – single product, single owner, single team environments.
  - Agile is now mainstream and all organisations should have some strategy for adoption or exploitation.
- The manual sees two levels of use of agile

Basic and mature.

- By mature the manual's author means the most detailed work is done in line with a top level product road map or vision. Project governance is in place and P2a may not offer a lot over what has been implemented
  - It might help some to know that even though the P2a manual doesn't make the link Program management also labels the same things vision and roadmap or product blueprint as agile does. Same concepts sometimes slightly different vocabulary .
- Agile and program management are happy to start with a vision and stop when we recognise that further benefit is subject to diminishing return.
  - Agile is program management is agile – opps that's not exam focus that is real-use focus.

End

Agile Frameworks – 8/10

AXELOS GLOBAL BEST PRACTICE

- Many frameworks are recognised as being agile
- Some are more common than others
- *Some are only applicable to IT.*

Scrum Kanban
Lean Lean Startup
XP SAFe DAD
DSDM/AgilePM
DevOps
FDD Crystal ASD

Table 2.1 The most well-known agile methods and approaches

Term	Brief description
ASD (Adaptive Software Development)	(IT only). Iterative development process (Highsmith, 2000).
Crystal	(IT only). Iterative development method (Cockburn, 2001).
DAD (Disciplined Agile Delivery)	(IT only). An enterprise-wide scalable process framework described as 'a process decision framework that is a people-first, learning-oriented hybrid agile approach to IT solution delivery', that has 'a risk-value delivery lifecycle, is goal-driven, is enterprise aware and is scalable.' See http://www.disciplinedagiledelivery.com
DevOps	(IT only). A collaborative approach between development and operations aimed at creating a product or service where the two types of work and even the teams merge as much as possible.
DSDM (Dynamic Systems Development Method)/AgilePM	An agile project framework that focuses on the iterative delivery of business systems through the use of timeboxing and continual business involvement. It has a defined process and corresponding set of products, a set of roles that operate at all levels of a project, eight guiding principles and a collection of key techniques that can be used throughout a project.
FDD (feature-driven development)	(IT only). Iterative software development process focusing on features.
Kanban	A way to improve flow and provoke system improvement through visualization and controlling **work in progress**.
Lean	An approach that focuses on improving processes by maximizing **value** through eliminating waste (such as wasted time and wasted effort).
Lean Startup	Originally an approach to creating and managing start-up companies, but now applied to any business, to help them deliver products to customers quickly.
SAFe (Scaled Agile Framework)	(IT only). Large-scale application of agile across an organization. PRINCE2 and PRINCE2 Agile could be used in SAFe where a piece of work is of a sufficient size or level of difficulty that it should be run as a project.
Scrum	An iterative timeboxed approach to product delivery that is described as 'a framework within which people can address complex adaptive problems, while productively and creatively delivering products of the highest possible value' (see Appendix H).
XP (eXtreme Programming)	(IT only). Iterative software engineering practice that can be used on its own but often exists in tandem with Scrum or Kanban, where XP covers the creation of the software and Scrum or Kanban is used as an overarching framework to control the work.

§2 s20 Framework List

- Learning Outcome 1. Assessment Criteria 1.3
- P2a highlights for us that there are many agile frameworks – agile isn't just scrum although scrum is an example of an agile approach.
- **<Sync 1 Page>** The P2a manual identifies and sketches an outline in table 2.1 of many frameworks. The essential contents is in this lesson's **note**s
- **<Sync 2 HiL>** Only three: Scrum, kanban and lean-start-up get further treatment throughout the manual.
  - You do want to be able to recognise the **quot**able phrases here like "delivering products of the highest possible value".
  - This one is in the entry for scrum. Check-out the revision aid within the exam preparation materials for more
  - The exam syllabus expects you to at least recognise the approaches listed in this lessons **note**s page from table 2.1 from the descriptions given. The first 7 exam questions are posed at this sort of level
- There are more details in Appendix E and the revision aid §6 s62

- **<Sync 3 Clear>** Some of the frameworks listed here are IT only but P2a is squarely aimed at agile in any context
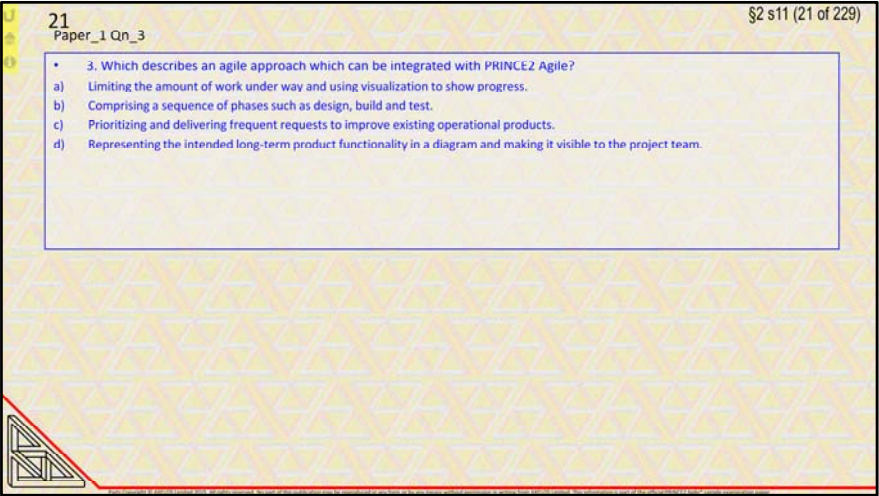
- **End**

- **Apdx E & Table 2.1 (From §6 ra62)†**
  - Apdx E repeats principles from a number of frameworks and other sources.
  - **Scrum's 3 pillars**: ►Transparency, ►Inspection, ►Adaptation, ►Iterative, ►Timeboxed, ►Framework for complex adaptive problems, ►Focus on delivering highest possible value
  - **XP's 5 values**: ►Communication, ►Simplicity, ►Feedback, ►Courage/ confidence/ persistence, ►Respect
  - **SAFe's 4 values**: ►Work aligned with vision and strategy, ►Software **(**code**)** quality, ►Transparency, ►Progress - getting things done
  - **The project management declaration of independence**: ►Increase return on investment by focussing on a continuous flow of value, ►Deliver reliable results by engaging customers in frequent interactions and shared ownership, ►Expect uncertainty and manage for it through iterations and anticipation and adaptation, ►Unleash creativity and innovation by recognizing that individuals are the ultimate source of value, ►Create the environment where people can make a difference, ►Boost performance through group accountability for results and shared responsibility for team effectiveness, ►Improve effectiveness and reliability through situationally specific strategies, processes and practices
  - **DSDM's 8 principles**: ►Focus on the business need, ►Deliver on time, ►Collaborate, ►Never compromise quality, ►Build incrementally from firm foundations, ►Develop iteratively, ►Communicate continuously and clearly, ►Demonstrate control
  - **Kanban** Method's **(**from Tiachi Ohno**)**:
    - **Principles**: ►Start with what you do now, ►Agree to pursue evolutionary change, ►Start by respecting current roles and responsibilities and job titles, ►Encourage acts of leadership at all levels
    - **Core practices**: ►Visualize, ►Limit WIP, ►Manage the flow, ►Make policies explicit, ►Implement feedback loops, ►Improve collaboratively, ►use models & be scientific to evolve experimentally
  - **Lean Thinking**: ►Identify customers and specify value, ►Identify and map the value stream, ►Create flow by eliminating waste, ►Respond to customer pull, ►Pursue perfection
  - **Lean Startup's 5 principles**: ►Entrepreneurs are everywhere, ►Entrepreneurship is management, ►Validated learning, ►Build-measure-learn, ►Innovation accounting

  - † See §6 ra62 for more complete treatment

  - .~~"~~.

- 3. Which describes an agile approach which can be integrated with PRINCE2 Agile?
- a) Limiting the amount of work under way and using visualization to show progress.
- b) Comprising a sequence of phases such as design, build and test.
- c) Prioritizing and delivering frequent requests to improve existing operational products.
- d) Representing the intended long-term product functionality in a diagram and making it visible to the project team.

3. Exam Specification Assessment Criteria: 1.3 - Correct Answer: A

- Objective: LO1 - Understand the basic concepts of common agile ways of working
  - Kanban is a way to improve flow and provoke system improvement through visualization and controlling work in progress (Table 2.1).
  - A traditional waterfall lifecycle is broken down into 'technical' phases such as Analysis, Design, Build, Test and Implement (6.4.2).
  - In a business as usual environment, the list of work is prioritized in some form and may be batched into timeboxes. As the work is completed the existing product evolves over time (1.2.2).
  - The Product Roadmap is a diagram or document that shows the intended development path for a product. This would typically be a long range plan that may cover several months or years (Glossary).

§2 EqA21 Paper1 Qn3 - Exam Question Analysis - Doubt Busting The Questions

- Here is our first example of an exam question to analyse.
  - You have two 50 qn official mock exam papers in the materials plus extra questions I have created.
  - Every question in the exams will be based on a Learning Outcome and Assessment criteria. Every slide's **note**s tell you the Learning Outcome number and Assessment criteria it supports.
  - The Outcomes and Assessment criteria in the syllabus précis cross-references the full set. It is in the downloads. The full cross reference is course materials to manual to assessment criteria to courseware elements.
  - Looking at a slide's assessment criteria and an exam question's syllabus topic allows you to target questions at the topics you are studying.
  - A few study options are to search the exam questions for specific assessment criteria to test what you've studied or search the course materials for criteria to revise what you've just tested yourself on and marking shows revision would be worth-while.
- **<Sync** Searchbox**>** Searching for those references allows you to link course

lessons to exam questions and rationales when seeking to understand right and wrong answers.

  - The course material's animated slides and **note**s are in fone, tablet and desktop compatible formats. It has a search facility to pin-point cross references when you need to chase-down facts.
  - The pdf and mobi formats also support searching. Acrobat's ctl-shift-f is the best way to search a pdf.
- Easy Start
  - I'm breaking you in easily with this question as there isn't much question analysis needed here.
  - Its from the first 7 questions which are quiet routine. Its still quite tough. It will shows you the detailed recall you'll need.
  - Remember though that if you spend the extra on the official manual then the exam is open book, you'll still need sufficient recall to navigate the manual under the exam's time pressure.
  - What we also establish here is the routine procedure to explore how to doubt bust tough exam questions through their analysis and explanation.
  - In video elearning I'll show you the question. You should pause to consider it and what you think about each of the 4 possible answers. Then I'll show the chief examiner's answers and you should

review each to contrast to your own thoughts on each of the 4 answers given.

  - Then for most questions I'll attempt to cast some extra light on the thinking. It isn't always necessary, or universally possible.
  - For this question decide; Which answer is describing an agile framework listed in table 2.1 (covered in §2 s20) after shifting the words around?
- For text formats of the course the analysis of each question is in the section 'Answers' at the end of the materials
  - For video eLearning the answers and discussion will follow straight on from the pause. A download for offline study is included in the downloads lesson §0 DL1
- Pause if you want to consider the question
- Welcome back? Here is the chief examiner's thoughts
  - **<Sync** Body**>**
  - Pause again to consider his analysis?
  - Welcome back?

The Analysis

- What this question does illustrate is the care needed to absorb facts. Refer back to §2 s20's text **note**s (or the Revision Aid §6 s62) for the summary of Kanban
- Now in reverse order for reasons that will be obvious…

  - D - Long term vision is the concept of a road map. It isn't attached to any specific framework
  - C – existing operational products is a reference to Bau and we are P2a so only interested in projects
  - B – anything with **quot**able phrase "sequence of phases" isn't going to be agile in the manual's viewpoint
  - A ahha limiting WIP and visualisations – that's table 2.1's summary of Kanban
- We have not covered enough to necessarily be equal to the question yet but I hope the general feeling is the specific words and phrases determine the answer wanted, they will need to be recognised by the time you are exam ready
  - The revision aid will help here

End

- **Note**: Exam questions are

  - .~~"~~.

§2 s24 11/10! LML

❖ Hi,

○ 10 percent of the way through. Mini milestone. Celebration maybe?

❖ Time to ask yourself a few questions. One question is "Have I thought about the time that has to be invested to get a pass?" You might find a study diary useful.

○ If you ask then I'll send you a template of the topics and milestones divided into bite-size chunks. You can then put your own target dates against it. I hope we all realise that nothing gets done till the last moment, that is why scrum ensures there are so many of them. In scrum there is a new last minute every two weeks for example.

○ My study diary template helps you assign incremental achievements by iterating around the study cycle. Agile learning in action. I'll give you daily milestones, well not literally every day but you'll see if you email and ask.

❖ As a reminder the address is in the title above. In some formats it is a hyperlink, what could be easier!?

❖ A **key** question is have you reserved your exam?

○ Booking the exam is the point at which you recognise for your self that you have actually made the commitment . It is commitment that drives successful conclusion.

❖ The process runs like this;

○ 1**)** go to the website maybe via a resource tab? www.logicalmodel.net/prince2exams [LML P2 Home], follow the link to "Reserve an exam" and complete the purchase.

○ 2**)** I send you a voucher-code that allows you to reserve an exam slot. It is good for a year by default but I'm expecting you'll have used it within a week or three.

○ 3**)** Follow the registration instructions, enter the voucher code to reserve an exam at a date and time of your choosing 24hrs x 365 days of the year.

○ Popular times like UK Saturday afternoon fillup further in advance than times like Monday 4am CET. There are hundreds of topics being examined so

don't think "I'll book late, how many people can be sitting this exam at the same time as me?" the answer is very few but the question should have been: how many people are sitting exams of all possible topics at the same time as me. Very different answer.

❖ **Share your study aids.**

○ Most people doing exam prep create study aids. I'll share with credit those that you want to send me. I might also spot clarifications and additions to yours that I can advise you of.

❖ **<Sync >** Don't forget to contact me with your support needs as you go…

○ I'd love to think the whole course is crystal clear on every topic for everyone but that just is not at all likely so where you need something – ask!

❖ **End**
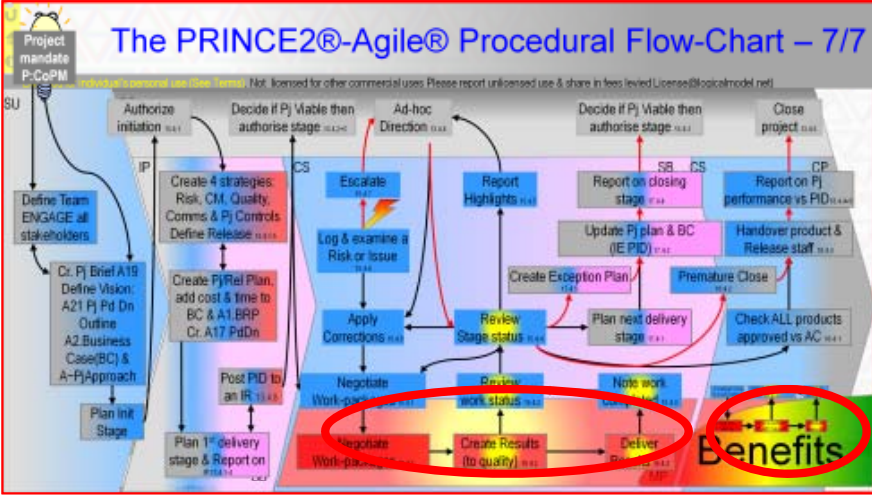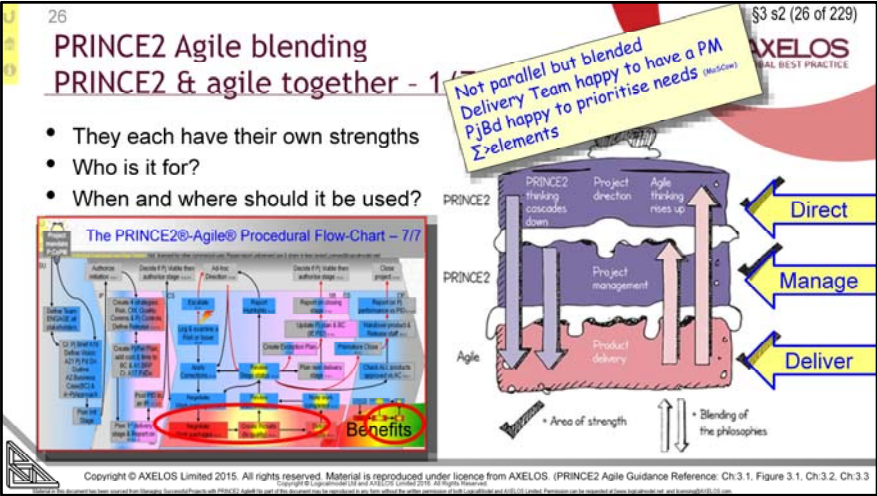
§3 s26 Blending P2 and Agile

- Learning Outcome 2 Assessment Criteria 2.3
- Returning to the **quot**able we are blending and weaving. Mixing the metaphors it's a layer cake across direct manage deliver
  - prince and agile both bring strengths.
  - **<Sync** 1 DM**>**prince's is direct and manage, but prince is weak in development advice because its heritage of "be able to be applied to anything" compartmentalised all the development in the {{Managing Product Delivery}} process.
  - The whole of P2a is effectively populating mp with ideas and linking up the interfaces like Checkpoint Report-A3 and Work Package-A26 and Communications Management Strategy-A4 and Configuration Management Strategy-A6 and Lessons Report-A15s etc but the influences have to spread outward and upward
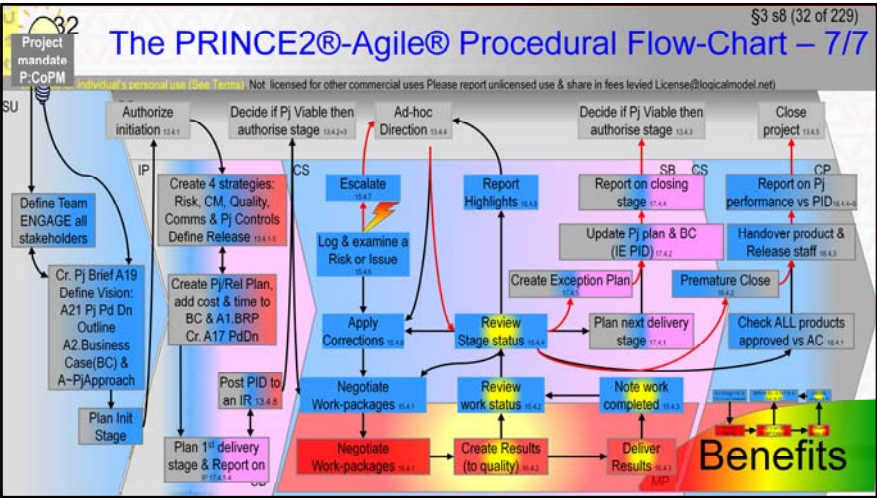- **<Sync** 2 Del**>** Agile's strength is in development.
  - Agile's weakness is in direction and management (if your about to disagree you have stepped off the certification path. I'd follow you but it doesn't help

achieve the objective here so let me bring you back**)**.
  - The journey is "what does the official manual say?" at the end we can enjoy a retrospective that sets the world to rights – maybe over a beer or a cup of tea
- P2a raises concerns such as
  - "maybe the project board won't embrace the idea of 'prioritise the objectives to get highest value fastest even at the consequence of omitting some scope'".
  - P2a's second concern is that the delivery teams won't be happy to accept any degree of management; axelos' trainer delivery **note**s ask "are the delivery teams happy that a project manager even exists as this will be an issue for many in the agile community"
- Those same **note**'s **Quot**ably express the synergy from "blending and weaving all the ingredients together to create something greater than the sum of the parts".
  - At the end of pg17 is a **crucial** message.
  - It's a blend not two parallel streams. Those directing and managing must also adopt the agile mindset if we are to be successful.

- **<Sync** Flow**>** P2a isn't just a case of slot the agile development into the space MP gives and connect up the interfaces.
  - Success rests on the organisation's management also changing their approach to projects to be agile, recognise their own behaviours and responsibilities. The Agilometer in Ch 24 and appendix F's Transitioning to agile guides what constitutes success as response to this wider challenge.
- To summarise a slew of tables in the manual.
  - P2a provides guidance aim primarily at prince organisations looking to extend their project toolkit to be more agile.
  - Alternatively you might have neither project management nor agile in place at the moment or have one of the two in place.
  - In these cases P2a has something to offer
  - If you already have both in place and working then it is doubtful P2a offers much to you beyond a fresh perspective.
  - So the primary audience is a prince project environment that wants to add agile.

- **<Sync** 1 Summary**>** To summarise this slide in 17 seconds;
  - P2a is guidance to prince organisations who want to benefit from agile's strengths.
  - Success requires a blending of agile into management mindsets, its an evolutionary take-over where the sum is greater than the parts.
  - If you are already a mature agile projects environment P2a might not offer much. If your agile without projects P2a has something to offer you but you'll gain increased clarity of current status and ability to steer by adding p2's control structure. Done right you shouldn't loose any agile strengths; it should be all up-side gain.

- **End**

The PRINCE2®-Agile® Procedural Flow-Chart – 7/7

§3 s8 (32 of 229)

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(Flow-chart diagram with numerous labelled boxes including: Authorize initiation 13.4.1; Decide if Pj Viable then authorise stage 13.4.2-4; Ad-hoc Direction 13.4.4; Decide if Pj Viable then authorise stage 13.4.3; Close project 13.4.5; Define Team ENGAGE all stakeholders; Create 4 strategies: Risk, CM, Quality, Comms & Pj Controls Define Release 13.4.1-9; Escalate 15.4.7; Report Highlights 16.4.5; Report on closing stage 17.4.4; Report on Pj performance vs PID 16.4.4-6; Cr. Pj Brief A19 Define Vision: A21 Pj Pd Dn Outline A2.Business Case(BC) & A~PjApproach; Create Pj/Rel Plan, add cost & time to BC & A1.BRP Cr. A17 PdDn; Log & examine a Risk or Issue 15.4.6; Update Pj plan & BC (IE PID) 17.4.2; Handover product & Release staff 16.4.3; Create Exception Plan 17.4.3; Premature Close; Post PID to an IR 13.4.8; Apply Corrections 16.4.2; Review Stage status 15.4.4; Plan next delivery stage 17.4.1; Check ALL products approved vs AC 16.4.1; Plan Init Stage; Negotiate Work-packages 16.4.1; Review work status 16.4.2; Note work completed 16.4.3; Plan 1st delivery stage & Report on; Negotiate Work-packages 16.4.1; Create Results (to quality) 16.4.2; Deliver Results 16.4.3; Benefits)

§3 s32 7/7 The P2 procedural flow on a page

* I'm going to explain the whole journey through PRINCE2® in an agile world – its all prince structure but with the agile mindset in place.
  ○ The core of a prince project is the journey from SU to CP. This is a journey from business strategy – grey to products and outcomes blue and back again to grey at the end as we close. Red by the way is development activity and yellow is quality focused activity at the heart of so much. Ill be consistant in colour use across this and all our courses.
  ○ It all starts with an opportunity or a business threat. Someone has a light bulb moment that triggers a
  ○ **<Sync** 1Mandate**>** mandate from outside the project.
* {{Starting up a Project}} defines and one or more Senior Users engage stakeholders and considers viability, probably in workshops. The Project Brief-A19 grows with recording of the details. Maybe as stuff on a display board
  ○ The brief includes the project approach where our use of agile behaviours like self-organising teams and empowerment are described. The brief's **key** elements also states the Vision **(**right where there is a space for the A21-Project Product Description**)** and the required feature set or initial backlog. At least in terms of Vision's expansion to Epic Course Grained Requirements.
* The P2a official manual is explicit that Start-up and initiation are two processes in P2a. The guidance is the same for both so there is only one chapter in the manual. Agile environments might draw less distinction or even eschew the whole idea of upfront work as predictive rather than emergent.

○ So if we can distinguish a discussion that is [Authorize initiation [13.4.1] we will know that the Project Board considers it worthwhile and the Project Manager is authorised to run the Initiation Stage. In the Initiation Stage as much as possible is done via workshops. Workshops include the customer and recognise that uncertainty means we don't know everything. If the workshops aren't happening then by default 1341 concluded "All-Over. Not worth it"
* Not knowing everything means our thinking is on "How do we learn enough to proceed?"
  ○ What communications do we need between and with whom? The answer is in part defined by some MVPs or Minimum Viable Products. An MVP in P2a is not necessarily a Minimum Marketable Feature Set but is the Lean-Start-Ups view. In Lean Start-U an MVP is anything in any form that is enough of a prototype to learn-something. A sketch on a café paper napkin of a layout for our new kitchen that get the spouse's nod and a smile is a suitable MVP. It can be a releasable , initial product a Minimum Usable Feature Set or MUST but it might be just a model or a thumbnail.
* Through the early steps we set controls and strategies such as the Communications Management Strategy-A4, we refine the business case and secure funding.
  ○ By the end we have established the project plan and the release plan and first stage plan. Release and project plan are developed by or with the business. By the end we have the Benefits Review Plan-A1, the Project Product Description-A21, and its expanded composition section in a Product Backlog of many user stories or in prince vocabulary Product Descriptions-A17.

* These will probably be called Vision and Epics instead of a21 and major composition. We fully expect that the definition could be incomplete and that what is identified lacks detail and that not everything that seems necessary now will ultimately be delivered. We know the rough and relative priorities of most things
  ○ The whole is posted to the project's Information Radiator-IR. Traditionally it would be called the PID. Project Initiation Documentation-A20 but D for document is an assumption of format.
* **<Sync** 2 toCS1**>** From these beginnings Come the Subsequent Delivery Stages
  ○ If the results of arriving at a point to decide "Are we ready?, Is it worthwhile?" are "Yes its viable and we are ready" then work assignment starts by collaboratively with the development team – which includes the product owner or as P2a calls them the Customer Subject Matter Expert **(**C_SME**)** holding sprint planning meetings to select the sprint backlog's items from the release backlog. The team sprints towards the sprint review meeting, holds daily stand-up meetings, updates it's Information Radiator-IR, trades scope and attribute quality levels for timeliness of completion of well made products. There is much we have to discuss to add Quality Control, monitoring, the time-bound relationship between sprints, releases, work-packages and stages etc to this thumbnail sketch.
* When a release occurs then prince has the supporting activity description
  ○ **<Sync** 3 toMP3**>** for control of project and product, for example Highlight Report-A11 and Configuration Item Record-A5s
* **<Sync** 4 SB**>** The stage boundaries process cycles us to subsequent stages or
  ○ In part the end stage activity might, more or less be relabelled Release planning for subsequent releases although the agile concept of release is linked to technical maturity of products while the prince concept of stage is linked to the project control concept of authorisation to proceed. Close but not identical.
  ○ Agile Stage boundaries major on reporting what products and features have been shipped, what benefits are flowing and the level of change.
  ○ In multi-workstream environments **(**as opposed to single product, single owner, single team basic agile**)** the staging normally aligns to some dominant technical stream's release pattern and cuts across others. If your background includes understanding of the models like cadmid the UK MOD's product cycle or the Oil and Gas industries Assess/Select/Define/Execute/Operate lifecycles then that is all relevant insight into how the decision support or gating processes that integrate coordination between engineering and governance work.

* **<Sync** 5 CP**>** the {{Closing a Project}} process tidies up.
  ○ I say tidies up because the frequent releases focus area expands a concept that prince has always supported of [Deliver a Work Package [16.4.3] happily delivering to the customer. it is interpreted in P2a as meaning there probably isn't any further handover to do at the project end.
  ○ There is the need to confirm that what is of value has been completed. You can sense that P2a wants to say that the project fizzles out but has to say there is a clear and defined end. It wouldn't match prince's definition if it drifts to closure but that might in some contexts be a better explanation and better operational handover.
  ○ Like a program a P2a endeavour might end by recognising "we've done enough". This is a natural consequence of starting with a vision that we allow to crystallise as we go. It's a concept central to program management.
  ○ At close-out the backlog of stories passess to a support and maintenance team and the project retrospective is held. Historically it was called [Evaluate the project [18.4.4] CP4
* **<Sync** 6 ExSB**>** What we have left is the exception handling process.
  ○ Any externally triggered alteration to do with a sprint is an exception. Mostly team internal alterations are emergence and self organisation and flexing to protect what is fixed. The term is dynamic change
  ○ The reaction to exceptions will probably be a workshop to collaboratively determine the best course of action to respond.
  ○ Exceptions versus tolerance need specific discussion in P2a since we flex what we deliver so delivery always occurs to deadline. The give and take is in the volume of result not its quality nor in one sense the date of delivery. We will discuss it later but to precis if I intend to deliver A, B and C on Friday then Friday will be the day I deliver but it might be A and C or B and C. The agile mindset guarentees the date and uses best endeavours on the scope. We will see when we get to table 6.2 but there is an elephant in the room. To illustrate; If I deliver A and C then clearly B wasn't delivered on its date. There is an unresolved gap that P2a sort of overlooks!
* **<Sync** 7 ExCP**>** An exception normally triggers investigation of what a new Project Plan-Plan-A16, Release-Plan, Benefits Review Plan-A1 and Business Case-A2 look like
  ○ It is also possible they trigger premature closure.
* **End**

Revision Aid: What We've Covered So Far

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- List all we have covered so far
  - First list from memory – create an imaginary 'mind's-eye' journey through a landscape that contains all the topics we've covered
    - Draw a journey line and mark the features of the landscape
  - Second use the course notes to add all that you overlooked
  - Third read your journey line and contextualise each item (Recall Contextualise §3 ra33)
    - "What artefacts/ Information Sets, Roles, Activities, Events, Principles, Themes, Frameworks, Techniques, Behaviours, etc are linked to these topics?"
  - Start again – From memory repeat the features of your completed journey line

Support's available
100% of p2 plus...
Mindset, Concepts, Techniques, frameworks
P2 flow – agile pervades SU to CP not just MP
etc

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5 Behaviours §2 s22 table 2.2 - Collaborative, Self-Org, Customer Focus, Empowered, Trust not blame
5 p2a Behaviours §6 s58 Ch7.4 - Transparency, Collaboration, Rich Comms, Self Org, Exploration
7 Concepts §2 s22 t2.2 – Prioritise delivery, Wk Iter & Incr, Not Delivery All, Time focus, Inspect/Adapt, Kiazen (CPI), Limit WIP
5 Techniques §2 s22 t2.2– Burn-C, User-S, Retro, TimeBox, Measure Flow
5 Focus Ch23-28 – Agile-Risk-§11, Req'ts-§13, Rich Comms~§29, Freq't Releases-§17, Contracts-§27
6 Aspects §4 s35 t6.1 - Time & Cost – Fix, Benefits & Risk – Fix/Flex, QC & Scope – Flex
5 Targets §4 s39 t6.2 – On time/Deadlines, Protect Q, Embrace δ, Stable Team, Customer does need it all
8 Key points §3 s28 Ch3.6 – P2 is Agile enabled, Prince isn't 'Trad'PM, P2A isn't IT, Some approaches are IT,
      Agile is not scrum, Scrum & Kanban need P2A to be Project strength, P2A says agile is table 2.2, Agile is always "How much?"
7 Principles §3 s31+§6 s56 t7.1 – C~B~Justification, LfE, Define R&R, M by Stages, M by Exception, Product Focus, Tailor
7 Themes §3 s31 t5.1&t8.1– Business Case, Organization, Quality, Plans, Risk, Change, Progress
4 Steps of P2 journey §3 s30 Ch4 – Pre-project, Initiation stage, Delivery stages, Final (delivery) stage

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- ❖ **§4 ra48 Quiz**
- ❖ **Q1 Pick the best descriptions of prince's 6 tolerances when combined with agile approaches**
  - a. Time and cost tolerances are zero
  - b. Scope and Quality take up the tension
  - c. Deliver on time and to agreed quality targets
  - d. Time tolerance is set by the project board at stage boundaries (DP3)
  - e. Time tolerances vary by sprint and team
  - f. Quality is always at the 'could' level to enable maximum flexing
- ❖ **Q2 Explain MoSCoW**
  - a. Fixed scope is "Must and Wont"
  - b. Flexed scope is "Could and Should"
  - c. "Should" is an alternative for 'shall be delivered'
  - d. Should and could are identical levels of desirability
- ❖ **Q3 Stable teams help**
  - a. Maintain stable costs
  - b. Healthy working relationships
  - c. Ensure the right skills will be recruited before any work starts
- ❖ **Q4 Hard decisions about scope are**

- a. Made during planning only
- b. Made during execution only
- c. Made during project planning only
- d. All made at sprint planning
- e. Best made at all levels of planning and revisited in execution1
- ❖ **Q5 Which are true?**
  - a. Benefits depend on scope and quality
  - b. Being agile depends on embracing the concepts of the hexagon
  - c. C-SMEs in the team balance judgements against the trade-space of stakeholder opinions
  - d. Dates change at the micro level by varying sprint delivery date
  - e. Dates change at the macro level by varying number of stages, releases, work-packages and sprints
  - f. Risk flexing exercises risk appetite
  - g. Fixed time approach and incremental releases are driven by customer impatience for quick delivery of goods and services
- ❖ **End**

- ❖ **Revision Aid**
- ❖ **5 Behaviours §2 s22 table 2.2**
  - ❖ Collaborative, Self-Org, Customer Focus, Empowered, Trust not blame
- ❖ **5 p2a Behaviours §6 s58 Ch7.4**
  - ❖ Transparency, Collaboration, Rich Comms, Self Org, Exploration
- ❖ **7 Concepts §2 s22 t2.2**
  - ❖ Prioritise delivery, Wk Iter & Incr, Not Delivery All, Time focus, Inspect/Adapt, Kiazen (CPI), Limit WIP
- ❖ **5 Techniques §2 s22 t2.2**
  - ❖ Burn-C, User-S, Retro, TimeBox, Measure Flow
- ❖ **5 Focus Ch23-28**
  - ❖ Agile-Risk-§11, Req'ts-§13, Rich Comms–§29, Freq't Releases-§17, Contracts–§27
- ❖ **6 Aspects §4 s35 t6.1**
  - ❖ Time & Cost – Fix, Benefits & Risk – Fix/Flex, QC & Scope – Flex
- ❖ **5 Targets §4 s39**
  - ❖ On time/Deadlines, Protect Q, Embrace δ, Stable Team, Customer does need it

- all
- ❖ **8 Key points §3 s28 Ch3.6**
  - ❖ P2 is Agile enabled, Prince isn't 'Trad'PM, P2A isn't IT, Some approaches are IT, Agile is not scrum, Scrum & Kanban need P2A to be Project strength, P2A says agile is table 2.2, Agile is always "How much?"
- ❖ **7 Principles §3 s31+§6 s56 t7.1**
  - ❖ C~B~Justification, LfE, Define R&R, M by Stages, M by Exception, Product Focus, Tailor
- ❖ **7 Themes §3 s31 t5.1&t8.1**
  - ❖ Business Case, Organization, Quality, Plans, Risk, Change, Progress
- ❖ **4 Steps of P2 journey §3 s30 Ch4**
  - ❖ Pre-project, Initiation stage, Delivery stages, Final (delivery) stage
- ❖ **Quiz Answers**
  - ❖ Qn1-a & b & c
  - ❖ Qn2-a & b
  - ❖ Qn3-a & b
  - ❖ Qn4-e
  - ❖ Qn5-a & b & c & d & e &

Change of Scale Details §7- §35

§6.63 (63 of 229)

- Official P2A manual follows prince OM's structure
- Course follows project journey
- 7 Processes, 7 Principles, 7 Themes
- Each process; 3 parts – agile context (find), agile actions(do), the look (& feel)

This is the summary of the overview sections. You should review and reflect on your progress and understanding so far.

Learning is a four-step cycle; 1) exposure to ideas, 2) reflection, 3) conceptualisation, 4) convergence, 1) experimentation, 2) reflection, 3) re-conceptualise... that takes us through the four states of 'unconsciously unaware' to conscious of what we are not fluent in, to 'consciously competent' and eventually 'unconsciously competent', or fluent with implicit understanding.
1) Exposure comes from following the course materials
2) Reflection is enabled by listing the topics we have covered - ask your self to RECALL everything

3) Conceptualisation should be where you ask yourself to express the meaning of each topic individually
4) Convergence should be where you merge the ideas with each other (for the exam) and each other plus your own beliefs (future for practitioner ability)
1) Experimentation is where you then try out your new and old working patterns . We are now in exercises and case-studies or even better you are outside training course activity and in the 'real-world'
2) …

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- ❖ **s63 Change of Scale – Details §7 to §35**
  - ❖ You've done it all – Celebration
    - ○ All at high level anyway,.
    - ○ <Click 1 ESA pic> we have to fill in a lot of detail but in essence we have no more world to see
  - ❖ Before we explore the detailed map I will summarise the globe
  - ❖ P2a defines agile as a mindset whose 3 principle parts are;
    - ○ 1) Agile Behaviours or Principles or Values and they are;) Being collaborative,)self-organizing teams, customer-focused,)empowered,)trusting not blaming.
    - ○ 2nd) Concepts or Fundamentals;)Prioritizing what is delivered,)Working iteratively and incrementally,)Not necessarily delivering everything asked for,)Time-focused delivery,)An 'inspect and adapt' approach,)Kaizen or CPI, and)Limiting work in progress (WIP).
    - ○ 3 Techniques or Practices or Tools; Here our list is)Burn charts,)user stories,)retrospectives,)timeboxing, and)Measuring flow
  - ❖ All projects are agile to some degree, the right degree is context dependant
    - ○ Also there is relative value in the four principles of the agile manifesto;)Individuals and interaction over process and tools,)Working products over comprehensive documentation,)Customer collaboration over contract negotiation,)Responding to change over following a plan.
  - ❖ P2a says

- ○ Agile on its own is suitable for Business as Usual. With help it is good for projects too. P2a is projects only.
- ○ Projects need a manager to coordinate them because Projects are temporary, difficult, uncertain, and a team is created to deliver them. Projects have early steps; pre-project, initiation and late steps which are the close-out activities . The early and later stuff surrounds the delivery stages.
- ○ Projects operate over management 3 levels. At the top is Direct, supported by manage to enable the Delivery level (prince describes Management at Corporate or Programme level as a fourth level above the project)
- ○ P2a is most directly of value to prince organisations wishing to enhance their agile capability
- ○ Synergy arises from blending and weaving prince with agile,. We are not running them in parallel.
- ○ Prince brings strength in direction and management, agile brings delivery strength in development activity
- ○ P2a consists of techniques, concepts, frameworks, behaviours and focus areas
- ○ The focus areas are 1) Risk FROM agile measured on the Agilometer, 2) User Requirements capture, 3) Rich communications, 4) Frequent Releases and 5) Contracts
- ○ The 8 **key** points are:
- ○)PRINCE is already agile enabled,)prince isn't a traditional waterfall project method,)P2a is not just for IT, Agile is not just Scrum, ,

-)Common agile –on its own- isn't suited to projects,)Agile in P2a means behaviour, concept, framework and techniques,)Agile in projects is not "yes/no" but how much?
- ○ The 6 aspects with tolerance are Time and Cost – which is set to zero tolerance (is that an oxymoron?), Quality targets and scope (Fully flexible) and Benefits and Risk (Which may flex).
- ○ The 6 aspects are managed to ensure the 5 targets are met – what matters is knowing why we flex and fix
- ○ The 5 targets are Be on time and hit deadlines, Embrace change, Keep teams stable, Accept the customer doesn't need everything
- ❖ Scrum's framework includes
  - ○ The product backlog, the sprint planning meeting (in two parts, story selection and definition of the development steps – the what and the how), the sprint backlog, the Daily Scrum a stand-up meeting that asks 3 questions, What is Done, Next, Blockers in under 15 mins. Each sprint creates shippable product. Delivery of product is a release.
  - ○ Instead of scrum we can use flow based methods to progress work.
- ❖ The journey is
  - ○ Pre-project & Initiation Stage : Focussed on defining a Release plan. Focussed on feature/ product, All management levels focus on estimating & planning, Customer is in the team, everything is timeboxed, created collaboratively, accessible eg displays rather than documents, The Project Product

- Description-A21 expresses the mandatory through desirable project deliverables, Product Description-A17 may be stories or epics that we recognise are to be flexed in number and expanded in detail as required., the Benefits Review Plan-A1 embraces frequent early releases to access value asap. Comms includes feedback loops such as enabled by an MVP. The Project Brief-A19 says how agile applies in this project
  - ○ Delivery stages deliver in customer priority order from teams that self-organise, practice transparency honesty, openness and trust, progress is measured via burn charts, reviews and demos, scope and quality are the focus of tolerances
  - ○ Stage boundaries focus on what is delivered, the benefits enabled and the level of change
  - ○ Requirements are written to enable flexing variable product attributes
  - ○ Reporting is lo-tech, tactile, stuff stuck to a wall display and updated in real time
  - ○ At the close what has been delivered vs what was envisaged at the start will have omissions and extras, the customer will be using delivered artefacts and features to generate value, tidying up is easy because handovers have been happening all the way through
- ❖ <Click RedCircle> PS I live Here
- ❖ **End**

68 §7 s5 (68 of 229)
Revision Aid: SU & IP
Artefact, Events, Activities & Information Sets

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- The Revision Steps mostly still apply
  - Steps from §3 s33 are 1)Read 2) Add Context 3)re-list from memory & research 4) start again
- Besides the steps this Revision Aid is a bit different!
  - It isn't "Here is what we have covered" it is "here is new detail about p2 to agile mappings"
  - We have only been indirect in stating what is summarised here
- Here is the Mapping from Agile Kick-Off and Release Planning to p2 activities in {{Starting up a Project}} and {{Initiating a Project}}
  - The Revision Aid at §16 ra126 gives the equivalent for {{Managing Product Delivery}}
  - The Revision Aid at §26 ra200 gives the equivalent for {{Controlling a Stage}} and {{Managing a Stage Boundary}} and {{Closing a Project}}

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❖ **§7 ra68 Revision aid; SU & IP Artefacts and events mapping**

❖ SU & IP Activity names [P2 reference]

○ SU1 [Appoint the Executive and the Project Manager [12.4.1]
SU2 [Capture previous lessons [12.4.2]
SU3 [Design and appoint the project management team [12.4.3]
SU4 [Prepare the outline Business Case[12.4.4]
SU5 [Select the project approach and assemble the Project Brief [12.4.5]
SU6 [Plan the initiation stage [12.4.6]
IP1 [Prepare the Risk Management Strategy [14.4.1]
IP2 [Prepare the Configuration Management Strategy [14.4.2]
IP3 [Prepare the Quality Management Strategy [14.4.3]
IP4 [Prepare the Communication Management Strategy [14.4.4]
IP5 [Set up the project controls [14.4.5]
IP6 [Create the Project Plan [14.4.6]
IP7 [Refine the Business Case [14.4.7]
IP8 [Assemble the Project Initiation Documentation [14.4.8]

❖ SU & IP Agile Events to P2 activity

○ Project Kick-Off = SU1, SU3, SU4, SU5 , IP1, IP2, IP3, IP4, P5, IP6, IP7, IP8
○ Release planning = IP5, IP6, IP7
○ Retrospectives = SU2 & Lessons Log-A14
○ No equal = SU6

❖ SU & IP Agile Artefact to P2 Information

○ Vision from SU4, SU5, IP3, IP6, IP7/ Kick-off
≈Business Case-A2, Project Product Description-A21, Project Approach, Project Brief-A19, Quality Management Strategy-A22, Plan-A16, Product Description-A17, Benefits Review Plan-A1
○ Product Backlog; from SU5, IP6, IP7/Kick-off
≈Project Approach, Project Brief-A19, Project Plan-A16, Product Descriptions-A17, Configuration Item Record-A5
○ Release Plan from IP6, IP7/ Kick-off & Release Planning
○ Definition of Done from IP3/ Kick-off Quality Management Strategy-A22, Quality Register-A23

○ Information radiators from IP5/Kick-off & Release Planning
Project controls, Role Descriptions, Project Team Structure

❖ SU & IP Path to success with (Official manual chapter/ paragraph reference = Course Section/slide reference)

○ Define end-point in outcome terms (9.4 =§10 s80)
○ Use concepts from Lean Startup (20.4.2 =§19)
○ Identifying risks to the agile way of working with the Agilometer (24 =§9)
○ Use the project product description (23.1 =§28, A.21)
○ Define a business case in an agile context (9 =§10)
○ Know what is covered by sprint zero (iteration zero or (the) discovery (phase)) (9.2=§10 s81)
○ Run workshops to kick off a project (26.4.1 =§29 s209)
○ Assess different levels of uncertainty with Cynefin (17.4.1 =§8)
○ Use more informal communication channels (26S =§29)

○ Plan the frequency of releases (27 =§17)
○ Create and manage a product backlog (2.2, 25.6=§13, Appendix H =§18)
○ Write a definition of 'done' (11.4 =§22, Appendix H =§18)
○ Map agile roles to PRINCE2 roles and describe the considerations to take into account (10.4 =§15 s112)
○ Ongoing rich Communications (26 =§29)
○ Plan and control a PRINCE2 project using agile (12 =§20 & 15 =§21)
○ Tailor PRINCE2 management products (23 =§28)

§8 s69 Hdr Cynefin

- Project get-go (ie the {{Starting up a Project}} & Initiation Stage timeframe is when we seek to understand the level of certainty affecting every aspect of the project.
  - The Kuhnevin framework categorises how to respond to levels of uncertainty
  - It doesn't however tell us how to assess the degree we are faced with
  - In my experience once you can express your uncertainties your 9/10th of the way to managing them
- P2a uses the Agile-O-Meter as a starting point for assessing uncertainty
  - I've used a different but in many ways identical structure for more than 2 decades.
  - I'll share but not explore it here but see our other courses. (at http://learn.logicalmodel.net/ [LML Course Portal]
  - Particularly http://learn.logicalmodel.net/courses/leadingcomplexprojects [Leading Complex Projects])

- There aren't really any big messages in this chapter. There is the introduction of a categorisation structure
  - We might speculate that it's a random pet topic of the official manual's author. It's a very useful model for discussions with project management offices ☺.
  - We have 3 slides and a practical exercise with which to explore KuhNevIn

..~~"~~..

Other References

- This section takes us into territory that covers Actor Network Theory, Boundary Spanning , Complex Adaptive System, Shared Mental Models. All are worth further exploration. They in turn lead us to flow, unity of purpose, team development and more.
- See our other offerings to explore all these avenues.

End

The Cynefin Framework 2/3

AXELOS GLOBAL BEST PRACTICE

Slide content:
- Five domains
- Disorder is the fifth
- Can be used to assess the output, outcome or benefit
- Can be used to assess the project environment
- Collaboratively assessed to avoid people's natural tendencies.

Slide diagram labels: Complicated (Governing constraints, Tightly coupled, sense-analyze-respond, Good Practice); Complex (Enabling constraints, Loosely coupled, probe-sense-respond, Emergent Practice); Obvious (Tightly Constrained, No degrees of Freedom, sense-categorise-respond, Best Practice); Disorder; Chaotic (Lacking constraint, De-coupled, act-sense-respond, Novel Practice)

Annotation callouts:

Don't know which area we are in

Emergent, UknUkn, Some C & E Suspected?, Experiment, Inspect Hypothesis, React, Principle over rule, Understand with hindsight, End recognised not pre-defined, Wicked, Synthesis, Attractors, Large Group Methods, Boundaries (Freedoms), Dissent, Journey toward Obvious, Amplify & dampen

Ordered, C & E identifiable to expert eye, KnUkns, Ask right Qns→ Devise plan, Many routes to a pre-identifiable success – Good practices, Experts needed to judge situation, (Entrained? Technical ego), New context (games) to find new solutions

C & E unknown, No constraints (Rules & principles are unknown), Breakthrough & Catastrophe, Act (Direct), Inspect Hypothesis, React - Amplify & dampen

Ordered, Cause & Effect is linear, Rules constrain agents, ID→ Categorise→ Use Script A solution exists – One (old) best practice, Mistakes fall over the cliff edge, Over simplification, Entrained thinking, Beware Complacency, Ensure comms channel

---

§8 s71 Cynefin (KuhNevIn) 5 State Model

- Learning Outcome 5, Assessment Criteria 5.6
- Agile's heritage is a reaction by people working in complex or complicated environments being dictated to, to use "Best Practice" when that really means a rule-book.
  - Best practice requires an environment where cause-and-effect and cause are well known, predictable and have been analysed for the responses that are plausible and the best of the possible responses isolated. Perhaps mathematical analysis or just long experience.
- **<Sync 1 HBR>** Snowden's explanation of the danger of best practice in inappropriate contexts was published in a 2007 HBR http://hbr.org/2007/11/a-leaders-framework-for-decision-making [HBR Nov 2007]
  - **<Sync 2 DisO>**How to approach delivering change depends on knowing where we are on the tried & trusted versus experiment and discover scale – something the Agilometer might help with.
  - Until we know which of kuhnevin's quadrant we are in we are in disOrder.
  - When cause and effect are well known then a scripted approach can be written and relied up.
- **<Sync 3 Order>** The instructions on a ready meal with timings for your 750w microwave oven are a great example.

- These problems are labelled "Obvious", a better label might be deterministic. Arriving at a great result does not require freedom of choice of actions or any observation and judgement. Just wait for the popety-ping (PS that is welsh for microwave – I kid you not).
  - Problems arise when best practice's highly constrained scripted solutions run into novel situations. We fall over the diagram's cliff into chaos. More in a moment.
- **<Sync 4 Complicated>** In "Complicated" contexts there is no such thing as best practice but there are best results.
- Best results occur when an expert makes fine judgements based on situational observation of the interaction between factors.
  - Our experts apply good practice that has been developed situationally over time and experience. They operate within boundaries or constraints.
  - Imagine; you are on a self-catering holiday, you have bought a fresh chicken to roast, the oven temperature is 185o. You inspect it after 45 minutes to discover the oven cooks unevenly so you cover the more cooked half with foil or you turn the dish 90o every 20 minutes until cooking is finished and you extend the overall cooking time by 10 minutes and adjust when you will put the vegetables on to cook.
  - This is the use of expertise rather simple best mechanical practice.. It is expertise for best result. A word often used in

these circumstances is 'nuanced'.
- **<Sync 5 Cplx>**In a complex environment you have to make it up as you go.
  - Lets go back to our TV survival competition. Imagine you have the pasta and pulses for preparing the team's meal, no oven but a hole in the ground and the means to make a fire and some knowledge of how to cook microwave ready meals.
  - This existing knowledge is mostly irrelevant here but might help in observing and learning .
  - With some trial and error by the end of the week you'll be dead good at pulses and pasta.
  - Tonight's results might range from hard beans to over-boiled pasta. The first challenge is likely to be how to get everything out of the kettle once its cooked (if you are diving in and out of the slides without taking them in order this last analogy may be a little lost on you – I recommend following in order! We are extending an example from section 7)
- **<Sync 6 Chaos>** Creating chaos is a good deliberate ploy when breakthrough is needed.
  - Phrases such as 'Necessity is the mother of invention' bear witness. Chaos is bad when it happens because we applied best practice to an unsuited environment. Unsuited arises when fundamental cause and effect relationships do not exist as they are assumed to by the scripting being

imposed or chosen.
- Always the script depends on enterprise environmental factors such as culture. Culture is the result of senior leadership attitudes and behaviours.
- When we arrive in the chaotic by falling over the cliff the immediate need is to stabilise. Situational assessment is Act-Sense, Act-sense. It is search for pattern and crisis management. Many games are based on the journey I'm describing.
  - As pattern emerges we can manage as for complexity. Complex Adaptive Systems theory applies.
  - Agents as groups and individuals acting in networks and individually based on attractors and feedback loops.
- Imagine, you stumble on a website selling laptops for 600 cents instead of 600 dollars. You buy three and tweet all your friends who rush to do the same. I think it was Dell did something like this.
  - People respond to the what is in it for me – attractors, and they behave based on interactions in ways that emerge from those interactions.
- Agile rarely mentions its roots.
  - One is CAS – Complex Adaptive Systems. Good thinking here can be found by looking for Complex Adaptive Leadership and in my non P2a offerings **note**d at §8 s69
- **End**

Cynefin 3/3

- Projects will typically exist in the Complicated or Complex domains
- If work exists in the Obvious domain it will probably be handled as Business As Usual
- If work exists in the Chaotic domain it will probably be unsuitable for existing processes.

Simon's Answer to Khalid's Question on Simple vs. Complex

	Simple	Complicated	Complex	Chaotic
Cause & Effect	Deterministic $C=E$ & $E=C$	Probabilistic Outcome set closed $C=E \mid E + E \mid ... E=C\mid C$	Pattern describable Outcome set open $C=E+?$ $E=?+C$	No observable pattern
Planning	Goal+Deliverables = (complete) Hi skill (C&E) Statement of Work	Goal+Deliverables = evolving SoW Rolling Wave or Stages	SoO & Constraints, Decision Architectures Coordinate plans	Statement of Outcome (SoO). Hope
Action Trigger	Ask or tell & action results	Ask/Tell variable – Strong forces MAY be needed to initiate action Attractors must be in-place to shape reactions if strong forces used to start action		
Known-ness	All factors predicted with certainty	All factors predicted, some with uncertainty	Increasing number of factors that we are unable to predict how they will be uncertain or even recognise	
Measurement	All quantitative	Quantitative hard	Qualitative	Not possible
Control Style	Manage to baseline ≈100% Known-knowns	Manage & Lead Kn-Kn & some Known Unkn	Lead & Enable Pastoral Care	Hang-on & Pray
Control (DMA)	Command Defined (Templates, Low skill in Exctn, Automation)	Command, monitor, Contingencies (Plans B-Z) (Hi Skill, Bespoke Sol'tn)	Attractors, Agents, Inspect & Adapt C&E, Governance Freedom	Monitoring impossible Allow to run or Terminate
Best for	Implementation, Manufacture Efficient repetition	Avoided	Creativity, Design, R&D Novel solutions	¿fun? Breakthrough

❖ **§8 s72 Cynefin 3/3**
- ○ Learning Outcome 5, Assessment Criteria 5.6
- ❖ The P2a manual suggests the kuhNevIn framework helps know when work is complex, complicated or obvious. It doesn't; What it does do is help us understand how to conduct the work safely,, after we've characterised the work's degree of known-ness.
- ○ Tools like the agile-o-meter certainly do help us decide which work-streams are obvious through to complex.
- ○ **<Sync 1simpl>** There are also plenty of resources available from many sources that help to interpret the nature of the framework.
- ○ This one is from our Leading Complex Projects course that explores many similar themes without any exam orientation at all.
- ○ It predates p2a by about 10 years and draws on many similar sources to those that inspired scrum and other agile frameworks and is agile project management in every project context and every project type and size
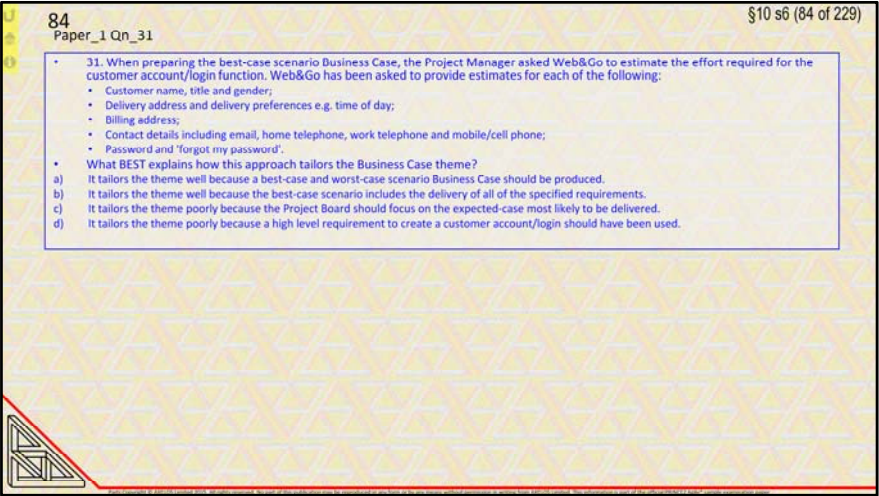
- ○ It is part of the ideas that form New Generation Thinking (@pm_ngt) about Caring4Capital™ and Assured Outcome Delivery.
- ○ **<Sync 3xit>** Returning to p2a, as work approaches chaotic so the value of agile techniques increases while the potential

risks from agile at least stay the same and may even decrease
- ○ Also certain is that the use of prescriptive methods in complex and complicated situations is why the agile movement grew up.
- ❖ Where agile meets bureaucratic then frustration arises and value is destroyed not enhanced.

❖ **End**

- ❖ Foot**note** – Khalid is (was 10 years ago) a Royal Saudi Airforce captain whose insistence that complex equalled big forced me to draw a 2x2 grid of Simple vs Complex and Large vs Small and populate the four intersections.
- ❖ The above graphic is the summary of that lunchtime conversation. I promised him I'd give him credit for the discussion and so here is that credit (again).
- ❖ .~~''~~.

31. When preparing the best-case scenario Business Case, the Project Manager asked Web&Go to estimate the effort required for the customer account/login function. Web&Go has been asked to provide estimates for each of the following:
- Customer name, title and gender;
- Delivery address and delivery preferences e.g. time of day;
- Billing address;
- Contact details including email, home telephone, work telephone and mobile/cell phone;
- Password and 'forgot my password'.

What BEST explains how this approach tailors the Business Case theme?
a) It tailors the theme well because a best-case and worst-case scenario Business Case should be produced.
b) It tailors the theme well because the best-case scenario includes the delivery of all of the specified requirements.
c) It tailors the theme poorly because the Project Board should focus on the expected-case most likely to be delivered.
d) It tailors the theme poorly because a high level requirement to create a customer account/login should have been used.

- 31. Exam Specification Assessment Criteria: 5.5 - Correct Answer: D
- Objective: LO5 - Be able to apply or tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context

A. One way to present a Business Case is to describe best-case and worse-case scenarios that relate to the amount of features that are planned to be delivered **(**9.3**)**.

B. The best-case scenario could represent everything being delivered as planned. These scenarios can only be calculated when using high-level or **(**perhaps**)** intermediate-level requirements. It is unlikely that detailed requirements can be mapped directly to the Business Case **(**9.3**)**.

C. What would be useful to the Project Board assessing the Business Case in an agile context, is to be given clear information on what is expected to be delivered and therefore create an expected-case that is between the two extremes although this will not necessarily be the mid-point **(**9.3**)**.

D. These scenarios can only be calculated when using high-level or **(**perhaps**)** intermediate-level requirements. It is unlikely that detailed requirements can be mapped directly to the Business Case **(**9.3**)**.

§10 EqA84 P_1 Qn_31

- In this course section we have exhaustively covered the official manual's chapter 9 The Business Case. This question should be something you can answer from that coverage.
  - **<Sync** AddTxt**>** If you want to consult the scenario background it is in the course downloads as is this question's Additional Text which is repeated in the lesson's **note**s, and here it is too. But perhaps try the question without looking first? I think you'll find it is self contained.
- I propose a slightly different approach to this question. I believe its an example of those that can be ambiguous. I suggest you pause and consider each possible answer's reason for being right or wrong. Then I'll offer some further observations then the chief examiner's answers.

- **<Sync** clear**>**
- Pause? Welcome back? Know what you think of each answer? Is this a simple question or one which you find hard to decode?
  - Some thoughts before sharing the chief examiner's rationale
- Paraphrase the question to "Which answer best matches how do we do benefits assessment in the p2a business case context" Is it simpler now?
  - In the stem of the question we are told the PM is creating the benefits profile, specifically the best-case. We also have the PM asking web&go about detailed requirements such as scheduling cheese

delivery time and capturing billing address. Our lesson 80 **(**manual pg 65**)** tells us "benefits are easiest to define on high and mid-level requirements such as capture customer details".
- Do you want to pause and consider the possible answers again? Welcome back?
- **<Sync** CE's ans**>**
- Lets review the chief examiner's
  - A**)** The words after the because are a true fact, we should do best and worst case benefits but is this why the above is good practice? The stem is only about best case, its also asking about costings and it shows the Pm is including detailed requirements. I'm not feeling in total that this is a well tailored theme.
  - B**)** The words after the because are plausible. Best case is often when all features are delivered but does any of this justify saying the theme is well used?
  - C**)** The words after because are true but they don't link anything in the question's stem about web&Go estimating cost and the PM focussing on a best case based on detailed requirements.
  - D**)** exactly matches the sentiment expressed in lesson-80 but has nothing to do with Web&Go, or with being Best-Case focussed etc. It's a good answer if **(**infact as**)** estimating cost isn't relevant.
- Hopefully you now see this question as clear; the stem asks us about the business case and presents detailed requirements . The answers include one that says "poor, business case scenarios avoid detail".

- Alternatively you maybe got stuck on the stem words "estimate the effort". It is the wrong place to focus in a question that asks about the business case theme and benefits. If you are distracted by the estimate the effort component then I suspect that this question didn't give you a simple and clear-cut choice.
  - It is insight to see through the question's distracter elements that determines how challenging the exam is. If this one was tough and that worries you for the real exam then take heart that the pass mark is 60% not 98%, we have more questions to analyse yet and I hope it now makes sense to you when I say take the given answers in the context of the given theme then extract only the relevant parts of the stem.
- The degree of analysis you might need to apply means the initial leisurely sounding 3 minutes per question might actually end up putting you under time pressure.
  - This question illustrates that point well. It shows you that you need practitioner level understanding to achieve a practitioner level outcome.

- **End**

- **Additional Text Paper-1 Qn 27 to 38**
- The current website is very old and only has pictures of the farm, basic details about their cheeses and contact details. It will need to be completely replaced.
- There are four Work Packages within this work stream being delivered across four timeboxes:

- 1. Ordering: ►Customer account/login ►Subscribe to a newsletter ►Change customer details ►Incorporate new branding ►Cheese search and filter function ►Cheese catalogue download.
- 2. Payment: ►Secure payment; ►Payment by credit card/debit card ►Payment by PayPal.
- 3. Stock control: ►Update stock levels; ►Notification of low stock ►Expiry date alerts.
- 4. The Story of Cheese: ►Incorporating new branding ►History of cheese ►History of Chestertons'.
- Two teams are involved in delivering the website. The Story of Cheese Work Package is being delivered by Chestertons" own Information Technology **(**IT**)** department **(**the IT Team**)**. They are reasonably good at agile ways of working but have not gained much real life experience as they have been limited, to date, by Chestertons" basic website.
- The remaining Work Packages are being delivered by an IT website development company that specializes in online sales called Web&Go. They are very experienced with agile ways of working and, in particular, they use Kanban for everything they do. Their office is across the narrow access road near Chestertons" new premises.
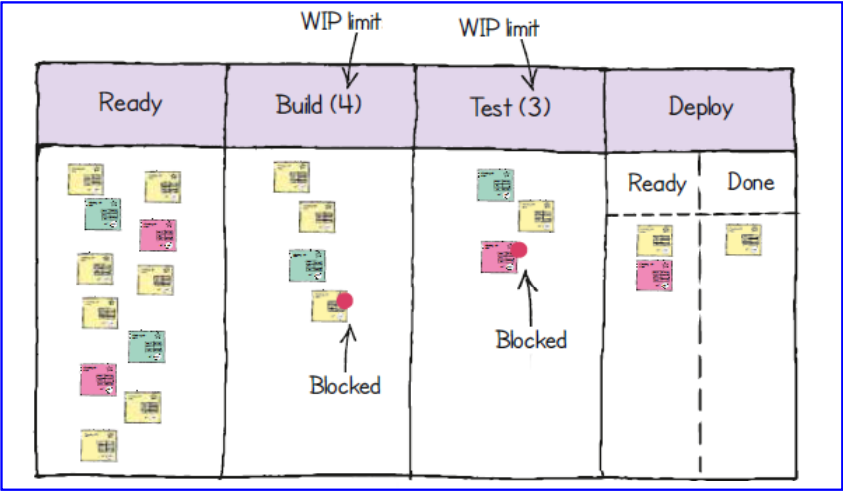
  .. ~~"~~ ..

§18 s135 Hdr Scrum Theory 0/6

<Sync 1 2s silence> We covered this chapter's mechanics long ago in section 5 Where Agile Plugs In.

- At the start of project and stage we select backlog items and refresh the release plan.
- At the CS/MP boundary that authorises and accepts a Work Package-A26 we select backlog items into a backlog, work on then, hold daily stand-ups which in the scrum method are called daily scrums and at the end of each sprint, release, stage, and the whole project we hold reviews of products and retrospectives of process.
- The P2a manual includes Schwaber and Sutherland's most recently updated Definitive guide to scrum. It was last updated in Jukly 2013. I'll point out that it is the most recent definitive guide for two reasons; 1) because its publication was in part a reaction to their own plethora of guides released over a decade whose contents show scrum terminology and practice is evolving. 2) Because even this version's front cover

says it is being sustained which means it's evolution is still in progress.

- A precedence that says you should also be bold and adopt, adapt and adjust. There are plenty of people using ideas that are built on agile foundations like scrum. For example scrumban combines scrum and kanban
- Downloading a copy of the Definitive Guide in your native language is simple. It is on http://scrumguides.org in lots of languages

End

§19 s1 (145 of 229)

§19 Kanban Method - 8s

http://www.infoq.com/articles/David-Anderson-Kanban

§19 s145 Hdr Kanban Method 0/8

- Kanban is a bigger section than most 8 slides and 5,600 words of narration
  - As well as time-boxing we can use flow based team capacity management.
  - We can combine the two. The study of workflows is at least as old as the Gilbreth's consultancy that flourished in the 1900s. In the 1940s at Toyota Taiichi Ohno defined a whole lot more than just work-flow tools to form TPS.
  - TPS is often called lean manufacturing. At least Lean is the word made popular by James Womack's 1990 book that described what he found at Toyota. Lean seeks to eliminate waste from processes by many techniques. More than that TPS is a philosophy of company wide focus on process improvement through values and culture as well as techniques
  - Further Mike Rother in his 2009 book Toyota kata tells us real success depends on understanding the invisible force behind TPS which is the kata or perfect pattern for embedding improvement thinking in the workforce and coaching thinking in the management.
  - By sticking to P2a we will be mostly omitting the softer and arguably more important side for the more immediately accessible elements.
  - One of lean's techniques is Just in Time working. The just in time approach to processes reduces a business' capital requirements as represented by money sat idle in incomplete inventory . We minimise

unsalable work in progress.
- Just in time production uses an approach where a task's start is signalled by a latter step being about to need its outputs as an input. Imagine I'm the washer-upper in a restaurant There is a pile of dirty plates next to the sink and a card with an arrow stuck on the wall that says "Shout for someone to get more plates". It is 6 plates from the bottom of the pile. That's my Kanban signal card. It calibrates how many plates I can wash with how long it takes waiting staff to go and gather more dirty plates and return them to the kitchen so I don't become idle waiting for input
- When steps are written out as a work flow in European languages they run left to right and are traditionally scheduled in that order. Pull systems are often described as right to left. This right to left control of flow through process steps, described as pull is often represented on a wall board divided into work-flow steps.
- In 2010 David Anderson wrote a book about his attempts to use Goldratt's Theory of Constraints also called TOC and Drum Buffer Rope flow techniques to improve software development in his agile team at Motorola.
  - Andersons book is called "Kanban – Successful Evolutionary Change for your Technology Business" It has influenced many including P2a's author. Given its full title and contents and the narrow breadth of our use we are only taking a little inspiration from it. Also Andersons thinking has moved on so while P2a tells us of the 4 types of review that help maintain project momentum Anderson

now talks of 7 cadences or rhythms that drive enterprise momentum.
- The P2a manual doesn't mention ToC or Drum Buffer Rope (Also know by its initials DBR) and just touches on Anderson's or perhaps I should say Taiichi Ohno's "Continuous Improvement Culture".
- They are off our path to the axelos P2a practitioner qualification so I won't add them here and now. They are useful further research avenues for you post exam via Anderson's book, Wikipedia or our non-exam courses.

Returning to the path
- Kanban Method is a work flow method that adapts lean manufacturing where process steps are repetitive and of predictable and fixed cycle times to project contexts where each work step has unique characteristics and varying durations.
- In Kanban Method when there is capacity in the last step of a process flow this triggers the last but one step to pass-on work and so triggers the last but 2 to pass on work and successively triggers the first step to start a new piece of work. This is as lean manufacturing. Kanban method adds a number of non-production line ideas such as classes of service, for example to expedite something arising with urgent need. Classes allow different pull speeds depending on the cost of delay and risk from the work. Classes refine WIP limits
- Kanban method's approach to flow still uses the concept that the work we start depends on down-stream capacity to handle it not

front end capacity to start it.
- A simple way to implement this form of control is illustrated on the slide. First list the process steps, their maximum capacity and all the outstanding work by current process step on the team's Information Radiator-IR.
- P2a tells us that in Japanese a big visible sign board or a signal card is a Kanban and in Chinese Kanban means looking at the board. Between them is explanation of the name.
  - Big messages here may need you to finish this chapter to cut through the jargon in which case be attuned to what concepts matter
  - Kanban is most applicable from after {{Starting up a Project}} and the Initiation Stage have got things going through development and afterwards during product support
  - Limiting wip improves the rate of throughput
  - Kanban method has 6 core practices; 1) Visualise, 2) Limit WIP, 3) Manage flow, 4) Make policies explicit, 5) Use feedback, and 6th) Experiment and Improve
- The last three big messages are:
  - Analyse and forecast with a CFD Cumulative Flow Diagram
  - Break work down to small chunks that deliver value
  - Where work really is of a different nature then it should perhaps be managed via a different class
- End

§19 s146 Kanban & kb Method 1/8

- Learning Outcome 1, Assessment Criteria 1.1 and 1.3
- Anderson's Kanban Method is an alternative to scrum as a way to control the work carried out by the development team.
  - In fact it is compatible with scrum as evidenced by what is called scrumban.
  - **<Sync** 1 Visual**>** Most obviously the kanban board is a visual system of control . Somewhere where we need to spend a little time to try-out the mechanics. Our next slide in just a moment.
- Kanban as in Ohno's TPS rests on several principles.
  - **<Sync** 2 agility**>** The First**)** is Start with what you do now. Day by day we evolve better practices by CPI or Kaizen. Some **quot**able results are decisions are made later when more information is available and so we hope they are better decisions, lead times decrease, feedback increases, transparency or everyone's awareness increases

- **<Sync** 3 Hi-inMp**>** The flow method is most suited when there is a regular pattern of work to be done, for example when we have a backlog defined.

- **End**

§19 s3 (147 of 229)

The 6 general practices of the Kanban Method 2/8

- 1. *Visualize*
  - To show how work is progressing
  - To show what is still to do
  - To show what problems exist.

Figure 20.3 An example of how a Kanban ticket might look

§19 s147 Visualise. The 1st of the 6 general practices 2/8

- Learning Outcome 1, Assessment Criteria 1.1 and 1.3
- Anderson's Kanban Method stands on 6 core practices.
  - Number one is visualise. Here is a Kanban board.
  - **<Sync Card>** the columns are process steps and the coloured items are moveable cards that makes the work and its position in the flow from Ready to Deployed clear
  - **<Sync BigCard>** Each card explains a backlog item, its priority, effort & skill needs,& Its acceptance authority. A card's position on the board shows its current status. In prince terms the card is the Configuration Item Record-A5. prince requires we update the CIR as we go. The whole board of cards is a permanent and dynamic display of A5's status updates that are reported in an Product Status Account-A18. Now an a18 is a simple glance at the board.
  - The board is updated in real-time as team members start and finish

activities, discover impediments etc

- **<Sync Lanes>** Kanban method uses Class of Service. 4 are common, between 3 and 6 generally suggested;
  - 1st is**)** Standard service. when you can deliver promises via standard service the pressure from the organisation to label everything urgent will decrease. Then truly urgent things can really be expedited. Standard items are normally scheduled through the system as first in first out or fifo – a pipeline architecture. They may or maynot be estimated for duration instead the lead time reported from the cfd may be our duration estimated more in a couple lesson's time
  - 2nd class**)** are Fixed date deliveries. these are pulled into the workflow based on conservative estimates of duration. Mean estimated duration plus three standards deviations is at least one suggestion,
  - 3rd **)** The Expedite class is for urgent items that arise unexpectedly. Often expedite is limited to a single item at any one time across the whole flow

and may exceed other wip limits or interrupt previous work items. An estimate of duration may be created to give visibility of expected delivery

- 4th**)** is the Intangible class. Intangible refers to its value. It is necessary work that represents effort whose value to the customer is indirect. It includes work such as correcting errors, housekeeping tidy-ups and redesigns.
- Across the board all the items are usefully decomposed to give detail, for example for estimating with higher precision. There may be more classes that the classes above in your specific context. Decide on the classes required based on value and risk
  - When bringing a backlog item to the definition of ready ensure ready includes assignment of the required service level

- **End**

§19 s4 (148 of 229)

The 6 general practices of the Kanban Method 3/8

- 2. *Limit 'Work in Progress'* (WIP)
  - A fundamental concept in Kanban that may appear counterintuitive
  - WIP limits underpin the '*pull*' system
  - Kanban avoids scheduling work at specific times
  - It *pulls work when capacity exists*
  - Reduces the impact of task switching and multitasking.

Pull means space to the right

§19 s148 Limit WIP. 2nd of 6 general practices 3/8

- Learning Outcome 1, Assessment Criteria 1.1 and 1.3
- Core practice 2 is to avoid Muri or overburden by limiting wip to the capacity of the step
  - **<Sync** 1 wip**>** Goldratt's critical chain in the ToC is so named because he identified that the throughput of a process was limited by any bottleneck steps. Lean's principle of Muri or avoiding overloads is achieved by feeding into the process at a rate dictated by down-stream work exiting the process.
  - **<Sync** 2 pull**>** The pull approach where we start step 1 because step 2 has capacity or more that when the last has capacity the one before can start and so on back to the beginning. It means we don't schedule tasks in advance but operate reactively. Another of Goldratts observations was that placing milestones and dates in a project destroys the benefits of early achievement in prior steps. Later steps either start when scheduled or late but rarely early. A pull system starts work as soon as capacity is available. Lead times decrease often dramatically
  - **<Sync** 3 Switch**>** Goldratt particularly **note**d the impact of multi tasking and task switching. Imagine you have just assigned me three four day tasks and I focus entirely on one then moving to the next and so on. The customer gets my first result after 4 days, then next after 8 days and the last after 12 days – a nice smooth flow. If I focus equally by switch every day between tasks then task one finishes on day 10, task 2 on day 11 and task 3 on day 12. Not only has the customer waited longer but then everything arrives in a flurry of activity that may be hard to absorb

WIP Limits

- The kanban board **note**s step capacity in its column heading. It shows how many work items can be in the column at once

End

The 6 general practices of the Kanban Method 4/8

- 3. Manage the flow
  - The team constantly looks at ways to *maximise flow*
  - *Waste is removed* as quickly as possible.

- 4. Making policies explicit
  - Boundaries need to be clearly defined about how a team works
  - Policies should evolve over time.

§19 s149 3rd & 4th of 6 4/8

- Learning Outcome 1, Assessment Criteria 1.1 and 1.3
- **<Sync** Flow**>** Core principles 3 and 6 are Manage the flow and improve collaboratively. Recall Ohno's 1st principle is start with what you have and improve from there.
  - As well as seeking to avoid bottlenecks or overburden or Muri we also seek to make the flow even. Even flow is achieved by the team understanding the process and spotting adaptations that evolve a better process. Uneven flow is Mura. Mura causes stops and starts that add overhead or waste or to use the japanese word Muda.
  - Oh opps – I've been adding to the materials. You don't need to remember the words Muda, Muri and Mura or Toc and Goldratt for the exam. Just recall that 1**)** is visualise, 2**)** is limit work in progress 3**)** is manage a smooth flow.
- Managing the flow must surely also mean analysing it for speed of throughput, predicting end times and much more. In-fact ideas such as queuing theory have muc to say here.
  - Like why is it better to have one queue feeding all 10 checkouts in the supermarket than 10 separate queues?
- More on that when we have looked at the 6 general practices.
  - **<Sync** 2 4**>** 4**)** is that Chartering and Manage By Exception that we discussed long ago. When we all know the rules of the game to **quote** the definitive guide to scrum then decision making is aided, scrutiny has a reference point against which to judge and conclude. Rules or constraints make clear freedoms, empowerment and the space within which the team can self-direct its sharing of roles and tasks. The team builds its own norms or adopted policies over time

- **End**

§19 s150 5th & 6th of 6 5/8

- Learning Outcome 1, Assessment Criteria 1.1 and 1.3
❖ Anderson's points 5 and 6 are feedback and improving collaboratively as mentioned with point 3 manage flow by constant improvement
  - P2a tells use the best feedback comes from the person paying the bill, but that is product feedback on the project's result
  - **<Sync** 1 FdBk**>** The real customer has the most insight about the value of the outcome. We also need good feedback from the process side. Also, better feedback is quicker feedback and it is objective feedback and quantitatively assessed feedback but it is only useful when it causes action.
  - **<Sync** 2 Quant **>** Great feedback ensures that the most valuable backlog items exit the development work flow earlier rather than later.
  - We should talk of improvement rather than feedback. Continuous improvement is called kaizen in Japanese. Sometimes we have a specific problem to solve and now we might enlist a specialist to run a kaizen event. This may be a team during a compressed time period during which we focus on improving some issue. A challenge here is the facilitator is well versed in analysis and change but often the affected workforce is not. The activity of improvement is strange and artificial to them not subconscious, practiced and natural. They don't have a practiced kata.
  - In Japanese the word kata refers to an ideal pattern of doing something, often martial arts attacks and blocks but also making tea and

everything in between. Toyota kata is the title of mike Rother's book about Toyota's culture for teaching the whole organisation two kata; 1**)** is improvement kata and the second is coaching kata. Coaching of improvers is not in a problem's solution but in problem resolutions. It is the equivalent in process improvement to "give a man a fish you feed him today, teach him how to catch fish and you feed him for life". The workforce are the improvers being taught to fish while the managers need to be better at teaching so must pursue the coaching kata.
  - Feedback results from discussion or review. P2a's reflection of Anderson's take on Kanban defines four review types. 1**)** The daily stand-up meeting and 2**)** the perhaps weekly Service Delivery Review, The Stand-up's benefit is it makes improvement thinking natural and daily for the team's local kaizen. Helping to socialise and embed the first kata, improvement kata. The DSM and Service delivery reviews are used to check time-box status versus intention and thus adjust policies or team norms. The Service Delivery Review considers the results from daily stand-ups and also links to strategy review at perhaps a quarterly time frame and risk review at perhaps the monthly level
  - 3rd**)** is the Operations Review which runs the improvement kata inter team as opposed to intra team. Not within but between the project's agile teams. The OpsRvw may be above project level eg at the program level and 4th**)** the Risk Review is an anytime but perhaps never less than periodic consideration of the pattern of risks that we

are experiencing.
  - The coaching kata is the perfect pattern for showing improvers how to make improvements to process. There is a 3rd kata; where the coach's coach challenges the coach to coach better

❖ **Experiments**
  - **<Sync** 3 Spike CoreP6**>** Improvement requires understanding of current and future target state and of cause and effect so of experiments or spikes.
  - When knowledge of cause and effect are missing then spiking or experimenting are needed to discover the links. When cause and effect are well know **(**when we have transparency**)** then deciding the actions to be taken is easier. Taking them then needs collaboration.
  - **<Sync** 4 Everyone**>** Combined with explicit policies and a spirit of "quality is everyone's duty every day" the steps within the product's lifecycle become easy to refine. **Quot**ably we create the natural conditions for collaborative improvements". Kaizen or "everyone takes responsibility for everything they can do to improve quality all the time" is a significant culture shift.
  - Identifying where change may be beneficial is aided by observation of the system in action, capture of metrics and hypothesis of cause and effect. These thoughts match Six Sigma's Define, Measure, Analyse, Improve steps. Kanban Method's author Anderson developed the method while at Motorola the originators of Six Sigma.

  - **<Sync** 5 Failsafe**>** Within the Improve steps we must consider the implications of experimentation. Experiments should be designed **quote** in a safe-to fail manner. For example don't test a new cars breaks by driving at high speed along a limited length road. Much better to put the car on a set of rollers where it doesn't actually move while the wheels go around. Now poor breaking performance can never run out of road. A failure is still safe.
  - The 6 σ influence also says be scientific and data based. More to come in our next few lessons

❖ **End**

❖ **Resources**
  - http://www.methodsandtools.com/archive/toyotakata.php [Toyota Kata]
  - Mike Rother presentation on Kata http://www.okalliance.com/wp-content/uploads/2013/10/Kata-Training-2013-Manufacturing-Conference.pdf [Mike Rother Presentation]
  - http://www.infoq.com/articles/David-Anderson-Kanban [DJA's Kanban] - scrum is "good enough, lean perfect & more"
  - http://theleanthinker.com/2015/04/27/toyota-kata-kaizen-events-and-a3/ [Lean Thinker]
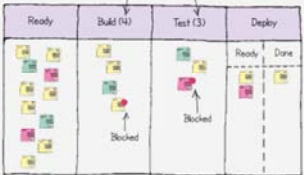
❖ .~~ll~~.

§19 s7 (151 of 229)

Kanban – further guidance 6/8

- *Scrumban* is the application of Kanban where the underlying process is based on Scrum
- Policies may exist for similar work items as flow may be more predictable
- A team may look to improve how the system works by carrying out experiments in a controlled and objective way.

Scrum is a stepping stone to kb
A more sophisticated approach
Scrum = many deadlines

Little's Law & CDF

- ❖ **§19 s151 6/8 Further Guidance**
  - ○ Learning Outcome 1, Assessment Criteria 1.1 and 1.3
- ❖ If we take the best of both scrum and kanban we can have a powerful approach.
  - ○ Anderson points out in his writings outside the book inspiring P2a that scrum and agile have different philosophies. Lean searches for perfection, agile accepts get it wrong and correct later, lean says wrong then correct is waste, the worst crime in the lean lexicon. There are further tensions but they are off the exam path There are also plenty of shared and plenty of complimentary elements
  - ○ While the danger is we get the worst of both the target is to get the best of both. Both use empiricism or decisions based on recent experience, both use daily stand-ups and other reviews to identify process improvements, both empower the team and insist on transparency.
- ❖ Both set time as the fixed element and both compress time or accelerate results

- ○ Kanban can be inserted into scrum as the method to control the work in a sprint. It can as happily and perhaps more powerfully be used at business portfolio level to direct change based work at portfolio and program and project level Jarno Vahaniitty twitter id @drAgileFant isn't a bad start point. At portfolio level kanban selects the projects to be done based on operations ability to absorb change and the organisations capacity. Capacity to RTO vs Capacity to CTO.
- ○ I've a free course here on the RTO/CTO trade-offs http://learn.logicalmodel.net/courses/context4free [LML's Free Project Context Course], returning to P2a in both reduced breadth and depth of treatment – P2a sign-posts these topics, it does not explore them so for an exam target we don't need quiet the detail I've been giving you. For future b@w™ use you need to explore further, see our other course offerings.
- ○ So Scrumban is the use of kanban to administer the work of scrum's sprints by using pull based workflow. A prince

project can happily use kanban to run a whole stage and remove the sprinting structure or we retain the sprint structure and manage workflow via kanban techniques of starting work because a later step signals it is about to need the input. The later step requests or signals its predecessor to provide an input. In manufacturing cycle times tend to be uniform and predictable per widget. In projects and company start-ups every work item is apt to be different. Manufacturing kanban needs extra insight or technique
- ○ **<Sync** 2 Policy**>** one way to cope is Kanban Method's defining of classes of service as we just explored. A class may be represented by a colour code eg standard is yellow sticky **note**s and urgent are pink **note**s. An alternative representation is to place swim lanes across the board. In all cases prediction and smooth flow is aided if the magnitude of tasks is about equal in terms of size & risk. With practise teams typically devise policies that divide work into smaller chunks while
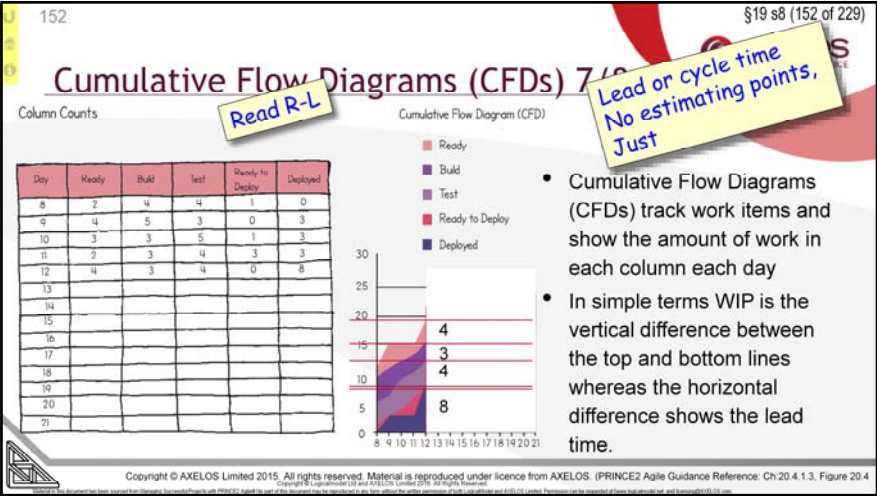
still delivering value and at the same time identifying and reducing risk
- ○ **<Sync** 3 control**>** Anderson's Motorola background may account for the suggested approach to developing policy based on experiments. The **quot**able advise is "be scientific" validate quantitatively on empirical, objective data. 6 steps are described 1**)** ask a question and 2**)** do research so that 3**)** we formulate a hypothesis which we then 4**)** test with an experiments from which we 5**)** analyse results and 6**)** establish conclusions. this sound like dmaic as I explained earlier in this section in new vocabulary to me.
- ❖ Next I'll talk through the explanation of how to use kanban to manage workflow The P2a manual gives us more "what is kanban" than "how do you use kanban".

- ❖ **End**

Cumulative Flow Diagrams (CFDs) 7/8

§19 s8 (152 of 229)

152

Read R-L

Lead or cycle time No estimating points, Just

Column Counts

Cumulative Flow Diagram (CFD)

- Ready
- Build
- Test
- Ready to Deploy
- Deployed

Day	Ready	Build	Test	Ready to Deploy	Deployed
8	2	4	4	1	0
9	4	5	3	3	3
10	3	3	5	1	3
11	3	3	3	3	3
12	4	3	4	0	3
13					
14					
15					
16					
17					
18					
19					
20					
21					

- Cumulative Flow Diagrams (CFDs) track work items and show the amount of work in each column each day
- In simple terms WIP is the vertical difference between the top and bottom lines whereas the horizontal difference shows the lead time.

§19 s152 CFD 7/8
- Learning Outcome 1, Assessment Criteria 1.1 and 1.3
- An agile team often has a board on the wall that shows work status. The board is actually irrelevant.
  - It doesn't mean we are lean or agile or imbued with kanban ways. What matter is workflow is divided into a very few steps – as a six-sigma SIPOC would define for the P part if you know that tool. Each workflow step has its work capacity limit set by examining the team's skills, numbers, physical resources, tools, perhaps work-stations and constraints.
  - Before the flow we have a reservoir of items that are ready. In a configuration management and product breakdown sense these are a5 whose status is work-not-started. In the illustration each day is a row of the table and column of the graph – perhaps not the most intuitive twist to the layouts.
  - Also we would not see the table and graph as illustrated here till the work is all done.
- On day 1 all the work is waiting in the backlog so everything but the backlog is blank.
  - After the last day all the work is in the deployed state. Actually given that the backlog includes MoSCoW's coulds and the won't and we cannot yet include the newly discovered this scenario as I've just explained it is a little idealised. It's a good start for a simple description. To be closer to exhaustive we will need to expand it.
  - Between the start day and the end day the work flows through the steps so the backlog is depleted but maybe never to zero and the deployed accumulates to all that we intend to do being done.
  - We would expect to summarise the information into a graph. A vertical slice through the diagram on any one day shows

us what work is where. Since each process step has a limited capacity that ensures good even flow if we stick to the limits.
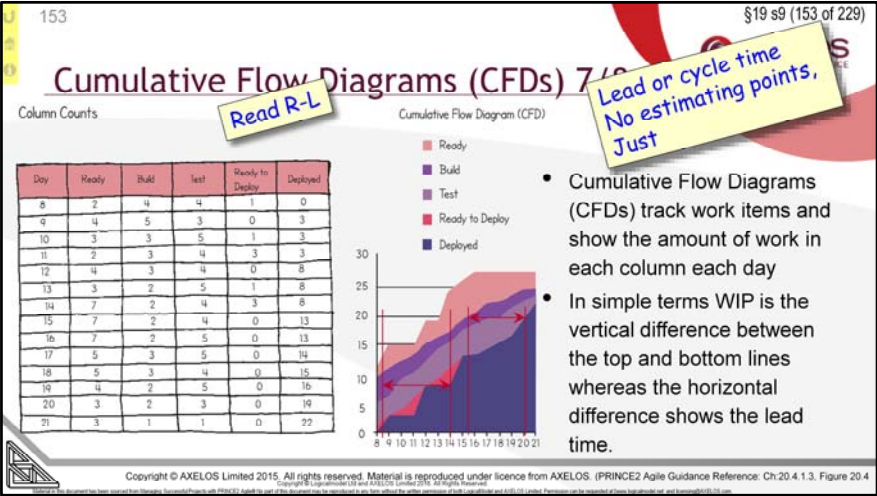 - A horizontal view across the graph shows how long it takes for a piece of work to flow through all the steps. The horizontal shows the **key** metric item lead time. Shorter lead times are desirable for quicker and cheaper delivery
- Since The graph shows us the table and the table shows us a finished project lets use a time machine and go back a few days
  - **<Sync 1 d12HiL>** Lets imagine it is day 12. Now things look like this. The data for day 13 doesn't yet exist!
  - **<Sync 2 12 Status>** Reading the graph is slice by slice and backwards from results achieved. A general rule of all project statusing is only and always focus on what is achieved. For status look at results not activity, for remedy and exploitation you can look at activity once you know status minus plan which gives variance.
  - So the status at today is 8 deployed – dark blue, none ready to deploy that would be red, 4 in test light purple, 3 in build – dark purple and 4 pink are ready to build when capacity allows
  - **<Sync 3 d13>** When we get day 13s data the table has another row and the graph another column. Deployed is still 8 but ready has increased to 1 because an item has moved on from test. Imagine here the testing person visited the board and moved a sticky-**note** across a column and in conversation with team mates identified that two items can be pulled into test. We can see this because test was 4, is now 5 and an item moved on from test so test must have gained 2 items from Build. The test team member asked build colleges what can I pull, so build may now visit the board to see what they can pull from

the waiting backlog
  - You should pause here and internalise the words and picture. Imagine the team's activity. They promoted an item pulled into ready to deploy so they pulled two items into test from build.
  - Since build's total has only gone down by one not two ready to build must have promoted one item to build which is why Ready changed from 4 to three

<Sync 4 d14 > For day 14, again reading Right to left
  - Deployed is still 8, ready to deploy has increased again so 2 items finished test. Test's wip has only decreased by 1 so the value of 4 shows an item moved on from build to test. Since build's wip stayed at 2 it must have taken an item from ready. Ready has gone up 4 so 5 new items entered the Ready to build state on day 14. Perhaps a prior column "Not Ready" would be useful? Equally imagine the po\ had conversation with those they represent out in the business that led to addition of emergent newly desired features. In some environments scope creep in agile environments servicing the evolving needs of the business in a dynamic market place.
  - I'll scroll the table slowly and you should pause each time and explain to your self what has changed by reading right to left across the table and up the graph. You can draw the table 90-degree rotated so that they both grow across, I guess you could instead also draw the graph rotated. Whatever orientation imagine the team's conversations that move sticky **note**s to reflect upstream results achieved pulling downstream ready items onwards a step.

<Sync >this is day 15.
  - 5 newly deployed items and wip in)test,)in

build)and in ready all stayed the same number. That should lead you to realise that 2 new items entered the test state, so 2 new items entered build, so 2new items entered the ready state. If we had item id's listed instead of counts you'd see that the items in each stage are changing even though the total of wip items per step doesn't make it obvious. Notice that 2 items progressed into deployed from ready to deploy from test all in one reporting period so you also cant see its intra reporting period status. Perhaps to see them at rest in Ready 2Deploy we would have to snapshot at the hourly level.

<Sync > Now day 16.
  - Another new ready state item because one of the two items in build is new because one build item was pulled into test

<Sync > and 17
  - A newly deployed item means test pulled an item and so build pulled two as is evident in the decrease in items in ready

<sync > And so on,
  - day 18 the only movement is deployed pulled an item effectively from test, day 19 deployed pulled an item, test pulled 2, build pulled one, day 20 deployed pulled three, test pulled one, and build pulled one, finally on day 21 deployed pulled 3, one effectively all the way from build without intermediate stops being visible at the level at which we are seeing status updated.
- What we will examine next is using the CFD for throughput assessment

End

Cumulative Flow Diagrams (CFDs) 7/8

Read R-L

Lead or cycle time No estimating points, Just

Column Counts

Cumulative Flow Diagram (CFD)

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- Cumulative Flow Diagrams (CFDs) track work items and show the amount of work in each column each day
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§19 s153 7/8 CFD

- Learning Outcome 1, Assessment Criteria 1.1 and 1.3

- **<Sync HiLight>** We can't tell from this analysis how long an individual item takes or when any particular item entering build is actually delivered but we can track the flow of work in aggregate through the system.
  - **<Sync >** and the average time in the system
  - **<Sync Chart Lines>** The vertical slices of the graph show wip and the horizontal view shows the average time between entering and leaving the kanban steps. Work entering on day 8 has, on average exited by day 14, five and a half days by the look of it.
  - **<Sync 2nd lines>** While work entering on day 15 is on average exiting by day 20, through put has speeded up
  - Even without the full table of data we can tell by the deployed count rising from 0 on day 8 to 3 on day 9 that the initial delay in the system was 9 days
  - Lead time is used as a basis for predicting the duration of remaining

work and thus when work will be complete

- **End**

Kanban hints 8/8

- A timebox (e.g. a *stage*) can be run with or *without sprints*
- Kanban aims to reduce the cost of delay
- Change to existing processes should be gradual
- Little's Law (in simple terms):

**Average number of items in the system =
average arrival rate x average time an item spends in the system**

Single cash-register in local corner-store

- Little's Law is used for forecasting.
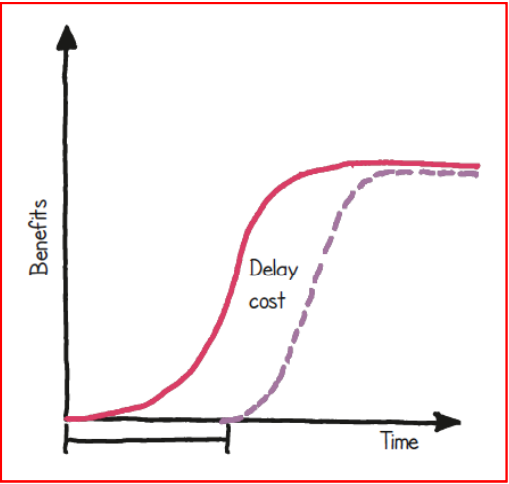
§19 s154 Kanban hints 8/8

- Learning Outcome 1, Assessment Criteria 1.1 and 1.3

- Flow based approaches can be added to time-boxes at any level. One can flow a two week sprint or a three month stage. **Quot**able the flow system is within the project but you can and you should also run Portfolio management with kanban but this is a step off the exam path . Lets return

  - Kanban is a suitable technique for P2a stage workflow management if the stage planning establishes the whole stage backlog.

  - **<Sync** 1 HiL**>**Otherwise we need the sprint planning meetings to select sprint backlog items from the product backlog. In either case the work content of a time box at sprint or stage level can be managed with a kanban approach

  - Kanban, as part of lean is focussed on avoiding waste – muda – TPS identifies 7 forms of waste but that is beyond P2a. in P2a we know that delay affects time to benefits

- **<Sync** HiL & Graph**>** With reduced delay we get reduced time to benefits and more efficient capital use. A double bonus. The **quot**able phrase is reduced cost of delay

  - A lot of P2a focuses on deliver early, avoid delay. In timeboxing and scrum's favour is the regular heartbeat of time to take stock that Sprint Planning Meeting **(**spm**)** and Sprint Review **(**srw**)** and Sprint Retrospective **(**srpv**)** provides. Against it prince already gives us the Work Package-A26 and stage as reviewed episodes in the project

- **<Sync** Little**>**There are other useful analyse such as queue length, and in-process time. In queuing theory; analysis of throughput includes Little's Law.

  - LL says if you know arrival rates and cycle time you know the number of items in the system, on average.

  - Buying a train ticket or queuing at the supermarket checkout are classic examples. A single queue serving multiple tills reduces average wait time because a blockage at one till doesn't block anyone in the queue attending

other service points. Separate queues always creates potential for the highest total wait time while a single queue and multiple service points always has the best throughput.

  - Kanban says we can use empiricism to tell us the recent performance and we know our backlog so we can determine our system's capability and so forecast when we will have completed everything

  - **<Sync** Evolve**>** Interestingly the chief examiner also gives us here a reminder that TPS says start with existing process and then we improve gradually over time

  - Exam question analysis next then b@w™ skill builder case study. Of course you could do them in the opposite order – your choice

- **End**

36. Web&Go are working on the payment timebox. The timebox includes the following requirements:
- Secure payment - Must Have;
- Allow payment by credit card/debit card - Must Have;
- Allow payment by PayPal - Should Have.

How should Web&Go start delivering the Team Plan where the Work in Progress (WIP) limit on the build column of the Kanban Board is 2?

a) By identifying at the beginning of the timebox that requirement 3 is unlikely to be delivered.
b) By measuring the number of customer requests for secure payments that are successful.
c) By pulling requirements 1 and 2 onto the Kanban board first, ready to start work on them.
d) By starting work on all three requirements at the same time to ensure that at least 2 are delivered within the timebox.

- 36. Exam Specification Assessment Criteria: 5.8 - Correct Answer: C
- Objective: LO5 - Be able to apply or tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context
  - The use of Work In Progress (WIP) limits underpins the 'pull' system which characterizes the way Kanban avoids scheduling work at specific times (20.4.1.2). A project using PRINCE2 Agile does not set out with the intention of not delivering everything, but it does aim to hit deadlines and protect the level of quality by reducing what is delivered accordingly (6.4.5). Web&Go should not start by de-scoping a Should Have.
  - Lean Startup is about delivering products where there is uncertainty. To be successful there is a need to focus on learning (20.4.2.2). The learning must be measurable (20.4.2.3). Measuring the number of successful payment requests would occur at the end of the timebox, not at the beginning.
  - Agile plans tend to be informal or low-tech at the delivery level (Table 23.1). The use of WIP limits underpins the 'pull' system which characterizes the way Kanban avoids scheduling work at specific times (20.4.1.2).
  - Kanban is flow-based and limits WIP (Figure 12.2); therefore work on the third requirement should not have been started.

§19 EqA155 Eqn P_1 Qn_36

- Standard approach
  - Pause? Read stem and candidate answers
- Welcome back?

- **The Analysis**
  - **<Sync Ans>** Here is the chief examiner's rationale,
  - Pause read and I'll comment
- Welcome back?
  - The stem tells us there are prioritised requirements – MoSCoW must be in our minds as a result, It also gives us a WIP-Limit so Kanban must be there too and so we should be thinking {{Managing Product Delivery}} and relevant roles will be tm, po, dev team etc
  - A) Might be true, who knows? Its lowest priority but perhaps team capacity is huge and work demands light
  - B) No we are building capability not running the post delivery operational enterprise
  - C) Ahh two musts and 2 slots on the board, seems logical
  - D) Three items and a WIP limit of 2 definitely means we won't start all three
- I hope, the rational to B told you something about how to answer other questions?
  - Benefits are being measured during the project not just after it as plain P2 would suggest.

- **End**

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- **Deliverables**: **1)** Kanban board's progression through sufficient iterations to understand the process **2)** CFD
- **Start-Point**: **I)** Imagine a development team whose work consists of tasks A thru O, **II)** As of day five tasks A-J are "Ready" K,L,M are "in Build", N is "in test" and O is "Ready to Deploy". **III)** Each task has a Business value and known build & test cost in 'days' (See Worked Example in course downloads), **IV)** Build's WIP Limit is 3 tasks, Test's limit is 2 tasks, Deploy is limited to 3 tasks **V)** The team can deliver a maximum of 6 days effort per day (simulated by rolling 2 dice and discarding the lower number – or 'randomly' declaring today's deliverable effort upto 6 staff days per day/ iteration)
- **Steps**: **a)** Draw a CFD, a Kanban board and create task-tokens (eg post-it notes) **b)** Set-out the tasks as per starting position **c)** if today is an even numbered day and there are tasks 'Ready to Deploy' then move them to Deployed. Deployment takes a day's effort. Next
  d) if there is capacity in 'Ready to Deploy' and tasks in Test with 0 days 'ToGo' pull them into Ready to Deploy **e)** Likewise into Test from Build and into Build from Ready **f)** Roll the dice, discard the lower number and apply resulting 'days' to tasks of your choice by adjusting their 'ToGo' – you may assume either a task can only absorb one days effort per day or upto all the team's daily effort – See Worked Example. 1st time you roll double 6 then add and Expedite Task P: Value-60, Build-effort=4 Test-effort=4 – Expedited tasks use all resource, suspend all competing tasks (so effectively ignore WIP Limits) **g)** Update the kanban board and CFD. If every task's State is Deployed then stop otherwise restart from step "c)" **h)** Complete the sentences **hα)** What we experienced was… – the facts, **hβ)** What we learned is…Our learnings, **hγ)** Steps to use back@work™ (preparation, participants, practice needed) are… **i)** Share and discuss
- **Challenge**: You might try reworking the Worked Example to deliver more efficiently (think through future resource needs)
- **Guidance**: Try re-running the exercise with various different assumptions about reasonable labour allocation
- **Move on when**: You achieve a comfortable level of fluency with the tracking process
- **See Worked Example**: in §19 WkBk156 download

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§19 b@w™156 Back@Work_Skill-Builder™ Kanban

- Practical use requires fluency and confidence with the techniques.
  - Pause to read the slide's guidance.
- Creating CFD's from raw data requires a little practice and I have a great simulation for you here.
  - Reality requires a discussion of progress achieved that is then mapped to the kanban board to move progress markers. Here the raw data is in a table. You'll have to apply the numbers to the kanban board you draw **(**or the templates I provide in the separate download for this Back@Work**)**
- I've provided three things I hope help!
  - First a worked example from the same start point as the exercise but with some differing progress assumptions. Following it through takes effort to understand. Understanding this topic definitely takes effort if you are to internalise the topic.
  - The worked example progresses the kanban board and the CFD day-by-day against some assumptions. The solution I've given illustrates the process but my solution is very inefficient. One challenge you can take on is 'Can you vary the order of work assignments in search of greater resource efficiency'? 0 Clearly you can! :-**)**
  - Second and third are two blank templates. To emulate how I processed the data you can use one or both. One template is for pencil and paper –print it out to give yourself a work-space. The other is an empty .xlsx for you to populate – If you discover a bug in its formulas please let me know – It works ok for me!
  - Have fun and as ever just shout in any of the available forums to let me know when you need support.
  - The downloads are in this section of the eLearning Course and freely accessible http://learn.logicalmodel.net/courses/take/p2agile-ecourse/downloads/350273-ss19-wkbk156-kanban-back-work-skill-builder-exercise-downloads [§19 wkbk156 Worked Example] **(**create a login if you don't have one, access to these downloads is free**)**

End

§28 s203 Hdr Apdx A & B 0/3

- The big message here is the stuff on shaded backgrounds is not examined. These two appendices are in turn; all shaded and mostly shaded.

- But there are plenty of management product and role definition references in the manual's main body that do need attention.

- For appendix A it is Ch23 which explains the tailoring of management products as we will see in this section and for appendix B it is that long Chapter on organization – manual Chapter 10 and our course materials Section 15.

- **End**

§29 Rich Comms - 3slides

§29 s206 Hdr Rich Comms 0/3

* The official manual tells us that the Rich Communications chapter 26 is here to avoid the poor communications that occur all too often.

* **Big messages from this focus area of the official manual are:**
  o **<Sync** ManPg**>**
  o **<Sync**1**)** We avoid poor comms by refocusing comms on people's face-to-face interaction with visualization over the written word. Appreciating where each mode of communications has strengths
  o 2**)** While the best communications are visual and face-to-face between co-located team members, where that isn't possible harness technologies like video rather than over relying on eMail
  o 3**)** Workshops are powerful but expensive to hold and hard to get right. They are hugely valuable when well done. Documentation has a place for example as long term memory
  o When done well workshops produce good feelings and emotions, also high quality results quickly, create clarity, motivation, consensus and ownership.
  o 4**)** There is a suite of tools and techniques that are really helpful to all forms of communication. Particularly there are skills and tools to be explained that help run successful workshops. Really helpful is having a competent facilitator
  o Lastly 5**)** teams being agile will always seek to shift their communications into the channels that best suit clear and rapid communication

* **End**

§32 Course Summary - 1slide
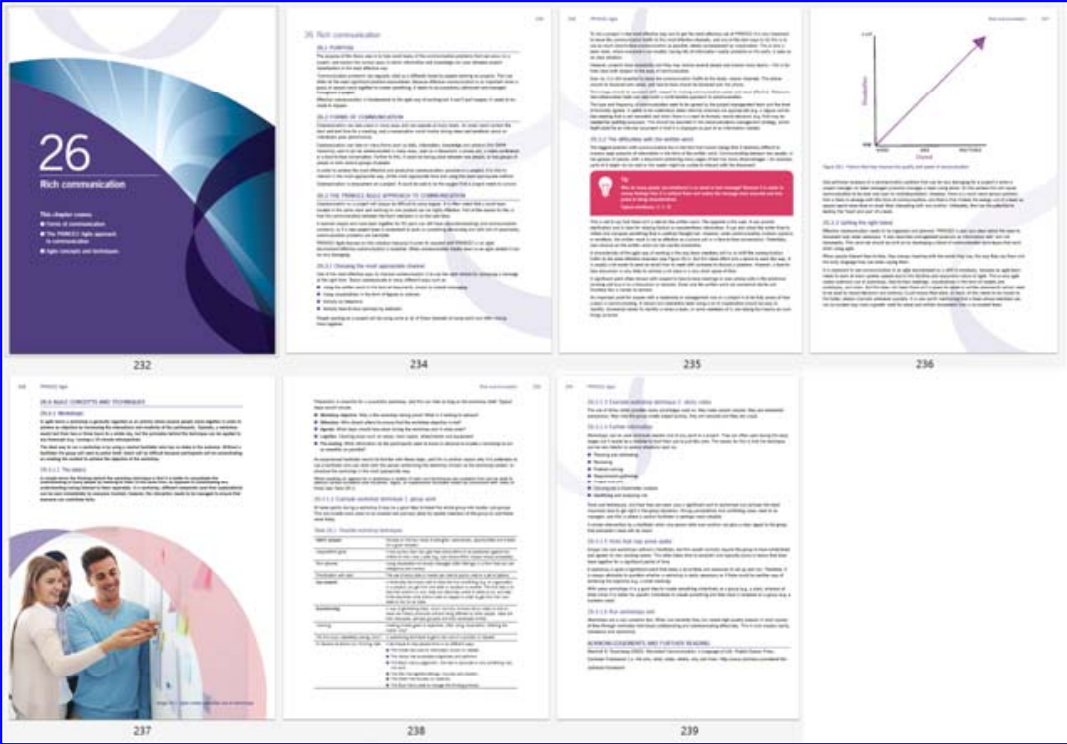
§32 s218 Hdr 0/1 The Course Summary

- WOW Well done
- You have covered a massive amount of detail!
  - Lets précis it. So that you can evaluate how you feel about each topic. I recommend you make **note**s on a 4 tier scale running from "Got that nailed, that's ok, Not 100% and definitely needs a revisit" There has been detailed analysis of the reason the right answer was right in 22 exam questions and we also done 15 b@w™ skillbuilder case-study segments
- §0**)** Said hello,
  - §1**)** said we target b@w™ skill demonstratable with an exam pass, §2 & §3**)** we said we get synergy from both P2 which we use 100% and agile which is mindset and manifesto, is iteration rather than total progression, is behaviours, concepts and techniques and P2a defines 5 focus areas and 8 guidance points, isn't only scrum nor just IT, but may have a basic sprint pattern of last time's retrospective then spm, daily-stand-ups, sprint review and retrospective. Mature agile adds roadmap and strategy
  - In §3**)** specifically we explored prince brings project control as is needed when we tackle bigger changes that bau agile can handle alone. Agile brings strength in managing product delivery procedures via incremental iterations, We explored the P2 elements in collections of 7 and we saw how all 40 activities fit together. It may pay dividends now you know all the P2a messages to revisit that holistic procedural overview**)**
  - §4**)** said not iron triangle, instead a fix n flex hexagon of fixed time and cost, protected benefits and quality achievement and risk exposure and flexible scope and quality attributes. 4 explored the 5 targets, on-time to deadlines, protect quality, embrace change, stable teams, some requirements can be sacrificed to maintain balance
  - §5**)** plus agile mechanics into {{Managing Product Delivery}} to give stage timeboxes administered as kanban flow, scrum sprints or scrumban but the **key** is that the agile mindsets integrates into every aspect of running projects
  - §6**)** itemised prince's principles and many agile frameworks principles as described in appendix E,

explored the P2a behaviours as a distinct and slightly different list from the earlier list of agile behaviours. 6**)** also explored P2 themes

And then we descended into detail from §7 onwards

- §7**)** explored getting going; su and ip and dp1, discovery or sprint 0, assessments such as cynefin which §8**)** explains. When situations are disrupted best practice is no longer relevant but best practices as practiced by experts are. To make judgement we need to ask the right classifying questions §9**)** the Agil-O-Meter suggests 6 scales One for flexibility of result to be delieverd, 2**)** collaborations 3**)** communication 4**)** ability to iterate and deliver incrementally 5**)** The environment and 6**)** everyone's ability to grok agile
- §10**)** contrasted value and benefits to explore ete business case in agile. §11**)** said agile addresses risk almost as a by-product of so many of its other behaviours so risk management becomes more engrained and less visible §12**)** Addressed feedback loops and especially Lead Startup and so Build Measure Learn, §13**)** explored Product Description-A17 but as user stories from epic boulder to ready gravel and prioritised by Moscow and ordered for delivery sequence
- §14**)** explore the two levels of change, dynamic and expectation or pivot, §15**)** talked the huge topic or roles and org structure and placed it all into the servant leadership context. The P2a angle is managers are needed, multi-team means multi-product owner and we rename them CSMEs and we always need working agreements too
- §16**)** takes {{Managing Product Delivery}} §17**)** explores what the implications of frequent releases are. §18**)** revisits scrum mechanics to explore in detail the workshop or events and the artefacts §19**)** then explores David Anderson's view of kanban method as an work management regime that is an alternative to scrum. We explored CFD's and stepped through Anderson's 6 general practices and ideas such as classess of service. The 6 are **)**visualise, **)**limit wip, **)**manage flow, **)**explicit policy, **)**feedback and **)**improve collaboratively
- §20 saw planning & estimating. In estimating we touched on planning poker and t-shirt sizing. The

P2a exam doesn't require deep treatment but our additional estimating course provides it. §21 is the progress theme; contents discusses IRs and BVCs with burn-up and burn-downs and again deeper treatment is in our course How To Measure And Express Project Progress Reliably. This is a capability that relies upon §22's insights. §22 discusses how P2a satisfies prince's quality theme including a look at technical debt, TDD and BDD, the Definition of Done and of ready

- §23 covers {{Controlling a Stage}} and the mapping from prince activities and management products to agile events and artefacts. We explored in detail the cs mp interface in prince whether agile or not. Strangle retrospectives are here rather than the more logical placement in the §24's treatment of {{Managing a Stage Boundary}} process or even §25's coverage of the {{Closing a Project}} process.
- Winding down now in §26 we covered {{Directing A Project}}'s activities §27 gave us a little treatment of contracts in an agile context §28 covered each of the management templates of appendix a and touches on the roles of appendix b which we covered in §15's treatment of the organisation theme. §29 takes us through workshops and other techniques suited to the curial nature of rich communications §31 cover the apdx C which is questions for a project health check §31 is Transitioning to agile and guidance to agile pms and here we are at §32. Just §33 contact details and the §34 is thoughts on the exam and §35 is goodbye. Wow. So nearly finished
- How exam ready do you feel? How 'real_use_ready' do you feel?

Practice paper 1 & study the Revision Aids

- For confirming exam readiness a good test is to do Practice Exam #2.
  - My original recommendation was to save paper 2 till after you'd done all of paper one so now is the time to use it.
  - The best use is to find a quiet 150 minutes and do it as a real exam. Keep a time record.
  - In the exam prep materials is a template answer sheet you can print for the 50 questions.
  - For the real exam if we are meeting to do it on

paper I'll take you through all the details in class

- If you have not done all of exam paper 1 then sit down and go through the whole paper before paper 2.
  - Chase down unsatisfactory results – those are wrong answers and right answers you get by luck.
  - If you haven't been all the way through the revision aids then do those too.
- Recall the revision aids are designed for you to read through more than once.
  - 1st pass tells you detail better consumed by access to reference materials than narrations. Subsequent passes through revision aids test if you recall the facts. At this time you must ask yourself if you understand where items fit, where links exist etc
- Use your results to guide you on where to revisit topics and dip into the materials a second or maybe even third time because of doubts and errors, or where there was discovery through the exam preparation aids or where you have some confusion.
  - The app based material's have a search function that helps track down specifics
  - Drop me an email P2a@logicalmodel.net if you need help. Please include your exam voucher id to help my admin

End

§33 s2 (221 of 229)

Contact

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AXELOS contact information

§33 s221 Contact

- Agile uses continuous feedback – here are your routes to feedback to AXELOS
- Mine are there too for reference
- Logical Model's courses are available from http://learn.logicalmodel.net [LML's Learning Portal]
- Our home page is http://www.logicalmodel.net [LML Home Page]

End

§33 s3 (222 of 229)

Who Are Logical Model Ltd (LML)?

See Our Other Courses

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- A niche consultancy that delivers training, mentoring and consulting services around control and governance of project based benefits realisation
  - LML's purpose is to improve the project management state of the art through popularisation of what is common-sense (which I suggest is 'obvious after it is observed' not necessarily 'is widely-known')

- Consultancy & training in
  - Basic structured pragmatic project management
  - Tools and techniques for advanced project & programme management - Leading complex projects and Fixing struggling projects
  - (free) What are Portfolio Program and Project?
  - (free) A 15minute youTube video summary of building & using PMBoK baselines
  - Prince2 Agile® for real use Practitioner exams
  - PRINCE2® in the real-world & Exam preparation
  - Agile (& Other) Estimating
  - Ground-Up skills in Project Risk and Project Quailty

- Continued...
  - Outcome Delivery and Benefits Focus A New generation of thinking (#pm_ngt) focussed on Care of Capital
  - Microsoft Project from Zero to Earned Value – Project Management concepts AND Tool use
  - Learning from Experience – A Guide for individuals and Organisations
  - 45 minute overview of PMBoK processes A PMP revision aid – pending release after PMI REP application – PMP Prep 5th Edition and PMP Prep 6th Edition (Coming soon)

See © CLICK HERE Links To Evaluation & Free for Personal Use Course Mate. ☎ +44 nl 52 57 57 07

§33 s222 LML

- We would love to share the insights that leverage pmbok, prince, agile through program and portfolio management to be a holistic business governance structure that cares for operations and copes with change when ever change is sought or irresistibly thrust upon us.
- We call it new generation thinking. Courses are on our training portal http://learn.logicalmodel.net [LML's Training Portal]
- Our view of the future of project management is about Caring4Capital also known as Outcome Delivery. White papers and blog posts are on our website http://www.logicalmodel.net/pm_ngt [LML New Generation Thinking]
- Our white-papers are also on IPMA-USA
- The next slide will give you a rich set of links to courses that will take your P2a and P2 exam knowledge up a gear to become useful in delivering projects.

End

If you buy PM training as a corporate purchase it is likely much of your costs are sunk without great ROI from real use of the knowledge dispensed.

- It can be because gaining skill needs more than exposure to knowledge.

- Exposure to knowledge works well for individuals wanting to résumé build by collecting certifications. Individuals with a supportive environment and a motivation to use the knowledge generate great value, BUT you need all three; input knowledge, supportive culture, individual motivation to use.
- If you target value from change then you need broader coverage that pmbok, P2 and P2a deliver. You need coverage from generating Ideas that gain traction through to benefits harvesting.

AND

- You need the integration of tools and techniques from board-room vision to boiler-room across development and operations.
- You need appreciation of market-place cycles, annualised budgeting, teams and culture, product development life-cycles, total cost of ownership and technical product realisation frameworks – P2a is great for integrating the bottom, that is the boiler-room level. **[[**PRINCE2® always was a management framework with two interfaces, one down to development and one up to direction and the boardroom**]]**.
- Neither P2a nor P2 looks up to the board room, to strategy, to portfolios and care of capital in all its forms from culture and people to intellectual property, brand and

reputation, buildings, processes, relationships and lets not leave out sources of funding

- Also **note** that P2a has told us a pretty one-sided version of how to do the integration at the bottom. It has omitted all the great guidance that didn't suit its messages, for example from rival examining institutes. That is entirely fair from their perspective of selling a product but there is more. Most significantly none of the common frameworks tie it all together; neither prince nor P2a nor PMBoK nor any other project management framework does the link to the boardroom and benefits.
- You need the psychology and sociology and the systems engineering to be integrated to the Management of Projects and of portfolios, strategy, balanced scorecard and more. Also guidance on how to create and socialise vision and a few more jigsaw puzzle pieces to make the whole picture.
- Outcome Delivery identifies and offers guidance on all the pieces. We look forward to opportunity to explain the bigger picture to you sometime.

We sell our courses like this one via online platforms. Often B-2-C.

- We also sell B-2-B as licensed courseware or as instructor led onsite training or

virtual or online blended session

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End

Resources

- http://www.ipma-usa.org/news-media/the-ipma-usa-newsletter [IPMA-USA Newsletter] Search on the page (Ctl-F) for Harris

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Help!

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- The three buttons above are:
  - Return to last slide viewed
    - In powerpoint that toggles between 2 slides
    - In iSpring it chains back-n-bank-n-back-n
    - In acrobat it is inoperative BUT right-click acrobat's menu bar to use acrobats own 'previous slide' button
  - Home
    - The SubSections menu of links
  - Info – Our other courses

- Note the notes tab on the left
  - It contains the transcript of the narrations
- The outline on the left is collapsible/expandable for navigation
- The timeline (Bottom left corner) can be dragged or clicked to review narrations
  - The Bank/ Next at bottom right does the same
- In fact most arrow keys, pgUp/Dn etc do something
  - Ctl-F is full screen
  - Just experiment
- Also try the downloads link top right

See © CLICK HERE Links To Evaluation & Free for Personal Use Course Mate. ☎ +44 84 52 57 57 07

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§33 ra224 Navigation Help and Tools & Techniques Cross-Reference

- The value of this slide depends on your delivery platform. If it supports links (so not the video delivery platforms but the html5 and flash based apps) then the three buttons on every slide will move you around as **note**d here.
  - You'll also likely have a hierarchical structure of sections de**note**d by thumbnails, a search function that will search within all the text of all the slides and all the **note**s
  - You'll have a resources tab that links to revision aids and other downloadable or online job aids and study aids
  - And you'll be able to whizz the timeline progress marker back and forth to review, skip or otherwise jump about in the timeline.
- Quiet a lot of **key**s also have functions – they behave differently between windows, ios, android, mac etc so the best idea is to experiment

- **End**

- **The DP Journey…**

- … through tools & techniques, there is no (listed) Events and artefacts linkage.
  - Use information radiators and pull information (Ch:15.4.2 §21 s168)
  - Be facilitative and collaborate Ch: 10.5.1, (Ch:26.4.1 §29 s209, Ch:7.1 §6)
  - Empower the project manager and the teams (Ch:7.2 §6)
  - Use tolerances when working in an agile way (Ch:6 §4)
  - Communicate effectively (Ch:26 §29)
  - Identify risks to the agile way of working with the Agilometer (Ch:24 §9)
  - Assess value in relation to outputs and outcomes in an agile context (Ch:9.4.1 §10)

- Tailor any of the PRINCE2 management products (Ch:23 §28)

- **Ch: Table 17.2 SU & IP**
  - Define outcomes (Ch:9.4 §10)
  - Use concepts from Lean Startup (Ch:20.4.2 §12 s90)
  - Identifying risks to the agile way of working with the Agilometer (Ch:24 §9)
  - Define a business case in an agile context (Ch:9 §10)
  - Know what is covered by sprint zero (iteration zero or (the discovery phase) (Ch:9.2 §10)
  - Run workshops to kick off a project (Ch: 26.4.1 §29 s209)
  - Assess different levels of uncertainty with Cynefin (Ch: 17.4.1 §8 s70)
  - Use more informal communication channels (Ch:26 §29)
  - Plan the frequency of releases (Ch:27 §17)
  - Create and manage a product backlog (Ch: 2.2 §2 s19 & 25.6 §13 s96, Appendix H §18)
  - Write a definition of 'done' (Ch: 11.4, Appendix H §18)
  - Map agile roles to PRINCE2 roles and describe the considerations to take into account (Ch: 10.4 §15)
  - Communicate on a project using agile (Ch:26 §29)
  - Plan and control a PRINCE2 project using agile Ch:s 12, 15 §20 & §21)
  - Tailor any of the PRINCE2 management products (Chapter 23 §28)
  - Use the project product description (Ch: 23.1, A.21 §28)

- **Ch: Table 19.2 CS's Journey**
  - Plan stages, release and sprints (Ch:12 §20, Ch:27 §17, Ch:Appendix H §18)
  - Understand the benefits of transparency, collaboration and self-organization (Ch:7.4 §6 s58)
  - Estimate (Ch:12.4.1 §20 s160)

- Create a work package (Ch:20.3.1 §16 s124-6)
- Use tolerances (Ch:6 §4)
- Carry out stand-ups, Scrum meetings and sprint reviews (Ch:Appendix H §18)
- Use information radiators (Ch:15.4.2 21)
- Use burn charts (Ch:15.4.1 §21)
- Carry out retrospectives (Ch:19.4.1 §23 s181)
- Tailor any of the PRINCE2 management products (Ch:23 §28 s205)

- **Ch: Table 20.2 MP's Journey**
  - Plan releases and sprints (Ch:12 §20, Ch:27 §17, Ch:Appendix H §18)
  - Planning based around features (Ch:25.4 §13, Ch:(Ch:27 §17)
  - Using tolerances for scope, quality criteria and work packages (Ch:6 §4, Ch: §23.1 §28)
  - Define quality criteria and acceptance criteria (Ch:25 §13)
  - Track progress (Ch:15 §21)
  - Choose the quality method for a work package (Ch:11.3 §22 s173, Ch:23.1 §28 s205)
  - Use Scrum to help with product delivery (Ch:Appendix H §18)
  - Use Kanban to help with product delivery (Ch:20.4.1 §19 s146 et seq)
  - Tailor any of the PRINCE2 management products (Ch:23 §28 s205)

- **Ch: Table 21.2 SB Journey**
  - Determine value (Ch:9.4.1 §10 s80)
  - Plan stages and releases (Ch:12 §20, Ch:27 §17)
  - Assess and improve team performance (Ch:19.4.1 §23 s181)
  - Track progress when using agile (Ch:15 §21)
  - Define quality criteria and acceptance criteria (Ch:25 §13)
  - Manage risks and issues (Ch:13 §11 s86, Ch:14 §14)
  - Assess the risks associated with agile (Ch:24

§9)
  - Break down requirements and products in a way best suited to agile (Ch:25.4 §13)
  - Run workshops (Ch:26.4.1 §29 s209)
  - Tailor any of the PRINCE2 management products (Ch:23 §28)

- **Ch: Table 22.2 CP's Journey**
  - Evaluate the project (Ch:26.4.1 §29 s209, Ch:19.4.1 §23 s181)
  - Manage releases (Ch:27 §17)
  - Assess value (Ch:9.4.1 §10 s80)
  - Define quality criteria and acceptance criteria (Ch:25 §13)
  - Use the definition of 'done' (Ch:11.4 §22, Ch:Appendix H §18)
  - Close a project that has been using agile (Ch:22.4 §25 s193)
  - Tailor any of the PRINCE2 management products (Ch:23 §28 s205)

- .~~''~~.

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Revision Aid: Key Messages

- All the Key Messages extracted to one place
  - Read, reflect, confirm understanding or research
  - Recreate from memory (well that may not be necessary but at least recognise each)
  - Surprising (to me at least) under 50 of them

§33 ra225 The Key Messages

- The Key Messages from all Lessons (slides)
- L5: CS / MP is a key interface
- L5: Infusing an agile mindset is key
- L8: Sacrificing scope to hit deadlines (sic) is key
- L11/16: There is value in the left and the right hand side but the left is more valuable (I leave you to revisit L16)
- L12: the P2a manual tells us how to configure P2 to support agile product development
- L22: Table 2.2's expansion of Behaviours, Concepts and techniques is key (Biggest review list is in lesson 47)
- L24: Booking the exam is key to becoming certified
- L32: the Project Brief-A19's key elements include the project's vision
- L34: Many exam questions are "what is BEST when considering the target xyz of the 5 targets and 6 fix-n-flex dimensions
- L43: Stable teams are key for productive progress
- L54: P2a is 100% of P2 principles, themes, roles, templates and activities applied to agile development
- L58: Template information sets may be discussions but recording for purposes of memory is still key
- L58: By definition projects are non-routine so learning is key to discovery of unknown unknowns
- L61: Recall the 8 key points (P2 is agile, not traditional pm, not just IT, IT frameworks are mentioned, Agile is not scrum, scrum and Kanban need P2 to be adequate for projects, P2a says agile is behaviours, concepts and techniques, the question is always "how much?"
- L64: SU & Initiation stage - success is aided by interactive get-go (decision makers at all levels), 2 steps in P2a with a decision between them, Use previous project's learning's in kick-offs, Cynefin ('KuhNevln') helps categorise, Prioritise end result's MoSCoW features, Measurable requirements & clear uncertainties(!)

- L65: Key to be emergent, focus on behaviours
- L67: Key points of getting going - Hi-level requirements in lo-tech accessible formats, organisational roles defines, time-box length set, when we know little the step is quick and lacks detail that will be added later
- L67: Key to assess suitability of agile during getting-going
- L75: Agilometer asks key stakeholders their opinions
- L79: Key messages for Business Case-A2: P2 is benefits agile is value based, Agile may omit a BC in a BAU environment, P2a says BC is mandatory, P2a BC must cope with discovery based approach to scope and thus benefits, A1 is guidance to senior management about outcome development post project, BC helps us know when to stop projects
- L85: Key messages for Risk: Explicit coverage is small as risk is integrated to agile techniques and cadence (rhythm), agile risk approach is team based, Agile brings its own risks
- L88: Key messages in Feedback: Fail safe, early, quick and cheap. Build Measure Learn
- L97: Key mnemonic is INVEST: requirements are Independent, Valuable, Estimatable, Small, Testable
- L98: Key target - deliver on time
- L100: Key to know if we will exceed tolerances
- L104: 5 Key targets (in table 6.2 and lesson 40 §4) & 4 values in the manifesto (§2 L16)
- L109: Key Organization messages - We need management but agile practitioners don't like it, three choices - PM interfaces to team members as needed or appoint a point-of-contact or have team managers
- L110: Key agile strength is the team debates together
- L110: C-SME is key role that knows the desired end point
- L116: Two key words in Robert Greenleaf's messages LEADER and Servant
- L118: Key success criteria of working agreements is that they are build by the team and amended as new circumstances suggest

- L122: MP messages - MP is the container for development cycles using Kanban, scrum or any other development approach, P2a's view of Lean is Anderson's adaptations from production engineering for software projects
- L123: Key that agile frameworks manage the product development process - they are not product development themselves
- L125: Work-package key points: defined in discussion/ workshops that are mindful of all stakeholder's needs, Establishes what happens to results, How reporting/ logging and registers are maintained, Applicable tolerances, Includes helpful guidance/ discussion of uncertainty
- L130: key that agile delivers a subset at the earliest possible point. Waterfall delivers the whole at the earliest possible point (generally - difference between speed to first and last response)
- L152: Key metrics from a CFD - Cumulative Flow Diagram - are Lead time and average cycle time
- L157: Planning & Estimating's key messages - Plan at multiple levels, planning is communicating & prediction & evaluation of viability, P2a plans are created by teams using empirically generated metrics & practices, using planning horizons, use product based planning use agile estimating techniques
- L158: Continued business justification is key
- L163: Progresses' key messages - convey status visually, measure features delivered, status assessment should match differing needs at direct manage deliver levels, prince information sets may be replaced by IRs, most status responses are to flex, 0% and 100% are the only two reliable percent-complete measures (actually 0% is the only reliable one), status is only to trigger action, use burn & cdf charts
- L164: Agile progress s earned value by another name
- L168: Information should 'leap-off' the IR to ay passing observer
- L171: Quality's key message - Scope is volume of features and quality is their refinement (grade in PMBoK speak), failed quality is when the specification is not met but the spec can be stepped rather than absolute, CQE are distilled to AC, Leave

stuff out rather than do it badly, DoD is holistic and applies to all features for all stakeholders
- L190: CP's key messages - marks the project's formal end, confirms the purpose is satisfied, is "no big reveal", enables everyone to move on.
- L205: Key management products are those that form the boundary between CS and MP
- L209: Workshops are a key collaborative technique that are hard to run well, suited to any purpose
- L218: The whole key is to have an agile mindset in everything you do
- ~~"~~.

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§34 s1 (226 of 229)

AXELOS GLOBAL BEST PRACTICE

§34 The Exam

Logical Model AXELOS CERTIFIED PARTNER

§34 s226 The Exam

- For online proctored exams the best source of guidance on test taking instructions is to read the examining institute's guidance fully and carefully. It will be sent to you as a result of booking an exam
  - Download the exam administration software in advance and expect it will want other applications stopped and normally needs privilege over virus software.
  - Doing the exam software's compatibility test in advance reduces stress when you don't want distractions. A locally connected printer is also a good idea.

If you haven't already booked an exam there is one further piece of advice I'll offer

- Without daily use then the speed at which you studied will be about equal to the rate at which you forget
  - If you consumed this content avariciously in a few days it will be quiet short lived so do the exam soon

and keep up the revision aids in the interim
  - If you have yet to complete all 100 mock exam questions then now is a great time to work methodically through paper 1 and paper 2. For paper 1 many questions will be familiar so you should recal the rationale by which to identify the best answer. Paper 2 allows you to test that comprehension and identifies for you where to focus a targeted review on weak spots
  - If you have taken a measured journey with lots of stops for reflection and re-drawing & re-writing or rerecording **note**s then the likihood is more will stick for longer. Maybe you have done paper 1 & 2 already. Doing them again and the revision aid questions is still helpful as exam prep.

In the end…
- …the two best ways to make it all stick are to use it and to teach it.

End

PRINCE2 Agile Examination

35. At the end of week 7, the first timebox relating to the ordering on the website has been completed. The Web&Go Team Manager has been planning a retrospective with an independent facilitator. They have spent two hours planning with the following conclusions:

- All team members working on the Ordering Work Package (including staff from Web&Go) should attend as well as the Project Manager;
- At the retrospective, the focus should be on establishing how rich communication has contributed to a successful delivery of the timebox and how it should be used going forward.

Which BEST explains how well this tailors the Controlling a Stage process?

a) It tailors the process well because the retrospective workshop should be planned using an independent facilitator.
b) It tailors the process well because the retrospective should focus on understanding how team behaviors can be improved.
c) It tailors the process poorly because the retrospective should involve internal staff rather than external suppliers.
d) It tailors the process poorly because the retrospective should focus on the quality of the delivered website.

36. Web&Go are working on the payment timebox. The timebox includes the following requirements:

- Secure payment - Must Have;
- Allow payment by credit card/debit card - Must Have;
- Allow payment by PayPal - Should Have.

How should Web&Go start delivering the Team Plan where the Work in Progress (WIP) limit on the build column of the Kanban Board is 2?

a) By identifying at the beginning of the timebox that requirement 3 is unlikely to be delivered.
b) By measuring the number of customer requests for secure payments that are successful.
c) By pulling requirements 1 and 2 onto the Kanban board first, ready to start work on them.
d) By starting work on all three requirements at the same time to ensure that at least 2 are delivered within the timebox.

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§35 End of slide deck

§35 s227 End of Deck

- Thank you for investing time and effort with us.
  - I sure if you stuck it to here you've found the training useful for the exam and beyond.
- Throughout I have been aware of the ways to extend, refine and enhance the P2a view.
  - As we covered right at the start that is not compatible with an exam focus.
  - Perhaps more important is that if you want to master one of these,
  - **<Sync Eurofighter>** you first have to master one of these.
  - By Rob Shenk from Great Falls, VA, USA **(**F-22 RaptorUploaded by Diaa abdelmoneim**)** [**CC BY-SA 2.0****],
  - <a href="http://commons.wikimedia.org/wiki/File%3ALockheed_Martin_F-22A_Raptor_JSOH.jpg"**>**[via Wikimedia Commons]</a**>**
  - **<Sync Bulldog>**

- These slide from axelos are provided by them for atos' to deliver exam candidates.
  - Post exam you have credential but also concepts, vocabulary and process model to join much more enabling training.
  - Maybe take a breather but your next capability development steps probably include rolling-out to embed what we have covered in your team and organisation.
  - After a breather consider our non-exam training that enhances your proposal to your boss for a pay-rise or supports your bids to customers to win contracts
  - Those realworld courses build on these foundations, they also corrects some P2a short-sightedness & add many great insights beyond P2a's contents
  - I hope we have proved through this course our ability to help with both the immediate roll-out challenges and the longer term transition to master practitioner.

- If you would like help with rolling-out to embed within your organisation then please let us know.
  - When you feel ready to turn examined basics into nuanced reality come back to learn.logicalmodel.net to look at what else we offer that is off the exam track. We have an expanding collection of our in-class training moving to mobile & eLearning
  - The old adage applies; tell your friends what you liked and tell us what you didn't so that we can fix it.
  - Please give us an excellent review or if you think that unjustified please tell us why so we can address the shortcoming for you and remedy it for future students.
  - Please **note** our hope of excellence is not claim of perfection although perfection is always our target
  - Some platforms where our materials are available run affiliate schemes through which your introductions earn you a commission – contact us for details. Likewise if you would like to translate materials to your native

language –
  - I wish you success, health and happiness in all your future endeavours
- Best regards Simon

- **End**

Who Are Logical Model Ltd (LML)?

❖ A niche consultancy that delivers training, mentoring and consulting services around control and governance of project based benefits realisation – New generation thinking from Board-Room to Boiler-Room

- LML's purpose is to improve the project management state of the art through popularisation of what is common-sense (which I suggest is 'obvious after it is observed' not necessarily 'is widely-known')

- Consultancy & training in
  - ➤ Basic structured & agile project management
  - ➤ Framework, Tools and techniques for advanced project & programme management
  - ➤ Leading complex projects
  - ➤ Recovery of struggling projects
  - ➤ Creating & running PMOs
  - ➤ Project risk and quality management
  - ➤ Using Earned Value Analysis
  - ➤ Board briefings on project control & governance

- Continued…
  - ➤ Assured Outcome Delivery & D4® Benefits Realisation Methods training & consultancy
  - ➤ PRINCE2® use in the real-world, PRINCE2® & PRINCE2Agile® Exam prep
  - ➤ PMP® Exam prep
  - ➤ Implementing IT Governance using the CobiT® Framework
  - ➤ Implementing Benefits Realisation
  - ➤ LfE –Corporate Learning from Experience processes

❖ **§35 s228 LML**

❖ Logical Model Ltd are a thought leader in deliver of business change methods.

❖ Every project's true target is an altered future_state_Businesss_As_Usual also know as Outcome Delivery and based in behaviours

  ○ The aims of outcome delivery are to create benefits. Project management is a necessary subset but it is an incomplete toolkit. Scrum and kanban are excellent product development regimes but they start too late in the investment cycle for strategy and preservation of capital. They finish too early and don't rise high enough in the organisation's overall melding of strategy and execution to deliver rather than just help enable benefits

  ○ This P2a course has equipped you to begin a discussion about how to capitalise on P2a for business benefits.

  ○ How many times did we say that P2a focuses on bau and benefits but when did following axelos' guidance offer any advice, procedure, tools or techniques to contrast strategic options, to define goals and benefits, track benefits or enhance benefits?.

  ○ Where have you ever seen guidance in business terms rather than project terms?

  ○ That is what we LML add through focussing on outcome delivery.

  ○ We don't like to call our chosen topic 'project management' because "It isn't just PM" it is Investment Management or Benefits Realisation or Management of Portfolios or Value Management or truly Care of Capital in all forms from money to human and cultural capital.

❖ Culture trumps strategy

❖ **End**

❖ phewwwwwwww

In the beginning was THE PLAN.
And then came The Assumptions.
And The Plan was without Substance.
And The Assumptions were without form.
And darkness was upon the face of the
Workers.
And they spoke among themselves, saying,
'It is a crock of s--t, it stinks.'
And the workers went unto their supervisors,
and said,
'It is a pail of dung, and none may abide the
odour thereof.'
And the supervisors went unto their Managers, saying
'It is a container of excrement, and it is very strong,
Such that none may abide it.'
And the Managers went unto their Directors, saying,
'It is a vessel of fertiliser, and none may abide its
strength.'
And the Directors spoke among themselves saying one to
another,
'It contains that which aids plant growth, and it is very
strong.'
And the Directors went to the Vice-Presidents, saying unto them,
'It promotes growth, and it is very powerful.'
And the Vice-Presidents went to the President, saying unto him,
'This new plan will actively promote the growth and
vigour of the company, with powerful effects.'
And the President looked upon The Plan, and saw that
it was good.
And The Plan became policy.
And that is how S--t happens.

Help me to always give 100% at work…
12% on Monday
23% on Tuesday
40% on Wednesday
20% on Thursday
5% on Fridays.

And help me to remember…
having a really bad day, & it seems that
people are trying to wind me up, that it takes
42 muscles to frown, 28 to smile and only 4 to
extend my arm to smack someone in the mouth!

they may be connected to the toes tomorrow…
careful of the things I step on today and be
nerves. And also, help me to be
today because they got on my
the bodies of those I had to kiss
accept, and the wisdom to hide
change. The courage to
accept the things I cannot
Grant me the serenity to

have to remember… When I'm
have to idea what to be
why it should be done by somebody else, or why it should be
do it; to listen to reasons why it should not be done,
To decide what is to be done; to tell somebody to
has nothing to do; that is, except…
for, as everyone knows, a Project Manager
Project Managers are a fortunate lot,

What does a Project Manager DO?

done in a different way; and to prepare arguments in rebuttal that
shall be convincing and conclusive.

And then:
who did not do it; and to think up arguments to overcome the excuses.
done; to enquire why it has not been done; to listen to excuses from the person
To follow up to see if the thing has been done; to discover that it has not been

And then:
to discover that is has been done incorrectly; to point out how it shall be done;
To follow up a second time to see if the thing has been done;
to conclude that as long as it has been done it might as well be left as it is;
to wonder

And finally:
if it is not time to get rid of the person who cannot do a thing correctly;
to reflect that in all probability any Successor would be just as bad, or worse.

To consider how much more simply and better the thing would have been done
had he done it himself in the first place; to reflect satisfactorily that if he had done
it himself he would have been able to do it right in 20 minutes and that as things
turned out, he himself spent two days trying to find out why it is that it has
taken somebody else three weeks to do it wrong.
To realise that Such an idea would have a very demoralising effect on
the project team, because it would strike at the very foundation of
the belief of all employees that a Project Manager has
nothing to do.

A woman in a hot
air balloon was lost. She
reduced altitude and spotted a man
below She descended a bit more and shouted
"Excuse me , can you help? I promised a friend I would
meet her an hour ago, but I don't know where I am."

The man replied: "You are in a hot air balloon hovering approximately
30 feet above alkali desert scrub habitat, 2.7 miles west of the Colorado River near
one of the remnant populations and spawning grounds of the razorback Sucker."

"Well," answered the balloonist. "I am," replied the man. "How did you know"?
I have to idea what to make of your information, and the fact is I am still lost.

Frankly, you've not been much help so far."
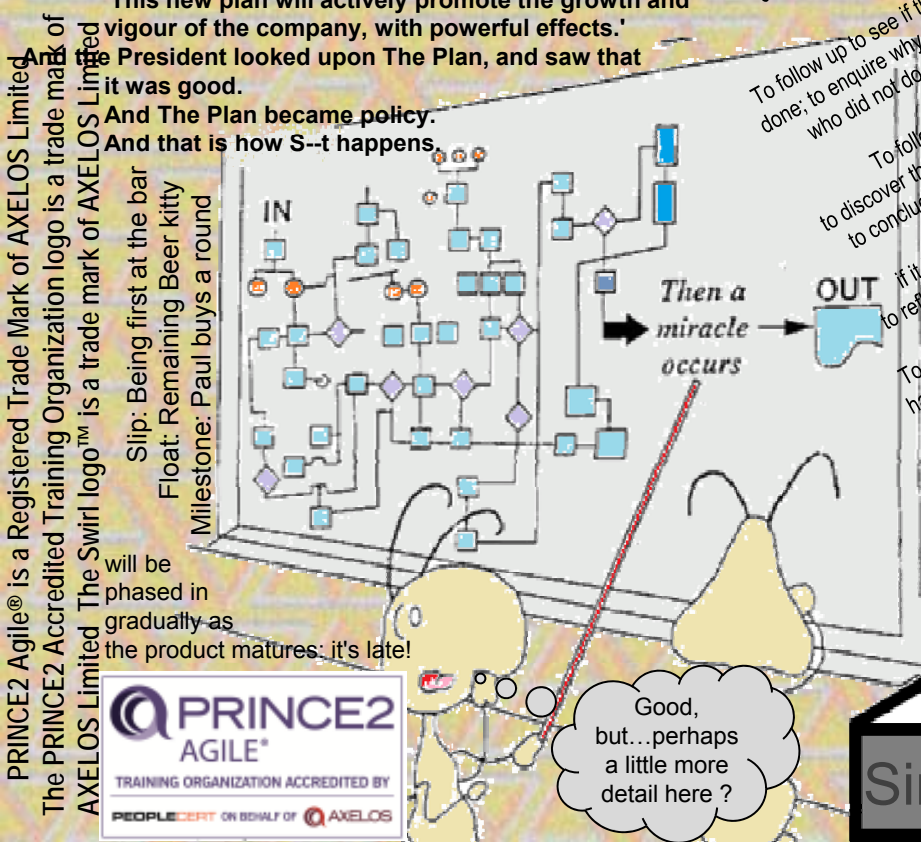The man below responded: "You must be a Project Manager."

"I am," replied the balloonist, "everything you told me is technically correct, but
said the man, "you don't know where you are or where you're going. You

have risen to where you are due to a large quantity of
hot air. You made a promise to someone that you
have no idea how to keep, and you expect me to solve your
problem. The fact is, you are in exactly
the same position you
were in before we
met, but somehow
it's now my fault!"

Task force to review
are incompetent
at their regular jobs
have been loaned
to the project
even thought
about it.
Not well done.
Seven people
"Essentially complete: It's half done.
We predict… : We hope to God!
Serious but not insurmountable problems. : It'll take a miracle…
Basic agreement has been reached. : The @##$%%'s won't
even talk to us.

time. : Nobody's
Still analysing the
requirements…
See previous
answer.
Not well understood. : Now
that we've thought
about it. we don't
want to think
about it
anymore.

Slip: Being first at the bar
Float: Remaining Beer kitty
Milestone: Paul buys a round

IN → Then a miracle occurs → OUT

Good, but…perhaps a little more detail here ?

will be
phased in
gradually as
the product matures: it's late!

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Simon Harris, P2, P2-Agile, PMP, CGEIT, IPMA-D

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PRINCE2 Agile™

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PRINCE2 AGILE™
TRAINING ORGANIZATION ACCREDITED BY
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- 3. Which describes an agile approach which can be integrated with PRINCE2 Agile?
- a) Limiting the amount of work under way and using visualization to show progress.
- b) Comprising a sequence of phases such as design, build and test.
- c) Prioritizing and delivering frequent requests to improve existing operational products.
- d) Representing the intended long-term product functionality in a diagram and making it visible to the project team.

- 3. Exam Specification Assessment Criteria: 1.3
- Correct Answer: A
- Objective: LO1 - Understand the basic concepts of common agile ways of working
- a)   Kanban is a way to improve flow and provoke system improvement through visualization and controlling work in progress (Table 2.1).
- b)   A traditional waterfall lifecycle is broken down into 'technical' phases such as Analysis, Design, Build, Test and Implement (6.4.2).
- c)   In a business as usual environment, the list of work is prioritized in some form and may be batched into timeboxes. As the work is completed the existing product evolves over time (1.2.2).
- d)   The Product Roadmap is a diagram or document that shows the intended development path for a product. This would typically be a long range plan that may cover several months or years (Glossary).

Chief Examiner's thoughts:

P_1 Qn_3. Exam Specification Assessment Criteria: 1.3 - Correct Answer: A

- Objective: LO1 - Understand the basic concepts of common agile ways of working
- a) Kanban is a way to improve flow and provoke system improvement through visualization and controlling work in progress (Table 2.1).
- b) A traditional waterfall lifecycle is broken down into 'technical' phases such as Analysis, Design, Build, Test and Implement (6.4.2).
- c) In a business as usual environment, the list of work is prioritized in some form and may be batched into timeboxes. As the work is completed the existing product evolves over time (1.2.2).
- d) The Product Roadmap is a diagram or document that shows the intended development path for a product. This would typically be a long range plan that may cover several months or years (Glossary).

§2 EqA21 Paper1 Qn3 - Exam Question Analysis - Doubt Busting The Questions

- Here is our first example of an exam question to analyse.
  - You have two 50 qn official mock exam papers in the materials plus extra questions I have created.
  - Every question in the exams will be based on a Learning Outcome and Assessment criteria. Every slide's **note**s tell you the Learning Outcome number and Assessment criteria it supports.
  - The Outcomes and Assessment criteria in the précis of the syllabus cross-references the full set. It is in the downloads. The full cross reference is from course materials to manual to assessment criteria to courseware elements.
  - Looking at a slide's assessment criteria and an exam question's syllabus topic allows you to target questions at the topics you are studying.
  - A few study options are to search the exam questions for specific assessment criteria to test what you've studied or search the course materials for criteria to revise what you've just tested yourself on and marking shows revision would be worth-while.
- **<Sync.** Searchbox> Searching for those references allows you to link course lessons to exam questions and rationales when seeking to understand right and wrong answers.

- The course material's animated slides and **note**s are in fone, tablet and desktop compatible formats. It has a search facility to pin-point cross references when you need to chase-down facts.
- The pdf and mobi formats also support searching. Acrobat's ctl-shift-f is the best way to search a pdf.
- Easy Start
  - I'm breaking you in easily with this question as there isn't much question analysis needed here.
  - Its from the first 7 questions which are quiet routine. Its still quite tough. It will shows you the detailed recall you'll need.
  - Remember though that if you spend the extra on the official manual then the exam is open book, you'll still need sufficient recall to navigate the manual under the exam's time pressure.
  - What we also establish here is the routine procedure to review how to doubt bust tough exam questions through their analysis and explanation.
  - In video elearning I'll show you the question. You should pause to consider it and what you think about each of the 4 possible answers. Then I'll show the Chief Examiner's answers and you should review each to contrast with your own thoughts on each of the 4 answers given.
  - Then for most questions I'll attempt to cast some extra light on the thinking. It isn't always necessary, or universally possible.
  - For this question decide; Which answer is describing an agile framework listed in

table 2.1 (covered in §2 s20) after shifting the words around?
- For text formats of the course Simon's Analysis of each question is in the section 'Answers' at the end of the materials
  - For video eLearning the answers and discussion will follow straight on from the pause. A download for offline study is included in the downloads lesson §0 DL1
- Pause if you want to consider the question
- Welcome back? Here are the Chief Examiner's thoughts:
  - **<Sync.** Body>
  - Pause again to consider his analysis?
  - Welcome back?

Simon's Analysis
- Here are my thoughts to accompany your review of the Chief Examiner's
- What this question does illustrate is the care needed to absorb facts. Refer back to §2 s20's text **note**s (or the Revision Aid §6 s62) for the summary of Kanban
- Now in reverse order for reasons that will be obvious…
  - D - Long term vision is the concept of a road map. It isn't attached to any specific framework
  - C – existing operational products is a reference to Bau and we are P2a so only interested in projects
  - B – anything with **quot**able phrase "sequence of phases" isn't going to be agile in the manual's viewpoint
  - A ahha limiting WIP and visualisations –

that's table 2.1's summary of Kanban
- We have not covered enough to necessarily be equal to the question yet but I hope the general feeling is the specific words and phrases determine the answer wanted, they will need to be recognised by the time you are exam ready
  - The revision aid will help here

  ..~~''~~..

- **Note**: Exam questions are
  -

- **End**

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Paper_2 Qn_8
§4 s4 (38 of 229)

- The Project Manager has authorized the Collateral Work Package which must be delivered by the end of Week 5. It includes the following requirements:
  - Corporate signage - Should Have;
  - Website look and feel - Must Have;
  - Letterheads - Must Have.
- The corporate signage is not thought to add as much value as the other products. Why does this represent a good application of the 'manage by exception' principle?
  a) Prioritized requirements enable Brand-u-Like to plan their delivery within the limits agreed with the Project Manager.
  b) Setting zero time tolerance empowers Brand-u-Like to deliver by the end of Week 5.
  c) Combining the corporate image/logo and the collateral into one stage forms a single release.
  d) After Week 5 the value delivered by the Collateral Work Package can be assessed.

- Exam Specification Assessment Criteria: 5.3 Correct Answer: A
- Objective: LO5 - Be able to apply or tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context
  a) The 'manage by exception' principle is at the heart of empowering people to self-organize and stay in control with the appropriate level of governance. Working in an agile way places greater emphasis on allowing tolerance on what is delivering and restricting the tolerance on time and cost (Table 7.1)
  b) Time tolerance should be set to zero on all levels of a plan (Table 6.1). Working in an agile way places greater emphasis on allowing tolerance on what is delivering and restricting the tolerance on time and cost (Table 7.1).
  c) According to the principle of 'manage by stages'. releases should be carefully planned to integrate with and fit into stages (Table 7.1).
  d) Assessing value delivered at the end of a stage is applying the principle of 'continued business justification' rather than 'manage by exception' (Table 7.1).

Chief Examiner's thoughts:
- P_2 Qn_8 Exam Specification Assessment Criteria: 5.3 - Correct Answer: A
- Objective: LO5 - Be able to apply or tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context
  - a) The 'manage by exception' principle is at the heart of empowering people to self-organize and stay in control with the appropriate level of governance. Working in an agile way places greater emphasis on allowing tolerance on what is delivering and restricting the tolerance on time and cost (Table 7.1)
  - b) Time tolerance should be set to zero on all levels of a plan (Table 6.1). Working in an agile way places greater emphasis on allowing tolerance on what is delivering and restricting the tolerance on time and cost (Table 7.1).
  - c) According to the principle of 'manage by stages', releases should be carefully planned to integrate with and fit into stages (Table 7.1).
  - d) Assessing value delivered at the end of a stage is applying the principle of 'continued business justification' rather than 'manage by exception' (Table 7.1).

§4 EqA38 Paper_2 Qn_8 Exam Analysis
- First of all don't worry that this is lesson 38 and we skipped s37 which is not included.
  - Items like s37 cover admin for a Tea break in instructor Led Classes. Your welcome to take a break now too! Mostly in eLearning the admin slides are re-purposed as Summaries & Revision Aids.
- OK back to exam question analysis.
- Full treatment of this Question's topic isn't till we get to chapter 25 but we have just covered the essence of 'flex some aspects to achieve what is fixed'.
  - Recall our process for examining questions that we started at slide 21.
  - It is a bit more meaningful here and here we also have to extend it a little.
  - Previously we saw a question from the first 7; they are not scenario based. The remaining 43 are.
  - You'll need three pauses to read details or refer to the course **note**s or the workbooks
  - First Hit pause so you can read the scenario's background text. It's the same as you saw when I introduced the exam at slide 8.
  - **<Sync.** scenario> Pause? Welcome Back?
  - **<Sync.** Extra Text>
  - Now here is additional text for this and several subsequent question's.
  - Additional text only applies to the questions specified. So different Additional Texts can be contradictory because you never add them to each other only to the core scenario.
  - Pause? Welcome Back?
  - **<Sync.** clear>
  - Now hit pause to read the question itself and consider the merits and reason for each answer in light of the scenario and Additional Text.
  - Try to discern 4 reason; one for why the right answer is right and one each for why the others are wrong.
  - Pause? Welcome Back?
  - **<Sync.** Answers>
- Here are the Chief Examiners comments. Pause to read them before I attempt some analysis?
  - Pause? Welcome Back?

Chestertons' Exam Scenario Introduction:
- The Chesterton family started out as farmers, and four years ago they successfully moved in to the making and selling of a wide range of cheeses. They now employ 80 people.
- Chestertons sell most of their cheese to national supermarkets (referred to as 'trade customers'). However, two years ago they decided to sell cheese directly to the public by telephone or over the counter at the farm shop. They did this in order to open up a new market in case their trade customers became less profitable.
- One of their cheeses, the Chesterton Blue, has been nominated for the International Cheese of the Year Award. The winner of this award will be announced at the International Cheese Festival being held in Amsterdam in three months' time. Chestertons are expecting to see a significant increase in demand resulting from the publicity.
- In order to cope with the extra demand, Chestertons have decided to undertake a project which they have called 'The Golden Clog Project'.
- Scope: The initial scope of the project includes:
  - Rebranding of Chestertons Cheese;
  - Creating a marketing campaign to highlight how successful Chestertons have been and to publicize their new branding;
  - Moving to new premises where the manufacturing of the cheese and the support office will be in one place;
  - Creating a new website.
- The Project has been set up with four work streams to deliver this work: 1. Rebranding; 2. Marketing campaign; 3. Website; 4. Move Premises.
- Project Background: Most of the staff at Chestertons have been trained in PRINCE2 Agile. Last year a project office was created to support best practice in the way Chestertons worked.
- Due to the importance of this project, the Directors have decided to release the Board Room for use throughout the project's duration.

Additional Information Questions 7 to 18
- Chestertons have used a company called Brand-u-Like for many years. They have a lot of respect for Brand-u-Like as they are professional, easy to work with and produce high quality work.
- Brand-u-Like are good at what they do. However, they require a very detailed 'brief' of the campaign and will not commit to the work until it is documented and authorized. As they invest a lot of time in the creation of the brief, any change will incur additional costs. They have recently invested in agile training in order to become more agile and responsive in the way they work with customers.
- There are three Work Packages within this work stream:
- .1. Corporate image:
  Scoping of objectives and **key** messages;
  Redesigning the corporate brand/image and all corporate brand standards to align to the new logo, once it has been selected.
- .2. Logo:
  Redesigning the Chestertons corporate logo to prepare Chestertons for expansion into a wider marketplace with more diverse customers.
- .3. Collateral:
  Fonts and tone of voice;
  Website look and feel;
  Corporate signage;
  Letterheads;
  Corporate clothing.

Simon's Analysis
- Here are my thoughts to accompany your review of the Chief Examiner's
- Scope is expressed in terms of what is and isn't vital.
  - The stem tells us requirements have been prioritised "signage isn't as valuable"; so we know there is greater tolerance on non-delivery for lower value items.
  - Tolerances allow or facilitate decisions relating to Manage By Exception.
  - If we have to compromise anything to hit the deadline the lower priority item is omitted to ensure what we do deliver is of good quality and on time
  - None of answers B, C, and D recognise we are flexing scope specifically to achieve the zero tolerance on time.
  - B restates the challenge, it does not empower decision making but A does. C & D may be facts but again they don't explain anything about exceptions for non-delivery
  - This question focuses on item one of the 5 targets that are our next discussion.
  - Also **note** the amount of scenario and additional reading is a lot. The exam design is intended to fill the time with reading so reference to that open book manual isn't so useful under time pressure.

- **End**

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Paper_1 Qn_13

§16 s6 (127 of 229)

13. The Collateral Work Package is dependent upon the redesign of the corporate logo. In addition, the Marketing Campaign and 'Story of Cheese' are both dependent upon the outputs of the rebranding work.

How should the Brand-u-Like team respond to this during the Accepting a Work Package?

a) Record each of the dependencies as a risk 'cause' in the project Risk Register.
b) Ensure that the dependencies are specified as development interfaces in the Work Packages.
c) Document the purpose of each of the products in the appropriate Product Description.
d) Prioritize the work that needs to be undertaken using Brand-u-Like's Product Backlog.

Chief Examiner's thoughts:

- P_1 Qn_13 Exam Specification Assessment Criteria: 5.6 - Correct Answer: B
- Objective: LO5 - Be able to apply or tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context

a) Dependencies may be the cause of risks. However, risks between work streams are project risks and, if necessary, recorded by the Project Manager (Ch:13.3 and Appendix A.25.1).

b) Interfaces that must be maintained while developing the products should be documented in the Work Package documentation which should be collaboratively defined by the Project Manager and the Team Manager (and the team) (Ch:20.3.1 and Appendix A.26.2).

c) While the purpose of a product, who will use it and whether it is a means to an end or an end in itself should be documented in the Product Description (Appendix A.17.2).

d) A Product Backlog is used to prioritize work (by a Product Owner), based on value and maximizing that value. It does not document interdependencies (Ch:9.2).

§16 EqA127 P_1 Qn_13

- Standard procedure.
 - Pause? Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- The stem tells us that we have dependencies between work packages and work-streams outwith the individual team's responsibilities. The question is about a development team's response when accepting a Work Package-A26. The exam isn't supposed to ask vanilla prince questions but I'd argue this is. Also **note** we answer from Brand-U-Like's perspective
- **<Sync. >** Here is the Chief Examiner's opinion on his own question. I'll take you through my thoughts next,
  - Pause? Welcome back?
- My thoughts
  - A) suggests this is a risk. It probably is but it isn't Brand-U-Like's duty to manage cross stream. They may report against it as the source but risk between work streams is the project

manager's worry
  - B) is definitely what a Work Package-A26 should include and we can verify on the top of page 276
  - C) Product purpose should be part of each Product Description-A17 and it could be their duty to create these as we get into the details but does that respond to the dependency even within their work stream? Probably not
  - D) They do need to prioritise work based on their backlog but does that say enough about cross work stream dependency when the Interfaces entry is specifically appropriate?
- Hmm so B is definitely correct but steps outside the exams specification, C is improbably and D has a dubious argument to its favour
  - **<Sync. Ans>** Here is the Chief Examiner's official explanation, I leave you to ponder if C's rational is a sentence

- **End**
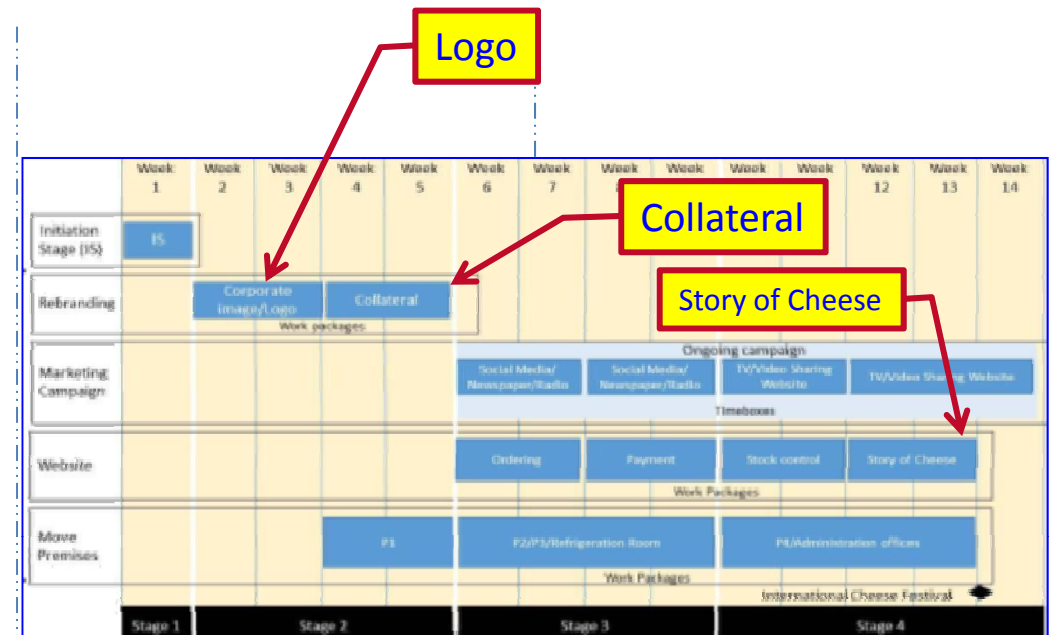
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Paper_1 Qn_43
§29 s6 (211 of 229)

- 43. The choice and order of which production line to move to the new premises may be affected by which cheeses Chestertons decide to promote at the International Cheese Festival.
- Which is the MOST appropriate way to convey the impact that this decision has on the Premises Team?
a) Document the options and impact in the impact analysis section in an Issue Report.
b) Record the options and choices in a visual decision tree and distribute this to all of the teams involved.
c) Discuss at a workshop attended by the Project Board members where decisions can be made.
d) Discuss in a meeting of the CSMEs from the Premises and Marketing Teams.

- 43. Exam Specification Assessment Criteria: 3.1 c)
- Correct Answer: D
- Objective: LO3 - Be able to apply and evaluate the focus areas to a project in an agile context - Communication and Contracts
a) When communication involves opinions or emotions, the written word is not as effective as a phone call or a face-to-face conversation (26.3.2).
b) Visualization is ideal to accompany face-to-face communication, but would not necessarily be used in its own right (26.3.1).
c) A workshop is quite a significant event that takes a lot of time and resources to set up and run. Therefore, it is always advisable to question whether a workshop is really necessary or if there could be another way of achieving the objective (e.g. a small meeting) (26.4.1.5).
d) One of the best ways to communicate effectively is to use as much face-to-face communication as possible. The team should operate in a way that is self-organized and empowered to make decisions (26.3.1 / 10.2).

- Chief Examiner's thoughts:
- P1_ Qn_43. Exam Specification Assessment Criteria: "3.1 c) " - Correct Answer: D
- Objective: LO3 - Be able to apply and evaluate the focus areas to a project in an agile context - Communication and Contracts
  - a) When communication involves opinions or emotions, the written word is not as effective as a phone call or a face-to-face conversation (26.3.2).
  - b) Visualization is ideal to accompany face-to-face communication, but would not necessarily be used in its own right (26.3.1).
  - c) A workshop is quite a significant event that takes a lot of time and resources to set up and run. Therefore, it is always advisable to question whether a workshop is really necessary or if there could be another way of achieving the objective (e.g. a small meeting) (26.4.1.5).
  - d) One of the best ways to communicate effectively is to use as much face-to-face communication as possible. The team should operate in a way that is self-organized and empowered to make decisions (26.3.1 / 10.2).

§29 EqA211 P_1 Qn_43

❖ Standard stuff,
  ○ Pause, read, decide
❖ Welcome back
  ○ The stem tells us a factor is affecting work to be done and wonders how we would communicate that
  ○ **<Sync.** Ans**>** and here is the Chief Examiner's view, pause and read then I'll expand
❖ Welcome back?

Simon's Analysis

❖ Here are my thoughts to accompany your review of the Chief Examiner's
  ○ A) suggests this is an issue but we have no tolerance data to detect a threat, the stem implies its part of planning and an agile approach would be to be flexible
  ○ B) Visual sounds good, decision trees are risk assessment tools but have never been mentioned in the P2a manual so beside being irrelevant they cant fairly be examined in a syllabus based on the book

○ C) Plausible but again why would we need the Project Board when we have an empowered customer subject matter expert (C_SME) and workshops are expensive do we need that expense?
○ So d) seems a hot choice before we read it since all the others are dubious D) says use our customer subject matter experts (C_SME) well well in discussion in a meeting (cheaper option)

❖ **End**

The End☺