

p2a; Passing the Prince2agile® Practitioner Exam at Your First Attempt

Simon Harris, pmp, p2, p2a, cgeit

This book is for sale at <http://leanpub.com/prince2agile>

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VnCtl:14/08/2016 19:32:05 This file is part of Logical Model Ltd's p2a training course¹

¹<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

§0 s1 = Presenter: Simon Harris PRINCE2 P2A CGEIT PMP IPMA-D

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



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of working

Training Course – version
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§0 s1 = Presenter: Simon Harris PRINCE2 P2A CGEIT PMP IPMA-D

§0 s1 Hello, welcome to this training course.

- Hello and a very warm welcome.
- <Sync 1 Me> I am Simon. I will be your host and your trainer on your journey through this course's contents. 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> We do need to cover some admin as we go.
 - First the minimum ins and outs for navigation through the course materials on different platforms.
 - So we can move to the next lesson and introduce the course topic here is just one navigation detail, the slide transitions, particularly from lesson to lesson.
 - Some apps will stop at animations till you Click the “Next Antm” button. Its probably bottom right of the player's window. If things stop in a second or two you'll need to use it now!
 - Maybe this is welcome back?
 - Some eLearning platforms and video trigger the animations. Most formats pause between lessons. To move on you may have a “Next” button, if so it is probably bottom your right hand side. You may have a “Complete Lesson and Continue” button if so probably top your right.
 - Podcasts give you the video sound tracks of a whole section of slides so don't pause and omit visuals. So you can relate the audio references to the visual elements I have included the full set of the slide images and these notes in the Course Downloads unit.
 - Each time you hear me say sync we are moving on a bullet point or graphic within a slide. Refer to the workbooks in the download section.
 - The full downloads also include revision aids, the exercise and practice case study, also all the axelos' official practice exam papers, but more on them later.
- Ok for introductory breadth and overview before we embark on depth in later lessons you need to move to the next lesson.

..”..

- [[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]]
- [[VnCtl unitemised refinements 2016 08]]

End

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§0 s2 = PRINCE2 Agile® Overview §1- §6

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PEOPLECERT
ACCREDITED
TRAINING
ORGANIZATION

PRINCE2 AGILE®
TRAINING ORGANIZATION ACCREDITED BY
PEOPLECERT ON BEHALF OF AXELOS

PRINCE2 Agile®
Overview §1- §6

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

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§0 s2 = PRINCE2 Agile® Overview §1- §6

§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

- “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 [LML P2 Home](#)² 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

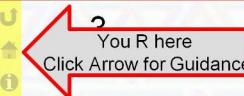
²<http://www.logicalmodel.net/prince2exams>

Navigation

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

End

§0 s3 = Navigation & SubSections



You R here
Click Arrow for Guidance

§0 s3 (3 of 229)

Navigation & SubSections

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<p><u>§0+§1 Introduction & Context – 5 slides</u></p> <p><u>§2 Overview – the basics – 10</u></p> <p><u>§3 Tailoring prince for agile – 7</u></p> <p><u>§4 Fix Time & Cost, Flex Scope & Quality to Achieve 5 Targets – 8</u></p> <p><u>§5 Where agile plugs in – 2</u></p> <p><u>§6 Principles P2-Agile Behaviours & PRINCE Themes - 4</u></p> <p>Change of Scale – The Details</p> <p><u>§7 SU & IP – getting a project going - 3</u></p> <p><u>§8 Cynefin (Kuhnevin) – 3</u></p> <p><u>§9 The Agilometer – 2</u></p> <p><u>§10 Business case theme - 3</u></p> <p><u>§11 The risk theme – 1</u></p> <p><u>§12 Feedback & Lean Start-Up – 3</u></p> <p><u>§13 Requirements (focus area)</u> <u>User stories & prioritisation – 6</u></p> <p><u>§14 Change theme – 3</u></p> <p><u>§15 Organization theme & servant leadership - 9</u></p>	<p>Details Cont'd</p> <p><u>§16 MP – 3</u></p> <p><u>§17 Frequent Releases (focus area) – 2</u></p> <p><u>§18 Scrum theory & practice & artefacts and events - 6</u></p> <p><u>§19 Kanban method – 8</u></p> <p><u>§20 Plans theme & estimating - 3</u></p> <p><u>§21 Progress theme – 4</u></p> <p><u>§22 Quality theme – 3</u></p> <p><u>§23 CS – 5</u></p> <p><u>§24 SB – 3</u></p> <p><u>§25 CP – 3</u></p> <p><u>§26 DP – 3</u></p> <p><u>§27 Agile Contracts (focus area) – 1</u></p> <p><u>§28 Appendix A and B – 2</u></p> <p><u>§29 Rich Comms – 3</u></p> <p><u>§30 Apdx C: Health Check – 1</u></p> <p><u>§31 Apdx F+G: Transition & Guidance to PMs– 2</u></p> <p><u>§32 Course Summary – 1</u></p> <p><u>§33 Contacts and Free or Paid Courses</u></p> <p><u>§34 THE EXAM</u></p> <p><u>§35 End of Slides, (and Who Are LML?)</u></p>
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See  [CLICK HERE](#) Links To Evaluation & Free for Personal Use Course Mater...  +44 84 52 57 57 07

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§0 s3 = Navigation & SubSections

§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 phone 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 soundtrack 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 smartphone 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. 5and These> 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 chunks 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 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

VnCtl:14/08/2016 19:32:06 This file is part of Logical Model Ltd's p2a training course³

³<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

Section:1 s4 - §1 Introduction & Context – in 5 slides

4

§1 s1 (4 of 229)

AXELOS
GLOBAL BEST PRACTICE

§1 Introduction & Context - in 5 slides

P2A is not a new method; it is prince tailored for agile

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Section:1 s4 - §1 Introduction & Context – in 5 slides

§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 [LML Discount⁴](#) 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

⁴<http://www.logicalmodel.net/shop>

- 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. 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 [LML P2 Home⁵](#). 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

⁵<http://www.logicalmodel.net/prince2exams>

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§1 s5 = Course Objectives – 1/5



5

§1 s2 (5 of 229)

Course Objectives - 1/5

- 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
- 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*



T, C, Q, S, R, B



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§1 s5 = Course Objectives – 1/5

§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 you 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 next lesson. P2a’s obvious focus is the 6 boxes middle centre, Three {{Controlling a Stage}} 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 quotable 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 notes 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 notes. I’ve gathered all the key and quotable 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 notes, 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. pt-3>
- 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 s6 = About yourself – 2/5

6

§1 s3 (6 of 229)

AXELOS
GLOBAL BEST PRACTICE

About yourself - 2/5

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

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§1 s6 = About yourself – 2/5

§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 [LML Training Portal](http://learn.logicalmodel.net)⁶ 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

⁶<http://learn.logicalmodel.net>

- 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, troubleshoot 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

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§1 s7 = About the manual – 3/5

7

§1 s4 (7 of 229)

AXELOS
GLOBAL BEST PRACTICE

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.

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§1 s7 = About the manual – 3/5

§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.

End

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§1 s8 = About the exam – 4/5

8

§1 s5 (8 of 229)

About the exam – 4/5

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- Questions can only be from the manual or the scenario
 - 2½ 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!

See © CLICK HERE [Links To Evaluation & Free for Personal Use Course Mater...](#) ☎ +44 84 52 57 57 07

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§1 s8 = About the exam – 4/5

§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 at home the proctor will give you opportunity to print the scenario at the exam's start (and outside the allotted question answering time)
 - 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? 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 first 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

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- Chestertons' Exam Scenario 'Golden Clog' - 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.

§1 s9 = Exam structure – 5/5



9

§1 s6 (9 of 229)



Exam structure - 5/5

- 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%



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§1 s9 = Exam structure – 5/5

§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. [Our book shop](#)⁷.
 - 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>

⁷<http://www.logicalmodel.net/shop/management-books>

- 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 quotes 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 quotable 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 quotable 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 notes 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 notes. 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 convienient 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 [LML P2 Home](#)⁸.
 - You'll also find the exam questions and all other resources through this link or on [LML Training Portal](#)⁹
- Time now for section 2.

..”..

References

- [Course Downloads \(Enrolled Students\)](#)¹⁰.
- [Course Downloads \(Free Access for Un-Enrolled Students\)](#)¹¹.

End

⁸<http://www.logicalmodel.net/prince2exams>

⁹<http://learn.logicalmodel.net>

¹⁰<http://learn.logicalmodel.net/courses/take/p2agile-eourse/texts/205801-ss0-dl1-download-library-an-enrolled-students-resource>

¹¹<http://learn.logicalmodel.net/courses/take/p2agile-eourse/texts/374418-ss0-dlx-free-download-library-free-samples-of-example-resources-for-unenrolled-decision-makers-note-access-requires-freetrial-above>

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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 to 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) and 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 (§4=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 BL3 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 s10 = Revision Aid: Our 1st Quiz

10 §1 s7 (10 of 229)

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 Mater...](#)  +44 84 52 57 57 07

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§1 s10 = Revision Aid: Our 1st Quiz

§1 q10 Quiz to Recap

- Our first stop to review.
 - You'll have to consult the course notes, 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:PPB, 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 “Quotable...” or “Quote...” throughout the course materials
- Repeated as a consolidated list in lesson 175

End

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VnCtl:14/08/2016 19:32:06 This file is part of Logical Model Ltd's p2a training course¹²

¹²<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

Section:19 s145 - §19 Kanban Method – 8s

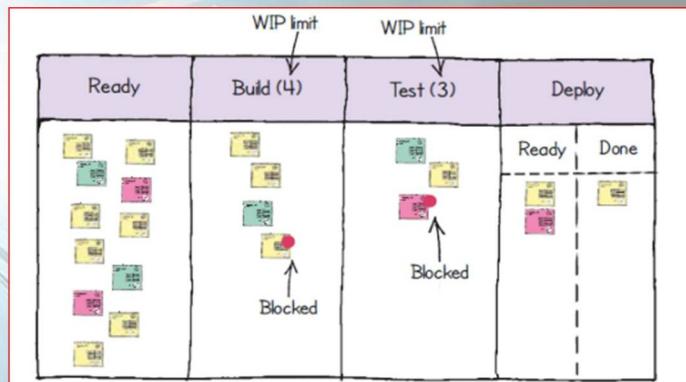
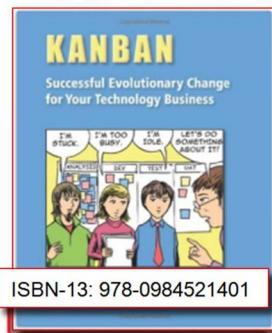


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§19 Kanban Method – 8s



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

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Section:19 s145 - §19 Kanban Method – 8s

§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

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§19 s146 = Kanban and the Kanban Method 1/8



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Kanban and the Kanban Method 1/8

- Kanban systems are *visual* management systems that *limit* the number of *work items* in circulation
- Kanban should be seen as a way to increase agility through:
 - Improved day-to-day decision making
 - The deferral of commitment
 - Reduced lead times
- In PRINCE2 Agile it is applicable *in a project context to time boxes*.

100yr old term
Method 2010
Project context not production - So Kanban with-in timeboxes

Kanban is a flow method
End pulls from the right
"when there is capacity"
From TPS JIT



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§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 quotable 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

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§19 s147 = The 6 general practices of the Kanban Method 2/8

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The 6 general practice Method 2/8

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

Standard

Urgent (Expedite)

Etc.

Figure 20.3 An example of how a Kanban ticket might look

Work item identifiers

Decorators (Shape and colour)

Colour

Typically indicating class of service, work item type or work stream

Tracking ID Title

Dates

Initials

This item's 'go to person' and (circled) the person who will accept the work

Start dd/mm/yy

Due dd/mm/yy

End dd/mm/yy

KF MD

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§19 s147 = The 6 general practices of the Kanban Method 2/8

§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 than 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 s148 = The 6 general practices of the Kanban Method 3/8

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§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

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§19 s148 = The 6 general practices of the Kanban Method 3/8

§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 Goldratt's 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 noted 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 notes step capacity in its column heading. It shows how many work items can be in the column at once

End

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§19 s149 = The 6 general practices of the Kanban Method 4/8

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§19 s5 (149 of 229)

The 6 general practices of the Kanban Method 4/8

AXELOS GLOBAL BEST PRACTICE

- 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.

Working Agreements

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§19 s149 = The 6 general practices of the Kanban Method 4/8

§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 much 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) 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

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§19 s150 = The 6 general practices of the Kanban Method 5/8

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The 6 general practices of the Kanban Method 5/8

*http://www.methodsandtools.com/archive/toyotakata.php
www.okalliance.com/wp-content/uploads/2013/10/Kata-
Training-2013-Manufacturing-Conference.pdf*

§19 s6 (150 of 229)

ELLOS AXELOS BEST PRACTICE

- 5. Implement feedback loops
 - Ultimately, value being delivered is judged by the final consumer
 - Quantitatively assessing this will directly affect what will subsequently be delivered.
- 6. *Improve collaboratively, evolve experimentally*
 - The method builds on collaboration through experimental improvement
 - *Process improvement is everyone's business every day.*

Spike

6 Sigma thinking

Ready	Build (4)	Test (3)	Deploy
WIP limit	WIP limit	WIP limit	
10 cards	4 cards (1 Blocked)	3 cards (1 Blocked)	2 cards (1 Ready, 1 Done)

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§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 known (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. Quotably 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 car’s 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

- Toyota Kata¹³
- Mike Rother presentation on Kata [Mike Rother Presentation¹⁴](#)
- DJA’s Kanban¹⁵ - scrum is “good enough, lean perfect & more”
- [Lean Thinker¹⁶](#)

End

¹³<http://www.methodsandtools.com/archive/toyotakata.php>

¹⁴<http://www.okalliance.com/wp-content/uploads/2013/10/Kata-Training-2013-Manufacturing-Conference.pdf>

¹⁵<http://www.infoq.com/articles/David-Anderson-Kanban>

¹⁶<http://theleanthinker.com/2015/04/27/toyota-kata-kaizen-events-and-a3/>

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§19 s151 = Kanban – further guidance 6/8



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§19 s7 (151 of 229)

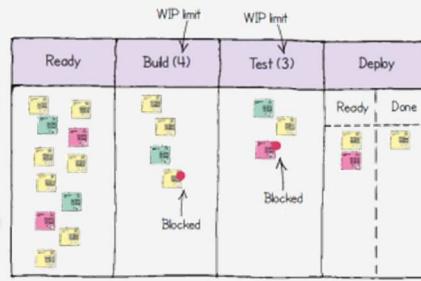


Kanban - further guidance 6/8

- *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 Kanban
A more sophisticated approach
Scrum = many deadlines

Little's Law & CDF



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§19 s151 = Kanban – further guidance 6/8

§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

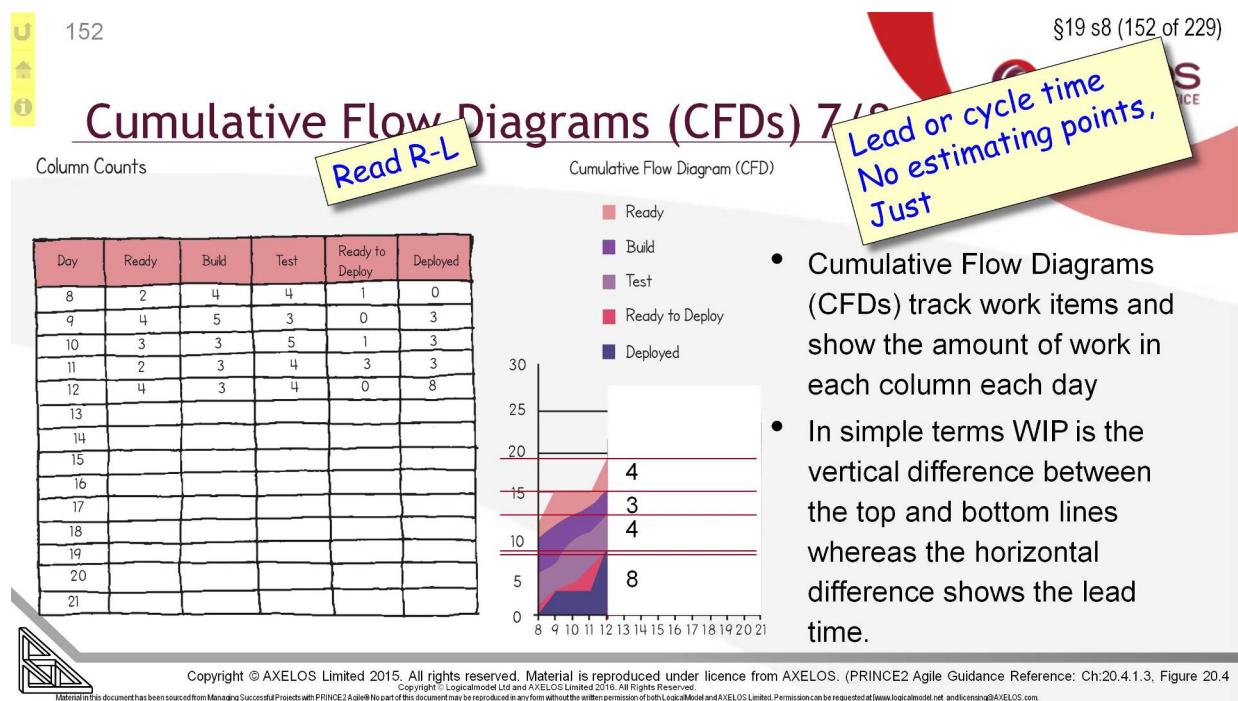
- While the danger is we get the worst of both the target is to get the best of both. Both use empiricism or decisions based on recent experience, both use daily stand-ups and other reviews to identify process improvements, both empower the team and insist on transparency.
- Both set time as the fixed 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 [LML's Free Project Context Course¹⁷](http://learn.logicalmodel.net/courses/context4free), 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 notes and urgent are pink notes. 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 quotable 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”.

¹⁷<http://learn.logicalmodel.net/courses/context4free>

End

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§19 s152 = Cumulative Flow Diagrams (CFDs) 7/8



§19 s152 = Cumulative Flow Diagrams (CFDs) 7/8

§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 colleagues 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 notes 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

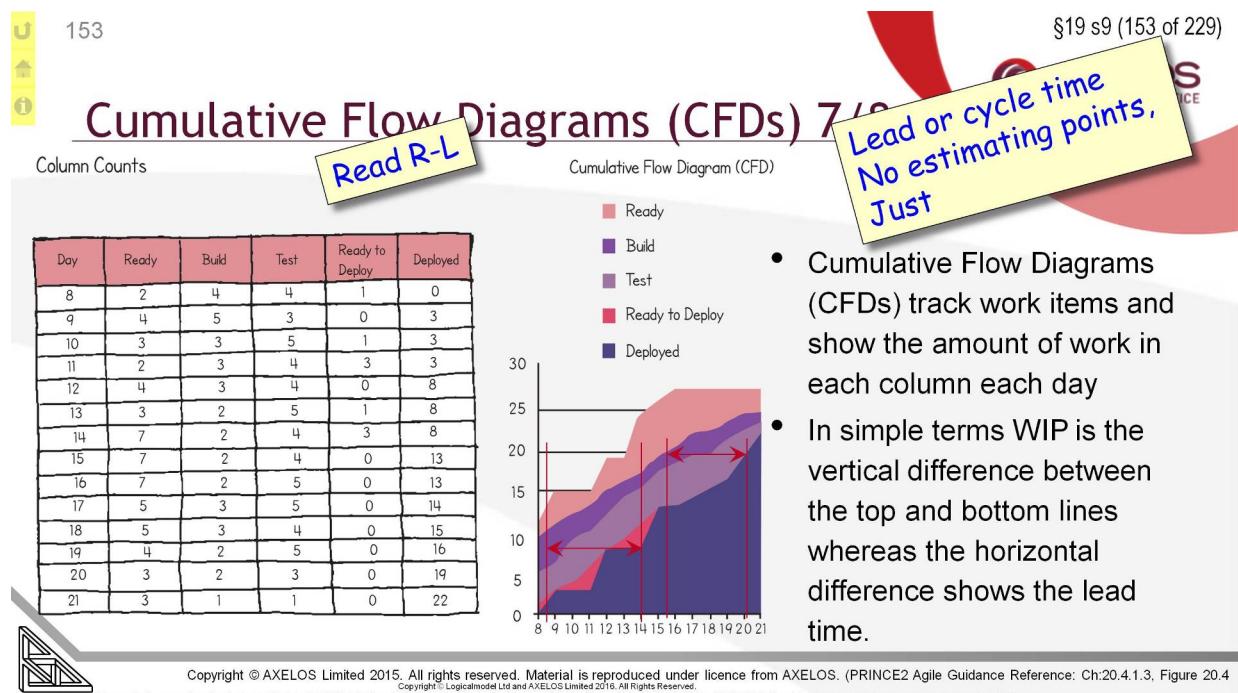
<Sync. > And so on,

- 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

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§19 s153 = Cumulative Flow Diagrams (CFDs) 7/8



§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

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§19 s154 = Kanban hints 8/8

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§19 s10 (154 of 229)

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**

• Little's Law is used for forecasting.

Single cash-register in local corner-store

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§19 s154 = Kanban hints 8/8

§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. Quotable 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 quotable 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

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§19 s155 = Paper_1 Qn_36

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Paper_1 Qn_36

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• 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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§19 s155 = Paper_1 Qn_36

P_1 Qn36.

- 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.

§19 EqA155 Eqn P_1 Qn_36

- Standard approach

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

See the Answers Section for Simon's question analysis

See the Answers Section for the Chief Examiner's analysis

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§19 s156 = Back@Work_Skill-Builder™ Exercise-15: Kanban

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Back@Work_Skill-Builder™ Exercise-15: Kanban

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• **Deliverables:** 1) Kanban board's progression through sufficient iterations to understand the process 2) CFD

• **Start-Point:** **1)** Imagine a development team whose work consists of tasks A thru O. **11)** 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". **111)** Each task has a Business value and known build & test cost in 'days' (See Worked Example in course downloads). **1111)** Build's WIP Limit is 3 tasks. Test's limit is 2 tasks, Deploy is limited to 3 tasks **11111)** 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)

• **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

• **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 **ha)** 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

• **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 [§19 wkbk156 Worked Example¹⁸](#) (create a login if you don't have one, access to these downloads is free)

End

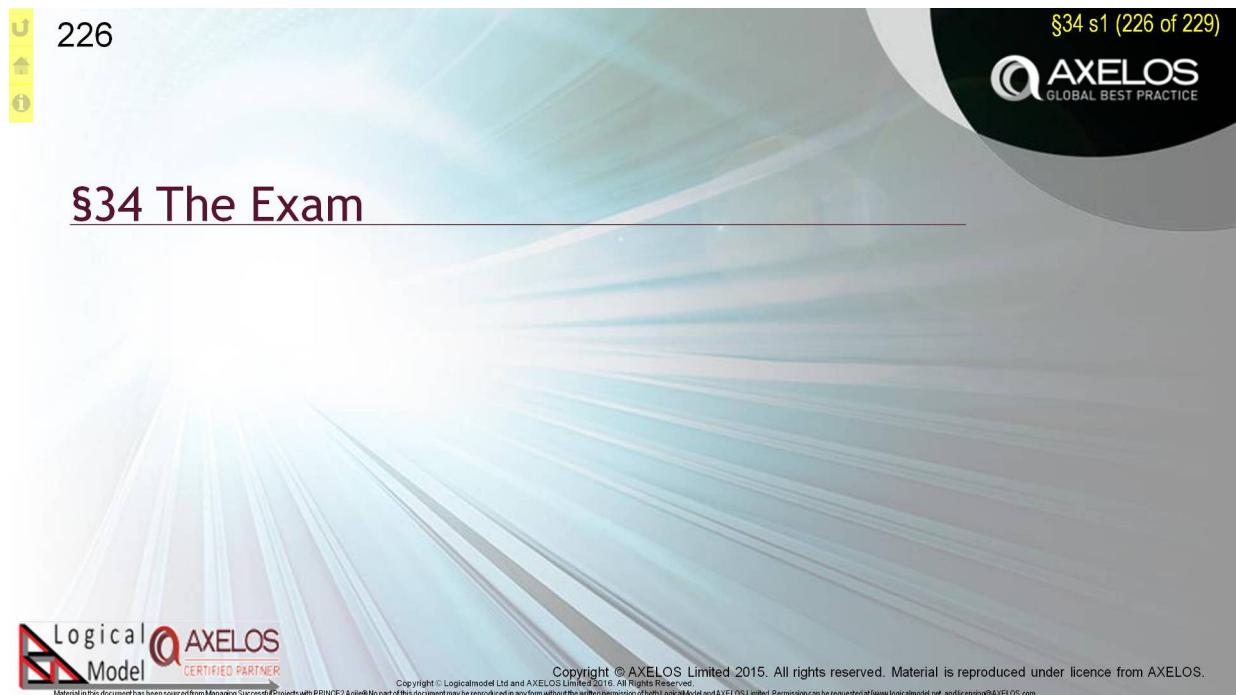
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VnCtl:14/08/2016 19:32:06 This file is part of Logical Model Ltd's p2a training course¹⁹

¹⁸<http://learn.logicalmodel.net/courses/take/p2agile-ecourse/downloads/350273-ss19-wkbk156-kanban-back-work-skill-builder-exercise-downloads>

¹⁹<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

Section:34 s226 - §34 The Exam



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§34 The Exam

§34 s1 (226 of 229)

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Section:34 s226 - §34 The Exam

§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 recall 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 notes then the likelihood 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

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VnCtl:14/08/2016 19:32:06 This file is part of Logical Model Ltd's p2a training course²⁰

²⁰<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

Section:35 s227 - §35 End of slide deck

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§35 End of slide deck



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Mcr_UAS_WVL_12.03.83_edited-3.jpg

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Section:35 s227 - §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)
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 - [via Wikimedia Commons](#)²²
 - <Sync. Bulldog>

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²²https://commons.wikimedia.org/wiki/File%3ALockheed_Martin_F-22A_Raptor_JSOH.jpg [via

- 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

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§35 s228 = Who Are Logical Model Ltd (LML)?

§35 s2 (228 of 229)

Who Are Logical Model Ltd (LML)?

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- ❖ 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 = Who Are Logical Model Ltd (LML)?

§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

- phewwwwwwwww

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VnCtl:14/08/2016 17:08:30 [This file is part of Logical Model Ltd's p2a training course²³](#)

²³<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

§36 Case Scenario

1

§36 s1 (1 of 7)

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§36 Case Scenario

§36 s1 Case Scenario

- The course's Back@Work skill builder exercises and practice exam questions are based on a scenario.
- In the exam the scenario has question groups that are based on 'Additional information'.
- Here is the scenario and additional information for all Case Study Back@Work skill builders and the exam questions analysed within course lessons.

Course Cross References

- Each exam question is based on a Learning Outcome and Assessment criteria.
- Course notes Section 1 Lesson 9 (§9 s9) explains the LO, AC, CE and more (It is included in the free access materials [">>>>Here<<<²⁴](#), but you will have to create an id to access the materials).

²⁴<http://learn.logicalmodel.net/courses/take/p2agile-ecourse/texts/205841-ss1-s9-the-exams-structure-exam-2-2-0716>

- The full Course lesson cross-reference to Learning Outcome to Assessment Criteria to Official Manual entry is in the [X-Ref appendix](#)

End §36 s1 Case Scenario

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Project Scenario - Chestertons' Cheese Golden Clog Project

Project Scenario - Chestertons' Cheese Golden Clog Project

§36 s2 (2 of 7)

PRINCE2AGILE_2015_PRP_ScenarioBooklet_EN_SamplePaper1_V4.0

- **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.

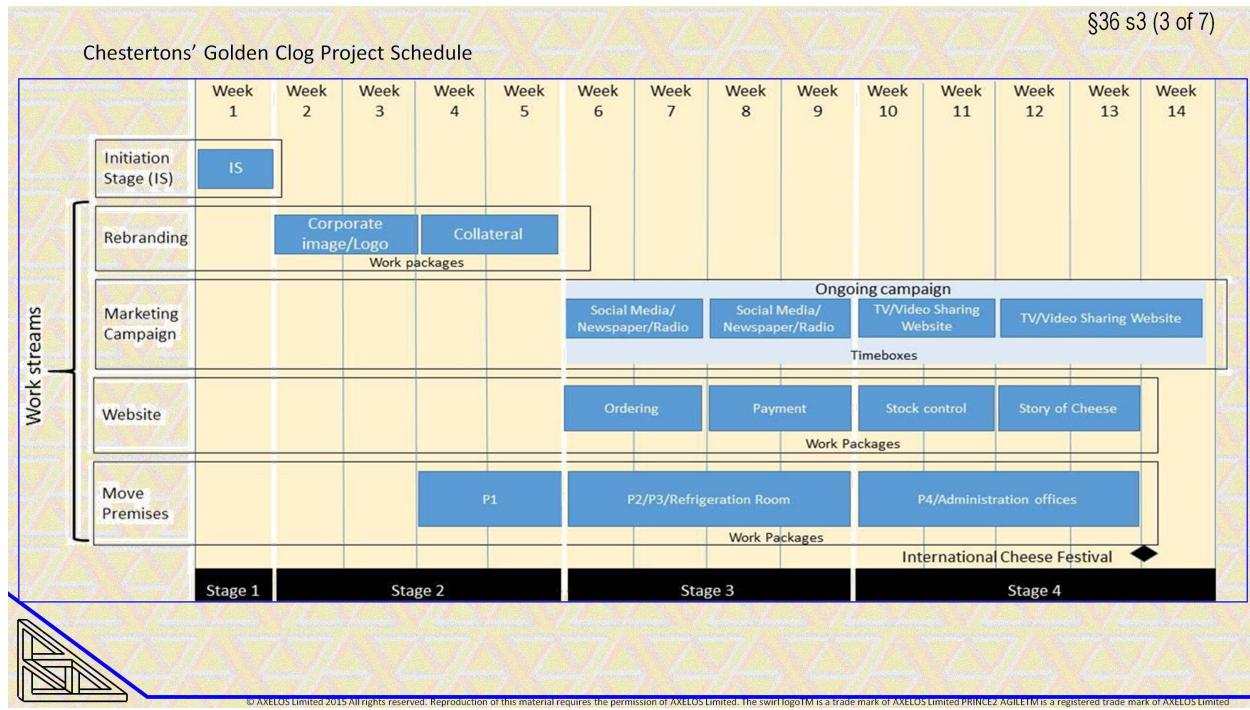
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Project Scenario - Chestertons' Cheese Golden Clog Project

§36 s2 Project Scenario - Chestertons' Cheese

- 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.
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Chestertons' Golden Clog Project Schedule



Chestertons' Golden Clog Project Schedule

§36 s3 The project's schedule

- Five work streams timeboxed over 14 weeks

Rebranding – Additional information for questions 7 to 18

§36 s4 (4 of 7)

Rebranding – Additional information for 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.

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Rebranding – Additional information for questions 7 to 18

§36 s4 Rebranding – Additional information for questions 7 to 18

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 - * Website look and feel;
 - * Corporate signage;
 - * Letterheads;
 - * Corporate clothing.

Marketing Campaign – Additional information for 19 to 26

§36 s5 (5 of 7)

Marketing Campaign – Additional information for 19 to 26

- Chestertons' have only recently invested in marketing as their reputation until now has been spread by 'word of mouth'. The Marketing Team has been together for over a year now and the members of the team enjoy working with each other. They were very successful with a past campaign called 'Chestertons' Cheese? Yes please!'
- The work is being split across a number of timeboxes and the campaign will be delivered across a variety of channels such as:
 - Social media;
 - Newspaper;
 - Radio;
 - Television;
 - Trade magazines.
- They are also thinking of creating a series of videos about cheese and putting them on a video-sharing website. One idea is to make an amusing video that they hope will 'go viral'.
- The Marketing Team has been trained in PRINCE2 Agile and has recently been using it on some of their current work. They are keen to use it on this project.

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Marketing Campaign – Additional information for 19 to 26

§36 s5 Marketing Campaign – Additional information for 19 to 26

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Website – Additional information for questions 27 to 38

§36 s6 (6 of 7)

Website – Additional information for questions 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.

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Website – Additional information for questions 27 to 38

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Move Premises – Additional information for questions 39 to 50

§36 s7 (7 of 7)

Move Premises – Additional information for questions 39 to 50

- Chestertons' is currently located across several sites and they want to move to one site as quickly as possible, due to the expected increase in demand. The new premises are very large, and therefore Chestertons' believe that all of the cheese making can be brought together onto one site.
- There is a concern about the new premises because the access road is quite narrow and it also has limited space for parking, although alternative parking arrangements are available. The landlord who owns the building lives abroad but has agreed that if Chestertons' do not like the new premises they can move out, without penalty, as long as they do so within three months of their arrival.
- Chestertons' make several types of cheese and their aim is to have all four production lines fully operational as soon as possible.
- There will be a number of Work Packages in this work stream:
 1. Production line:
 - Move four production lines to the new premises (shown as P1-P4 on the timeline).
 2. Refrigeration Room:
 - Cold storage facilities for both raw produce and manufactured cheese.
 3. Administration offices:
 - Prepare office space ready for all administration staff including those working in IT, Facilities, Operations, Sales, Marketing and Finance.
- The Premises Team are not quite sure how the agile ways of working apply to their work in the Project but are willing to be guided

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Move Premises – Additional information for questions 39 to 50

§36 s7 Move Premises – Additional information for questions 39 to 50

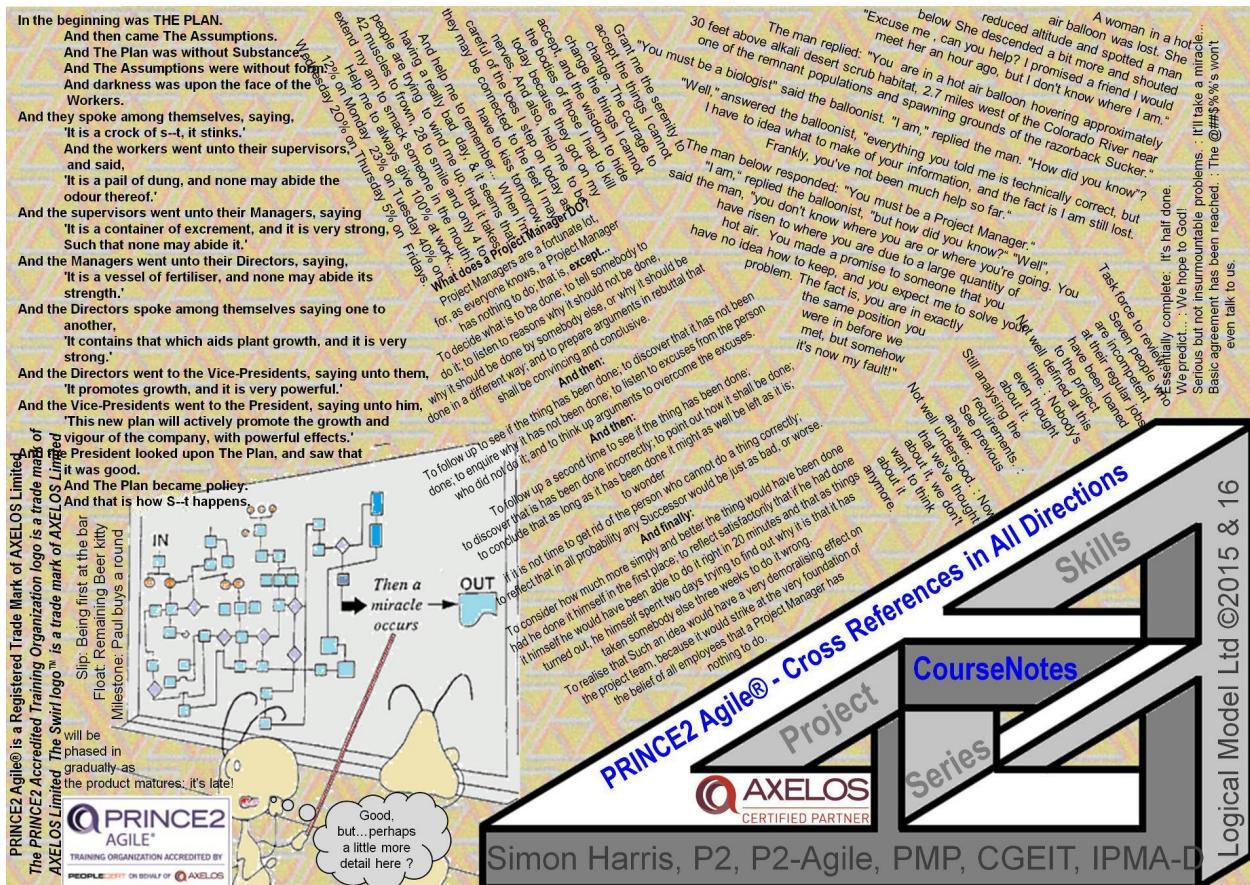
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VnCtl:06/08/2016 16:42:15 - This file is part of Logical Model Ltd's p2a training course²⁵

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Course to Syllabus to Assessment Cross Reference



Apxd: LML's P2a Practitioner Syllabus Cross-Reference

The exam questions target 20 Assessment Criteria linked to the 5 Learning Outcomes that the official manual supports. The Training materials contain the 63 Courseware Elements that deliver the Learning Outcomes.

axelos only give item by item references within a training slide or an exam question. Here is the full set for LogicalModel Ltd's PRINCE2 Agile® training materials from [LML p2a Training²⁶](http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course)

Exam Question Analysis follows the cross-reference

²⁶<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

LO Syll Id	Ass'ment Criteria	Course Slides - Slide Title	Manual Ref	Syllabus Description
1/10	Ch:1.2 Explain the differences between projects and Business as usual	LO:1 Sid:1 AC:1.2 Lesson:\$2 s12 - Project or BAU		
2/10	Figure 1.1 Explain the differences between projects and Business as usual	LO:1 Sid:1 AC:1.2 Lesson:\$2 s13 - The difference between project work and BAU work		
3/10	Ch:2.1 Describe agile and its common approaches, how and why agile approaches have developed and where they are used	LO:1 Sid:2 AC:1.1 Lesson:\$2 s15 - An overview of agile		
4/10	Figure 2.1 Describe the history of agile, it's contrast to the waterfall way of working and how the agile manifesto fits in	LO:1 Sid:2 AC:1.1 Lesson:\$2 s18 - Agile basics		
5/10	Figure 2.2 Describe the history of agile, it's contrast to the waterfall way of working and how the agile manifesto fits in	LO:1 Sid:3 AC:1.1 Lesson:\$2 s16 - The Agile Manifesto		
6/10	Figure 2.3 Describe agile and its common approaches, how and why agile approaches have developed and where they are used	LO:1 Sid:3 AC:1.1 Lesson:\$2 s17 - Waterfall or Iterative & Incremental		
7/10	Table 2.1 Describe the different levels of agile maturity and well-known agile frameworks	LO:1 Sid:4 AC:1.3 Lesson:\$2 s20 - Agile Frameworks		
8/10	Table 2.2 Describe behaviours, concepts and techniques that characterise agile	LO:1 Sid:4 AC:1.3 Lesson:\$2 s20 - Agile Frameworks		
9/10	Ch:2.2.1 Describe the different levels of agile maturity and well-known agile frameworks	LO:1 Sid:4 AC:1.3 Lesson:\$2 s23 - The PRINCE2 Agile view		
10/10	Ch:2.2.1 Describe the different levels of agile maturity and well-known agile frameworks	LO:1 Sid:5 AC:1.3 Lesson:\$2 s22 - Agile behaviours concepts & techniques		
11/10	Table 2.2 Describe behaviours, concepts and techniques that characterise agile	LO:1 Sid:5 AC:1.3 Lesson:\$2 s22 - Agile behaviours concepts & techniques		
12/10	Ch:2.2.2 Describe behaviours, concepts and techniques that characterise agile	LO:1 Sid:6 AC:1.2 Lesson:\$2 s19 - Beyond a basic view		
13/10	Ch:2.2 Define the PRINCE2 Agile view of 'agile'	LO:1 Sid:7 AC:1.1 and 1.3 Lesson:\$19 s146 - Kanban		
14/10	Ch:20.4.1 Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams	LO:1 Sid:7 AC:1.1 and 1.3 Lesson:\$19 s147 - The 6 general practices of the Kanban Method		
15/10	Figure 20.2 Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams	LO:1 Sid:7 AC:1.1 and 1.3 Lesson:\$19 s147 - The 6 general practices of the Kanban Method		
16/10	Ch:20.4.1.2 Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams	LO:1 Sid:7 AC:1.1 and 1.3 Lesson:\$19 s148 - The 6 general practices of the Kanban Method		
17/10	Figure 20.2 Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams	LO:1 Sid:7 AC:1.1 and 1.3 Lesson:\$19 s148 - The 6 general practices of the Kanban Method		
18/10	Ch:20.4.1.2 Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams	LO:1 Sid:7 AC:1.1 and 1.3 Lesson:\$19 s148 - The 6 general practices of the Kanban Method		

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- The 6 general practices of the Kanban Method 4/8|Figure 20.2|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s149 - The 6 general practices of the Kanban Method 4/8|Ch:20.4.1.2|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s150 - The 6 general practices of the Kanban Method 5/8|Figure 20.2|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s150 - The 6 general practices of the Kanban Method 5/8|Ch:20.4.1.2|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s151 - Kanban – further guidance 6/8|Figure 20.2|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s151 - Kanban – further guidance 6/8|Ch:20.4.1.3|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s152
- Cumulative Flow Diagrams (CFDs) 7/8|Figure 20.4|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s152 - Cumulative Flow Diagrams (CFDs) 7/8|Ch:20.4.1.3|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s153 - Cumulative Flow Diagrams (CFDs) 7/8|Figure 20.4|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s153 - Cumulative Flow Diagrams (CFDs) 7/8|Ch:20.4.1.3|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:7 AC:1.1 and 1.3|Lesson:§19 s154 - Kanban hints 8/8|Ch:20.4.1.3|Describe Kanban, the Kanban method and its six general practices, including the use of Cumulative Flow Diagrams|-----|-----|-----|:-----| |LO:1 Sid:8 AC:1.1 and 1.3|Lesson:§12 s90 - Lean Start-up 2/3|Ch:20.4.2|Describe the core concepts of Lean Start-up|-----|-----|-----|:-----| |LO:1 Sid:8 AC:1.1 and 1.3|Lesson:§12 s91 - Lean Start-up 3/3|Ch:20.4.2|Describe the core concepts of Lean Start-up|-----|-----|-----|:-----| |LO:1 Sid:9 AC:1.1 and 1.3|Lesson:§29 s209 - Workshops 3/3|Ch:26.4.1|Describe the use of workshops|-----|-----|-----|:-----| |LO:1 Sid:10 AC:0|Lesson:§31 s216 - Transitioning to Agile 1/2|Appendix F|Describe how to transition to agile|-----|-----|-----|:-----| |LO:1 Sid:11 AC:1.1|Lesson:§18 s136 - Scrum – what is it? 1/6|Appendix H|Define Scrum theory and explain the nature of the Scrum team, Scrum events, Scrum artefacts and Sprints|-----|-----|-----|:-----| |LO:1 Sid:11 AC:1.1|Lesson:§18 s137 - Scrum theory 2/6|Appendix H|Define Scrum theory and explain the nature of the Scrum team, Scrum events,

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AC:1.1|Lesson:§18 s138 - The Scrum team 3/6|Appendix H|Define Scrum theory and explain the nature of the Scrum team, Scrum events, Scrum artefacts and Sprints| |-----|-----|:-----|-----| |LO:1 Sid:11 AC:1.1|Lesson:§18 s139 - Scrum events 4/6|Appendix H|Define Scrum theory and explain the nature of the Scrum team, Scrum events, Scrum artefacts and Sprints| |-----|-----|:-----|-----| |LO:1 Sid:11 AC:1.1|Lesson:§18 s140 - Revision Aid: 60 Things in fours|Appendix H|Define Scrum theory and explain the nature of the Scrum team, Scrum events, Scrum artefacts and Sprints| |-----|-----|:-----|-----| |LO:1 Sid:11 AC:1.1|Lesson:§18 s141 - The 5 Scrum events 5/6|Appendix H|Define Scrum theory and explain the nature of the Scrum team, Scrum events, Scrum artefacts and Sprints| |-----|-----|:-----|-----| |LO:1 Sid:11 AC:1.1|Lesson:§18 s142 - Scrum artifacts 6/6|Appendix H|Define Scrum theory and explain the nature of the Scrum team, Scrum events, Scrum artefacts and Sprints| |-----|-----|:-----|-----| |LO:2 Sid:1 AC:2.3|Lesson:§3 s26 - PRINCE2 Agile blending PRINCE2 & agile together – 1/7 |Ch:3.1|Describe the complementary strengths of PRINCE2 and the agile way of working| |-----|-----|:-----|-----| |LO:2 Sid:1 AC:2.3|Lesson:§3 s26 - PRINCE2 Agile blending PRINCE2 & agile together – 1/7 |Figure 3.1|Describe the complementary strengths of PRINCE2 and the agile way of working| |-----|-----|:-----|-----| |LO:2 Sid:2 AC:2.3|Lesson:§3 s26 - PRINCE2 Agile blending PRINCE2 & agile together – 1/8|Ch:3.2|Define who can benefit from using PRINCE2 Agile and in what contexts/situations| |-----|-----|:-----|-----| |LO:2 Sid:2 AC:2.3|Lesson:§3 s26 - PRINCE2 Agile blending PRINCE2 & agile together – 1/9|Ch:3.3|Define who can benefit from using PRINCE2 Agile and in what contexts/situations| |-----|-----|:-----|-----| |LO:2 Sid:3 AC:1.3|Lesson:§3 s27 - What does PRINCE2 Agile comprise of? – 2/7 |Figure 3.2|Define the make-up of PRINCE2 Agile -frameworks, behaviours, concepts, techniques, focus areas| |-----|-----|:-----|-----| |LO:2 Sid:3 AC:1.3|Lesson:§3 s27 - What does PRINCE2 Agile comprise of? – 2/7 |Ch:3.5|Define the make-up of PRINCE2 Agile -frameworks, behaviours, concepts, techniques, focus areas| |-----|-----|:-----|-----| |LO:2 Sid:4 AC:2.4|Lesson:§3 s28 - 8 Guidance Points – 3/7 |Ch:3.6|Explain the eight ‘guidance points’| |-----|-----|:-----|-----| |LO:2 Sid:5 AC:2.5|Lesson:§3 s29 - Beware of prejudice! – 4/7 |Ch:3.7|Explain how PRINCE2 controls and governance can enable agile to be used in many environments| |-----|-----|:-----|-----| |LO:2 Sid:6 AC:2.3|Lesson:§3 s30 - The PRINCE2 journey with agile – 5/7 |Ch:4.1|Describe what a typical PRINCE2 ‘project journey’ looks like in an agile context| |-----|-----|:-----|-----| |LO:2 Sid:6 AC:2.3|Lesson:§3 s30 - The PRINCE2 journey with agile – 5/7 |Figure 4.1|Describe what a typical PRINCE2 ‘project journey’ looks like in an agile context| |-----|-----|:-----|-----| |LO:3 Sid:1 AC:3.1 and 3.2|Lesson:§9 s75 - The Agilometer – a focus area 1/2|Ch:24.1|Explain the purpose and use of the Agilometer throughout a project| |-----|-----|:-----|-----| |LO:3 Sid:1 AC:3.1 and 3.2|Lesson:§9 s75 - The Agilometer – a focus area 1/2|Ch:24.2|Explain the purpose and use of the Agilometer throughout a project| |-----|-----|:-----|-----| |LO:3 Sid:1 AC:3.1 and 3.2|Lesson:§9 s75 - The Agilometer – a focus area 1/2|Ch:24.3|Explain the purpose and use of the Agilometer throughout a project| |-----|-----|

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Sid:3 AC:4.2|Lesson:§4 s41 - Protect the level of Quality – 4/8 |Ch:6.4.2|Describe in detail each of the five targets that underpin the use of the hexagon| |-----|-----|:-----|-----| |LO:4 Sid:3 AC:4.2|Lesson:§4 s42 - Embrace change – 5/8 |Ch:6.4.3|Describe in detail each of the five targets that underpin the use of the hexagon| |-----|-----|:-----|-----| |LO:4 Sid:3 AC:4.2|Lesson:§4 s43 - Keep teams stable – 6/8 |Ch:6.4.4|Describe in detail each of the five targets that underpin the use of the hexagon| |-----|-----|:-----|-----| |LO:4 Sid:3 AC:4.2|Lesson:§4 s44 - Accept that the customer doesn't need everything – 7/8 |Ch:6.4.5|Describe in detail each of the five targets that underpin the use of the hexagon| |-----|-----|:-----|-----| |LO:4 Sid:3 AC:4.2|Lesson:§4 s46 - The appropriate balance – 8/8 |Figure 6.2|Describe in detail each of the five targets that underpin the use of the hexagon| |-----|-----|:-----|-----| |LO:4 Sid:3 AC:4.2|Lesson:§4 s46 - The appropriate balance – 8/8 |Ch:6.5|Describe in detail each of the five targets that underpin the use of the hexagon| |-----|-----|:-----|-----| |LO:5 Sid:1 AC:5.3|Lesson:§6 s58 - PRINCE2 Agile Behaviours 3/4|Figure 7.1|Describe in detail the 5 PRINCE2 Agile behaviours Transparency, Collaboration, Rich Communication, Self-Organization, Exploration| |-----|-----|:-----|-----| |LO:5 Sid:1 AC:5.3|Lesson:§6 s58 - PRINCE2 Agile Behaviours 3/4|Ch:7.4|Describe in detail the 5 PRINCE2 Agile behaviours Transparency, Collaboration, Rich Communication, Self-Organization, Exploration| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s51 - Agile and the PRINCE2 Processes|Ch:16.2|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s51 - Agile and the PRINCE2 Processes|Figure 16.2|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s51 - Agile and the PRINCE2 Processes|Figure 16.3|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s52 - Relating agile processes to PRINCE2 processes|Ch:16.2|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s52 - Relating agile processes to PRINCE2 processes|Figure 16.4|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s53 - Relating agile processes to PRINCE2 processes|Ch:16.2|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s53 - Relating agile processes to PRINCE2 processes|Figure 16.4|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context| |-----|-----|:-----|-----| |LO:5 Sid:2 AC:5.7|Lesson:§5 s54 -

Relating agile processes to PRINCE2 processes|Ch:16.2|Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context|-----|-----|:-----|-----|
	LO:5 Sid:2 AC:5.7	Lesson:§5 s54 - Relating agile processes to PRINCE2 processes	Figure 16.4	Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context	-----	-----	:-----	-----
	LO:5 Sid:2 AC:5.5	Lesson:§6 s60 - Agile and the PRINCE2 Themes 4/4	Ch:8.1	Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context	-----	-----	:-----	-----
	LO:5 Sid:2 AC:5.5	Lesson:§6 s60 - Agile and the PRINCE2 Themes 4/4	Ch:8.2	Explain that agile needs to be incorporated in all seven PRINCE2 processes and all seven themes but that the amount appropriate to each will vary depending on the project context	-----	-----	:-----	-----
	LO:5 Sid:3 AC:5.5	Lesson:§15 s110 - Organisation – general view of agile 1/9	Ch:10.2	Describe the two common Organization roles of Scrum master and Product owner	-----	-----		
	LO:5 Sid:4 AC:5.5	Lesson:§15 s110 - Organisation – general view of agile 1/9	Figure 10.4	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----	:-----	-----
	LO:5 Sid:4 AC:5.5	Lesson:§15 s110 - Organisation – general view of agile 1/9	Figure 10.5	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----		
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	LO:5 Sid:4 AC:5.5	Lesson:§15 s111 - Organisation – guidance 2/9	Table 10.1	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----	:-----	-----
	LO:5 Sid:4 AC:5.5	Lesson:§15 s111 - Organisation – guidance 2/9	Ch:10.3	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----		
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	LO:5 Sid:4 AC:5.5	Lesson:§15 s112 - Organisation – adjustments 3/9	Table 10.2	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----	:-----	-----
	LO:5 Sid:4 AC:5.5	Lesson:§15 s112 - Organisation – adjustments 3/9	Ch:10.4	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----		
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	LO:5 Sid:4 AC:5.5	Lesson:§15 s115 - Organisation – project structures 6/9	Figure 10.4	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----		
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	LO:5 Sid:4 AC:5.5	Lesson:§15 s115 - Organisation – project structures 6/9	Figure 10.5	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----		
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	LO:5 Sid:4 AC:5.5	Lesson:§15 s117 - Incorporating a Wider Customer View 8/9	Ch:10.5.2	Explain how to adjust roles, including the use of specialist roles, and the options for team organization in a project	-----	-----		
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	LO:5 Sid:5 AC:5.5	Lesson:§15 s113 - Organisation 4/9	Ch:10.4.2	Define the make-up of a typical delivery team	-----	-----	:-----	-----
	LO:5 Sid:5 AC:5.5	Lesson:§15 s114 - Organisation – the delivery team 5/9	Ch:10.4.3	Define the make-up of a typical delivery team	-----	-----	:-----	-----
	LO:5 Sid:6 AC:5.5							

/5.6|Lesson:§15 s116 - Servant Leadership 7/9|Ch:10.5.1|Describe servant leadership, its use and importance| |-----|-----|:-----| |LO:5 Sid:7 AC:5.5|Lesson:§15 s118 - Working Agreements 9/9|Ch:10.5.3|Describe how to define Working Agreements| |-----|-----|:-----| |LO:5 Sid:8 AC:5.4 and 5.5|Lesson:§22 s172 - Quality – general view of agile 1/3|Ch:11.2|Describe quality setting techniques including ‘definition of done’ and the use of acceptance criteria| |-----|-----|:-----| |LO:5 Sid:9 AC:5.5 /5.6|Lesson:§16 s124 - Managing Product Delivery 2/3|Ch:20.3|Describe quality testing, quality checking and management techniques| |-----|-----|:-----| |LO:5 Sid:9 AC:5.5 and 5.6|Lesson:§16 s125 - Managing Product Delivery 3/3|Ch:20.3|Describe quality testing, quality checking and management techniques| |-----|-----|:-----| |LO:5 Sid:9 AC:#N/A|Lesson:§16 s126 - Revision Aid: MP Event/ Activity Artefact/Information sets|Ch:20.3|Describe quality testing, quality checking and management techniques| |-----|-----|:-----| |LO:5 Sid:9 AC:5.4 and 5.5|Lesson:§22 s173 - Quality – guidance 2/3|Ch:11.3|Describe quality testing, quality checking and management techniques| |-----|-----|:-----| |LO:5 Sid:9 AC:5.4 and 5.5|Lesson:§22 s174 - Quality – how to test 3/3|Ch:11.3|Describe quality testing, quality checking and management techniques| |-----|-----|:-----| |LO:5 Sid:10 AC:5.4 and 5.5|Lesson:§20 s158 - Plans – general view 1/3|Ch:12.2|Describe approaches to planning and typical planning techniques| |-----|-----|:-----| |LO:5 Sid:10 AC:5.4 and 5.5|Lesson:§20 s159 - Plans – guidance 2/3|Ch:12.3|Describe approaches to planning and typical planning techniques| |-----|-----|:-----| |LO:5 Sid:11 AC:5.4 and 5.5|Lesson:§11 s86 - Risk 1/1|Ch:13.1|Describe approaches to risk and how agile concepts mitigate many typical risks| |-----|-----|:-----| |LO:5 Sid:11 AC:5.4 and 5.5|Lesson:§11 s86 - Risk 1/1|Ch:13.2|Describe approaches to risk and how agile concepts mitigate many typical risks| |-----|-----|:-----| |LO:5 Sid:11 AC:5.4 and 5.5|Lesson:§20 s160 - Estimation 3/3|Ch:12.4.1|Describe approaches to planning and typical planning techniques (Estimating)|-----|-----|:-----| |LO:5 Sid:12 AC:5.5|Lesson:§14 s105 - Change – general view of agile 1/3|Ch:14.2|Describe how blending PRINCE2 with agile approaches controls, responds to, and minimizes the impact of change, including risk management and configuration management| |-----|-----|:-----| |LO:5 Sid:12 AC:5.5|Lesson:§14 s106 - Change – guidance 2/3|Ch:14.3|Describe how blending PRINCE2 with agile approaches controls, responds to, and minimizes the impact of change, including risk management and configuration management| |-----|-----|:-----| |LO:5 Sid:12 AC:5.5|Lesson:§14 s107 - Change – guidance 3/3|Ch:14.3|Describe how blending PRINCE2 with agile approaches controls, responds to, and minimizes the impact of change, including risk management and configuration management| |-----|-----|:-----| |LO:5 Sid:15 AC:5.5|Lesson:§12 s89 - The Feedback Loop 1/3|Ch:14.4.1|Describe common feedback loops and their importance| |-----|-----|:-----| |LO:5 Sid:16 AC:5.4 and 5.5|Lesson:§21 s164 - Progress – general view 1/4|Ch:15.2|Describe progress monitoring techniques including use of Work in Progress boards, burn charts, information radiators| |-----|-----|:-----| |LO:5 Sid:16 AC:5.4 and 5.5|Lesson:§21 s165 - Progress –

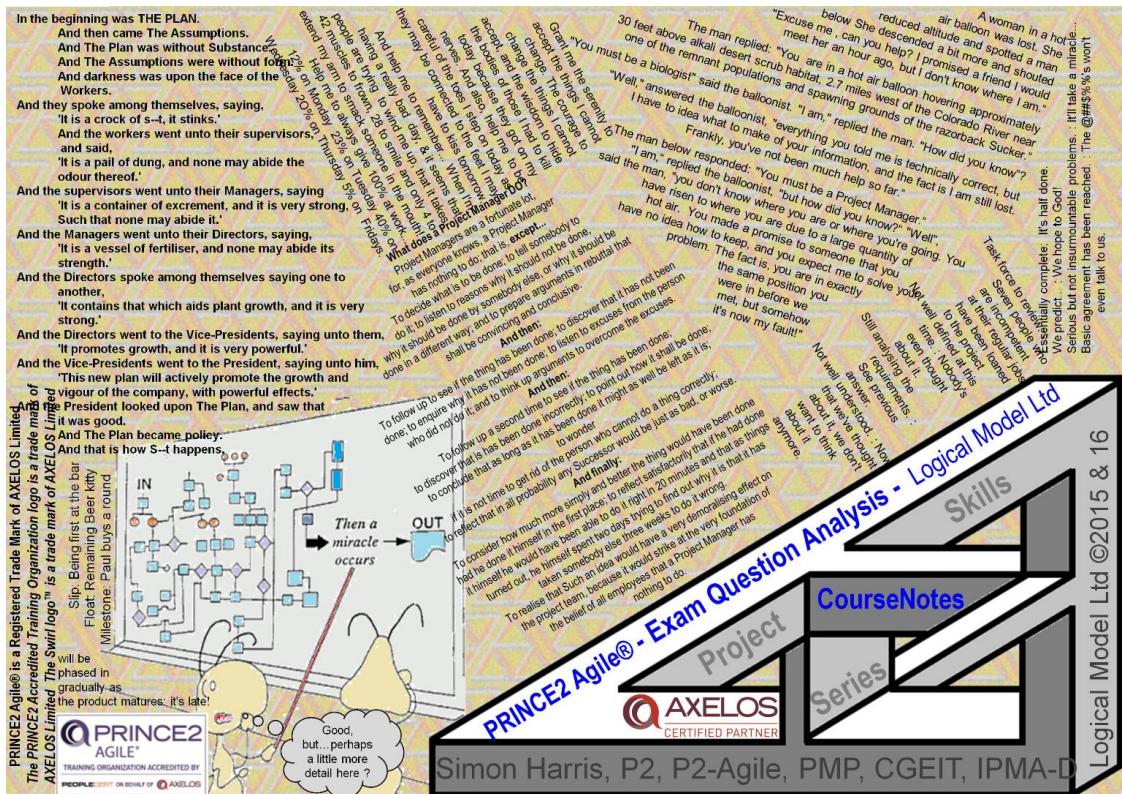
---|-----|:-----| |LO:5 Sid:21 AC:5.6 and 5.7|Lesson:§23 s182 - Controlling a Stage 4/5|Ch:19.3|Describe typical output mechanisms when 'Controlling a Stage' and 'Managing a Stage Boundary'| |-----|:-----| |LO:5 Sid:21 AC:5.6 and 5.7|Lesson:§24 s187 - Managing a Stage Boundary 2/3|Ch:21.3|Describe typical output mechanisms when 'Controlling a Stage' and 'Managing a Stage Boundary'| |-----|:-----| |LO:5 Sid:21 AC:5.6 and 5.7|Lesson:§24 s188 - Managing a Stage Boundary 3/3|Ch:21.4|Describe typical output mechanisms when 'Controlling a Stage' and 'Managing a Stage Boundary'| |-----|:-----| |LO:5 Sid:22 AC:5.6 and 5.7|Lesson:§23 s181 - Retrospectives 3/5|Ch:19.4.1|Describe the use of retrospectives and how to make them effective| |-----|:-----| |LO:5 Sid:23 AC:5.5 and 5.6|Lesson:§16 s123 - Managing Product Delivery 1/3|Ch:20.2|Describe approaches to managing product delivery including Scrum and Kanban| |-----|:-----| |LO:5 Sid:26 AC:5.6 and 5.7|Lesson:§24 s186 - Managing a Stage Boundary 1/3|Ch:21.2|Explain how to manage Stage boundaries and the similarities between a stage and a release| |-----|:-----| |LO:5 Sid:28 AC:5.6 and 5.7|Lesson:§25 s191 - Closing a Project 1/3|Ch:22.2|Explain how to effectively close a project, including evaluation of the use of agile| |-----|:-----| |LO:5 Sid:28 AC:5.6 and 5.7|Lesson:§25 s192 - Closing a Project 2/3|Ch:22.3|Explain how to effectively close a project, including evaluation of the use of agile| |-----|:-----| |LO:5 Sid:28 AC:5.6 and 5.7|Lesson:§25 s193 - Closing a Project 3/3|Ch:22.4|Explain how to effectively close a project, including evaluation of the use of agile| |-----|:-----| |LO:5 Sid:29 AC:5.8 and 5.9|Lesson:§28 s205 - Tailoring of the PRINCE2 Products 2/2|Ch:23|Describe how to tailor PRINCE2 products, including Work Packages, Highlight Reports and Checkpoint Reports| |-----|:-----| |LO:5 Sid:30 AC:5.5|Lesson:§10 s80 - Defining value 1/3|Ch:9.4.1|Describe in detail agile techniques that may apply to each PRINCE2 theme including requirements, defining value and user stories| |-----|:-----| |LO:5 Sid:30 AC:5.5|Lesson:§13 s95 - Requirements and User Stories 1/6|Ch:25.1|Describe in detail agile techniques that may apply to each PRINCE2 theme including requirements, defining value and user stories| |-----|:-----| |LO:5 Sid:30 AC:5.5|Lesson:§13 s96 - User Stories-1 2/6|Ch:25.6.1|Describe in detail agile techniques that may apply to each PRINCE2 theme including requirements, defining value and user stories| |-----|:-----| |LO:5 Sid:30 AC:5.5|Lesson:§13 s97 - User Stories-2 3/6|Figure 25.3|Describe in detail agile techniques that may apply to each PRINCE2 theme including requirements, defining value and user stories| |-----|:-----| |LO:5 Sid:30 AC:5.5|Lesson:§13 s97 - User Stories-2 3/6|Ch:25.6.1.6|Describe in detail agile techniques that may apply to each PRINCE2 theme including requirements, defining value and user stories| |-----|:-----| |LO:5 Sid:31 AC:5.6 and 5.7|Lesson:§27 s202 - Agile contracts 1/1|Ch:28.3|Describe guidance on use of contracts| |-----|:-----| |LO:5 Sid:32 AC:5.6 and 5.7|Lesson:§28 s204 - PRINCE2 Management Products and Roles 1/2|Appendix A|Describe PRINCE2 Agile delivery roles| |-----|:-----| |LO:5 Sid:32 AC:5.6 and 5.7|Lesson:§28 s204 - PRINCE2 Management Products and Roles 1/2|Appendix B|Describe

PRINCE2 Agile delivery roles ----- ----- :----- -----	LO:5 Sid:33
AC:0 Lesson:§30 s214 - Health Check (Appendix C) 1/1 Appendix C Explain how to use the Health Check ----- :----- -----	LO:5 Sid:34 AC:5.2 Lesson:§6 s57
- Principles and behaviours 2/4 Appendix E Describe the fundamental values and principles of agile ----- :----- -----	LO:5 Sid:35 AC:0 Lesson:§31 s217 - Advice for a Project Manager using agile 2/2 Appendix G Outline tips for the PRINCE2 Agile project manager ----- :----- -----
- Recap of PRINCE2 - 6/7 Figure 5.2 Be able to tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context ----- :----- -----	LO:5 All Lesson:§3 s31 - Recap of PRINCE2 - 6/7 Ch:5 Be able to tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context ----- :----- -----
----- :----- ----- -----	LO:5 All AC:5.2 Lesson:§6 s56 - PRINCE2 Principles – guidance 1/4 Table 7.1 Be able to tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context ----- :----- -----
----- :----- ----- -----	LO:5 All AC:5.2 Lesson:§6 s56 - PRINCE2 Principles – guidance 1/4 Ch:7.3 Be able to tailor the PRINCE2 principles, themes, processes and management products to a project in an agile context ----- :----- -----
----- :----- ----- -----	! ! 5.5 Lesson:§10 s81 - Business Case – general view of agile 2/3 Ch:9.2 No direct reference ----- :----- -----
----- :----- ----- -----	! ! 5.5 Lesson:§10 s82 - Business Case – guidance 3/3 Ch:9.3 No direct reference ----- ----- -----

VnCtl:14/08/2016 19:32:05 This file is part of Logical Model Ltd's p2a training course²⁷

²⁷<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

Apdx: LML's P2a Practitioner Exam Question Analysis



Apdx: LML's P2a Practitioner Exam Question Analysis

§2 s21 = Paper_1 Qn_3

21
Paper_1 Qn_3

§2 s11 (21 of 229)

• 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.

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§2 s21 = Paper_1 Qn_3

3. Which describes an agile approach which can be integrated with PRINCE2 Agile?

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§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 notes 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 notes 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 each question includes Simon's Analysis and the Chief Examiner's thoughts. In the Course Notes Workbook the answers are moved to an appendix.
 - 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 (which follow, if your using a text format).
- What this question does illustrate is the care needed to absorb facts. Refer back to §2 s20's text notes (or a more complete Revision Aid is at §6 s62 but I assume that is still in your future at the moment) for the summary of Kanban
- Now in reverse order for reasons that I hope 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 quotable phrase "sequence of phases" isn't going to be agile in the manual's viewpoint
 - A - aha limiting WIP and visualisations – that's table 2.1's summary of Kanban as summarise in §2 s20
- We have not covered enough to necessarily be equal to this question yet but I hope the general feeling is the manual specific words and phrases determine the answer wanted, they will need to be recognised by the time you are exam ready
 - The revision aid are specifically crafted to help with this need.

..#..

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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 (§2 s20=Table 2.1).

- b) A traditional waterfall lifecycle is broken down into 'technical' phases such as Analysis, Design, Build, Test and Implement (§4=Ch: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 ((§2 s12=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).
- End

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§4 s38 = Paper_2 Qn_8

38
Paper_2 Qn_8

§4 s4 (38 of 229)

Q

• 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?

- Prioritized requirements enable Brand-u-Like to plan their delivery within the limits agreed with the Project Manager.
- Setting zero time tolerance empowers Brand-u-Like to deliver by the end of Week 5.
- Combining the corporate image/logo and the collateral into one stage forms a single release.
- After Week 5 the value delivered by the Collateral Work Package can be assessed

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§4 s38 = Paper_2 Qn_8

P_2 Qn8

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- d) After Week 5 the value delivered by the Collateral Work Package can be assessed

§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 notes 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

..". ..

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 (§6 s56=Table 7.1)

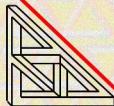
- b) Time tolerance should be set to zero on all levels of a plan (§4=Table 6.1). Working in an agile way places greater emphasis on allowing tolerance on what is delivering and restricting the tolerance on time and cost (§6 s56=Table 7.1).
- c) According to the principle of 'manage by stages', releases should be carefully planned to integrate with and fit into stages (§6 s56=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' (§6 s56=Table 7.1).
- End

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§4 s45 = Paper_2 Qn_25

45
Paper_2 Qn_25
§4 s11 (45 of 229)

- There are four people working on the Marketing campaigns. These people have been working in the Marketing Team since the work started.
 - With the recent success of the social media advertising, the Marketing Director has suggested that a social media expert be recruited to work in Stage 4 on additional advertisements.
- Which statement BEST describes whether the Marketing Team should appoint this expert in accordance with the 'five targets'?
 - a) The additional social media advertising should be delivered on time by flexing some of the desirable quality criteria.
 - b) If new team members are required to deliver the extra advertising they should be added to a new low-level timebox.
 - c) Teams should respond by self-organizing so they should decide whether team dynamics will be affected by an additional person.
 - d) Adding this expert to the Marketing Team will not exceed the maximum number of people who can work collaboratively



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§4 s45 = Paper_2 Qn_25

P_2 Qn_25

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- d) Adding this expert to the Marketing Team will not exceed the maximum number of people who can work collaboratively

§4 EqA45 -Question Busting P_2 Qn_25

- This is a really illustrative question of many that I had on the live exam. It asks which statement best accords with the five targets.
 - Recognise that "Best" means they could all or none accord but we still need the isolate one with maximum fit.
 - Maybe hit pause then I'll walk through the options and answers
- Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
 - Option a) looks plausible it says do more scope by being flexible about the grade (degree of quality) of the solution
 - b) Says new team members plural while the question stem says "a social media expert" and the scrum guide in appendix h says teams under 3 people lose effectiveness but otherwise this definitely keeps the team that currently exists stable and that is paramount
 - c) Says let the team decide. That's certainly collaborative and empowering etc. Is it up to teams though to decide how much resource is assigned to how much scope of delivery and thus business benefit? Hmm? No it isn't.
 - And D says the team would only be five so that's fine but it is changing the team make up that is disruptive (Team numbers in the range 3 to 9 have justification in various parts of the manual).

- So which answers are in and out? A) is plausible, B) has an yes and a no element and an inconsistency in wording, C) might not be what is intended by self-directed teams and D) seems spurious.
 - The given rationale is
 - <Sync. Answers> So A) is out It seems maybe P2a sees flexing scope as recovering from problem not exploiting opportunity
 - C) Is out because the team directs its assigned work and adding people will without doubt contradict the keep the team stable maxim
 - And D) is out what ever the Chief Examiner's rationale means.
 - Right answer was B) despite the inconsistency
- In all I think this is less clear cut than I'd hope and expect exam questions to be but it is very faithful to the character of my real exam.
 - Thus its the level of thinking you will have to develop some comfort with.
 - A last though for this question is the pass mark is 60% not 98%.

..”..

Chief Examiner's thoughts:

- P_2 Qn25 Exam Specification Assessment Criteria: “4.2 d)” - Correct Answer: B
- Objective: LO4 - Be able to fix and flex the six aspects of a project in an agile context – Keep teams stable
- a) The concept of flexing what is being delivered ensures that the emphasis is on delivering less scope or using lower priority quality criteria, as opposed to compromising the overall quality level of the final product (§4=Ch:6.12).
- b) Although adding new team members has an impact in any situation, the agile way of working is particularly impacted by the changing of personnel because agile utilizes such things as informal communication and self-organizing whilst scheduling work into short timeframes. It is important to understand that team members need to change throughout the life of a project as the needs of a project change. Therefore, as the work is entering a new stage and delivering additional campaigns, adding a new team member is possible (§4=Ch:6.1.5).
- c) While it is true that teams should be self-organizing, this is in relation to the work rather than the resources doing that work (§4=Ch:6.1.4). The impact of changing a team's dynamics is usually under-estimated. However, that impact is more felt in the short-term (§4=Ch:6.4.4).
- d) There are five generic roles which can be used, if desired. How many of each role will vary according to the needs of the delivery team. One person could do more than one role (e.g. lead the team and coach it). Several people could carry out one role (e.g. create the product) (§15=Ch:10.3.3).
- End

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§4 s47 = Paper_1 Qn_25

47
Paper_1 Qn_25

25. The Customer Representative on the Marketing Team who is responsible **each day** for updating social media for the Golden Clog Project is on holiday during weeks 8-9. **Brand-u-Like**, who is rebranding Chestertons Cheese, has several trainees and has offered to transfer these trainees at a reduced rate to the Marketing Team to assist in this work.

Why should the Project Manager resist this request in accordance with the 'five targets'?

a) It should be possible for other people in the team to produce the output.
 b) The additional cost of staff should be avoided by the project.
 c) Teams should remain unchanged within a PRINCE2 Agile team.
 d) Brand-u-Like will benefit from learning more about Chestertons' business.



The diagram illustrates a PRINCE2 Agile timeline across 14 weeks. It shows five work streams: Initiation Stage (15 days), Rebranding, Marketing Campaign, iWebsite, and Move Premises. The Rebranding stream includes Corporate Images/Logo and Collateral work packages. The Marketing Campaign stream includes Social Media (Newsletters/Radio), Social Media (Newsletters/Radio), TV/Video Sharing Website, and TV/Video Sharing Website work packages, along with an Ongoing campaign. The iWebsite stream includes Ordering, Payment, Stock control, and Story of Choice work packages. The Move Premises stream includes P1, P2/P3/Harvesting Room, and P4/Administration offices work packages. Milestones include Stage 1, Stage 2, Stage 3, Stage 4, and the International Cheese Festival.

§4 s47 = Paper_1 Qn_25

P_1 Qn_25.

- The Customer Representative on the Marketing Team who is responsible each day for updating social media for the Golden Clog Project is on holiday during weeks 8-9. Brand-u-Like, who is rebranding Chestertons Cheese, has several trainees and has offered to transfer these trainees at a reduced rate to the Marketing Team to assist in this work.

Why should the Project Manager resist this request in accordance with the 'five targets'?

- a) It should be possible for other people in the team to produce the output.

- b) The additional cost of staff should be avoided by the project.
- c) Teams should remain unchanged within a PRINCE2 Agile team.
- d) Brand-u-Like will benefit from learning more about Chestertons' business.

§4 EqA47 Busting P_1 Qn_25

- Have a look at the stem and available answers
 - Standard procedure for exam questions should be emerging. Pause, read, consider available options, return and I'll show the Chief Examiner's answers, pause to read then return and I'll attempt to rationalise the rationale
 - Ok read the question?
 - Ready for answers?
 - <Sync. ShowCEs>

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- The project schedule shows 5 work streams.
 - We don't know which week we are currently in, maybe it is week zero!
- Looking at the options
 - A is true, team members should be able to cover for each other to some degree, chapter 10 on organisation will tell us about T shaped people, breadth and specialism – its course section 15.
 - B is also potentially true, avoid unneeded costs and cost is an aspect we don't flex
 - C is also true if we are in the short term but otherwise across the duration of any decent sized project this is bound to be impractical
 - and D is also true but is this answer anything to do with the 5 targets of on time, on quality, change, stable teams, and customer's real needs
- Clearly from the answer given the Chief Examiner's view is the best answer reflects teams being flexible and being able to support each other.

..”..

Chief Examiner's thoughts:

- P_1 Qn_25. Exam Specification Assessment Criteria: “4.2 d)” - Correct Answer: A
- Objective: LO4 - Be able to fix and flex the six aspects of a project in an agile context – Keep teams stable
- a) How many of each role in a team will vary according to the needs of the delivery team. One person could do more than one role (e.g. lead the team and coach it). Several people could carry out one role (e.g. create the product) (§15=Ch:10.3.3).

- b) Costs may need to be considered but it is more important to consider the impact on the agile way of working. This relates to time spent training, communication increases, and especially the impact of changing a team's dynamics (§4=Ch:6.4.4).
- c) Team members may need to change throughout the life of a project as the needs of a project change. The concept of avoiding the use of extra people to improve progress applies primarily to the short term – for example four weeks or less, such as within a sprint (§4=Ch:6.4.4).
- d) It is likely that Chestertons would also benefit from Brand-u-like knowing more about their operations. The impact on the agile way of working is much more important to consider with any team member change (§4=Ch:6.4.4).

End

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§6 s59 = Paper_1 Qn_7

59
Paper_1 Qn_7

§6 s5 (59 of 229)

• Using the Project Scenario and Rebranding Additional information, answer the following questions:
 • 7. The 'Chestertons Cheese? Yes please!' Project Retrospective concluded that despite the campaign being successful, the company has a recognition problem in its non-English speaking markets. It was recommended that future campaigns make use of uniquely distinguishable branding.
 • Which is the PRINCE2 principle being applied?
 a) Focus on products.
 b) Learn from experience.
 c) Continued business justification.
 d) Manage by stages.

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§6 s59 = Paper_1 Qn_7

P_1 Qn7

- Using the Project Scenario and Rebranding Additional information, answer the following questions:
- 1. The 'Chestertons Cheese? Yes please!' Project Retrospective concluded that despite the campaign being successful, the company has a recognition problem in its non-English speaking markets. It was recommended that future campaigns make use of uniquely distinguishable branding.

Which is the PRINCE2 principle being applied?

- a) Focus on products.
- b) Learn from experience.
- c) Continued business justification.
- d) Manage by stages.

§6 EqA59 Question Analysis P_1 Qn_7

- I know the qn stem says “Using the additional info”
 - I haven’t supplied it in this question because it isn’t actually necessary to answer. That should be a learning moment about the exam for you.
 - I did the whole of my first mock without reading the scenario at all as a test of its indispensability.
 - Not reading the scenario or additional info didn’t seem to make much difference to many questions but was necessary for a few.
 - On balance if the scenario is relevant in places then you are going to have to read it eventually.
 - Maybe then its best to read it first. My current Examining Institute’s online proctor service allows you to print the scenario at the exam’s start – obviously you need a connected printer at that point in time, if it isn’t an in the room direct connection you’ll have to show the proctor it’s a plain printout – same need applies if you use a manual printed from a pdf.
- Returning to this questions, pause to read the question. I’ll put the answers up in a moment.
 - If you want to refer to the Additional Information for this question now then it is, of course, available in the exam workbook.
 - Read the question and consider your analysis of what is right and wrong and why.
 - I’ll share the Chief Examiner’s answer then pause read the rationales then return and I’ll offer some very short commentary for this one.
 - Pause? Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner’s
 - <Sync. ShowCEs> We are told we have a brand recognition issue and have made a recommendation to fix it in future thus we are Learning from Experience.

..”..

Chief Examiner's thoughts:

- P_1 Qn_7. Exam Specification Assessment Criteria: 5.2 - 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) Focus on products is related to product descriptions, quality criteria and quality tolerances. These can be flexed to focus on the delivery of value (§6 s56=Table 7.1).
- b) The team learned that the company has a recognition problem in its non-English speaking markets. In response, a recommendation has been made (§6 s56=Table 7.1).

- c) The team learned that the company has a recognition problem in its non-English speaking markets. In response, a recommendation has been made (§6 s56=Table 7.1).
- d) A project retrospective takes place as part of the Closing a Project process rather than at the end of a stage ((§25=Table 22.1).

End

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§9 s77 = Paper_1 Qn_16

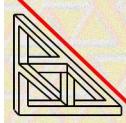
77
Paper_1 Qn_16

§9 s4 (77 of 229)

16. At the start of the project the Agilometer was used and the 'Advantageous environmental conditions' slider was set at a high-level across the project. When reviewing the project's performance this was felt to have been too optimistic. Throughout the project it was found that Brand-u-Like would not change their approach and would not commit to their work until it was documented and authorized.

Which report is MOST relevant for including this information?

- a) Checkpoint Report.
- b) Exception report.
- c) End project report.
- d) Product status account.



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§9 s77 = Paper_1 Qn_16

P_1 Qn16.

- At the start of the project the Agilometer was used and the 'Advantageous environmental conditions' slider was set at a high-level across the project. When reviewing the project's performance this was felt to have been too optimistic. Throughout the project it was found that Brand-u-Like would not change their approach and would not commit to their work until it was documented and authorized.

Which report is MOST relevant for including this information?

- a) Checkpoint Report.
- b) Exception report.
- c) End project report.
- d) Product status account.

§9 EqA77 p1Qn16 Qn Busting

- Hit pause to read?
 - Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
 - I hope that was easy, Perhaps it seems a little off topic!? It certainly crosses topic boundaries
 - The stem tells us we assessed risk from agile and at the end decided that we had got it wrong. If you spotted the key words in the question it will have been easy "in the project review"
- Have a look at the chief examiner's rationales.
 - <Sync. ShowCEs>
 - The only candidate answer that relates to a project review is the End Project Report-A8 so "C" is the only viable answer.

..".."

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.

..”..

Chief Examiner's thoughts:

- P_1 Qn_ 16. 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
 - a) A Checkpoint Report is used to report, at a frequency defined in the Work Package, the status of the Work Package. This is throughout the project and not at the end of the project. Also Brand-u-Like would not document this information in a Checkpoint Report about themselves (A.3.1).
 - b) An Exception Report is most likely to occur due to the expected amount to be delivered being forecast to exceed tolerance. The information given will not cause an exception (§28=Table 23.3).
 - c) An assessment of agile should be included in an End Project Report and should reference the judgements made when using the Agilometer (§28=Table 23.3).

- d) The Product Status Account may need to cater for high degrees of change due to the regular iteration of products under configuration management. The information given is not related to products (§28=Table 23.3).
- End

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§10 s83 = Paper_1 Qn_8

83
Paper_1 Qn_8 §10 s5 (83 of 229)

QUESTION

8. It has been recommended that a marketing campaign be used to determine whether the proposed new corporate logo is sufficiently unique and recognizable. This campaign will target a non-English speaking country.

How effectively does this apply the 'Continued business justification' principle?

a) This applies the principle well because it will help identify the Minimum Viable Product for the new corporate logo.

b) This applies the principle well because it will have a favourable impact on the prevailing agile environment.

c) This applies the principle poorly because the Minimum Viable Product is concerned with the viability of the project as a whole.

d) This applies the principle poorly because the proposed new corporate logo may not be sufficiently unique and recognizable.

ANSWER

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P_1 Qn 8.

It has been recommended that a marketing campaign be used to determine whether the proposed new corporate logo is sufficiently unique and recognizable. This campaign will target a non- English speaking country.

How effectively does this apply the 'Continued business justification' principle?

- a) This applies the principle well because it will help identify the Minimum Viable Product for the new corporate logo.
- b) This applies the principle well because it will have a favourable impact on the prevailing agile environment.
- c) This applies the principle poorly because the Minimum Viable Product is concerned with the viability of the project as a whole.
- d) This applies the principle poorly because the proposed new corporate logo may not be sufficiently unique and recognizable.

§10 EqA83 Exam Qn Analysis P_1 Qn_8

- Regular process, pause to read and form opinion on each answer, then give the answers, pause to read then I'll suggest how to decode it
 - 1st Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- The stem tells us we are answering from a Continued Business Justification perspective and the manual says get your MVP out to establish viability
- <Sync. ShowCEs> second welcome back?
 - A) Says it helps and that's good – plausible
 - B) is waffle. We need to be CBJ aligned not make agile somehow nicer
 - C) Checks we actually understand P2a's view point by stating it the wrong way around. The MVP isn't the same as project viability but is linked
 - D) If we have doubts about viability then experimenting to determine the logo's suitability is exactly what the CBJ principle will demand so can hardly be poor support of the principle. Note that you need to be careful that the answers heart is good but the assertion that this is poor use could be overlooked when you are under pressure. Its good use so the wrong answer.

- I hope the chief examiner's rationales make sense. These reveal exactly the Chief Examiner's thinking so absorb them.
- Lets do another eqn.

..”..

Chief Examiner's thoughts:

- P_1 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) This is an example of a 'feasibility study' or experiment, which will help determine the "version of the final product which allows the maximum amount of validated learning with the least effort", i.e. the Minimum Viable Product (MVP) for the new corporate log (§6 s56=Table 7.1 and Glossary).
- b) This may have a favourable impact on the prevailing agile environment. However, it is a form of 'feasibility study' or experiment to learn and determine the MVP for the new corporate log (§6 s56=Table 7.1, §9=Ch:24.3 and Glossary).
- c) The MVP is a "version of the final product which allows the maximum amount of validated learning with the least effort", and it should not be confused with the viability of the project as a whole (Glossary).
- d) While it is true that the proposed new corporate logo may not be sufficiently unique and recognizable, this is an example of a 'feasibility study' or experiment, which will help determine the "version of the final product which allows the maximum amount of validated learning with the least effort", i.e. the MVP for the new corporate log (§6 s56=Table 7.1 and Glossary).

End

§10 s84 = Paper_1 Qn_31

84
Paper_1 Qn_31

§10 s6 (84 of 229)

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.

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§10 s84 = Paper_1 Qn_31

P_1 Qn31.

- 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.

§10 EqA84 P_1 Qn_31

- Here is a taxing, perhaps, exam question. 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 notes, 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. ShowCEs>

Simon's Analysis

- Here are my thoughts to accompany your review of 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.
 - 1. Payment: ☐Secure payment; ☐Payment by credit card/debit card ☐Payment by PayPal.
 - 1. Stock control: ☐Update stock levels; ☐Notification of low stock ☐Expiry date alerts.
 - 1. 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.

..”..

Chief Examiner's thoughts:

- P_1 Qn_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 (§10=Ch: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 (§10=Ch: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 (§10=Ch: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 (§10=Ch:9.3).

End

§11 s87 = Paper_1 Qn_9

87
Paper_1 Qn_9

§11 s3 (87 of 229)

• 9. A marketing campaign to promote Chesterton Blue will target a non-English speaking country in order to determine whether the proposed new corporate logo is sufficiently unique and recognizable. The Senior User will approve the chosen logo. During Brand-u-Like's most recent daily stand-up meeting, a number of observations were made.

• Which observation should be recorded as an item that may potentially block the team's progress?

a) Targeting the Netherlands could increase awareness, resulting in a favourable outcome at the International Cheese Festival.

b) The chosen logo may not be sufficiently unique and recognizable, having a negative impact at the International Cheese Festival.

c) The Chesterton Blue marketing campaign will require an increase in the marketing budget.

d) The Senior User has reported that they may have limited availability over the next three months.

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§11 s87 = Paper_1 Qn_9

P_1 Qn9.

- A marketing campaign to promote Chesterton Blue will target a non-English speaking country in order to determine whether the proposed new corporate logo is sufficiently unique and recognizable. The Senior User will approve the chosen logo. During Brand-u-Like's most recent daily stand-up meeting, a number of observations were made.

Which observation should be recorded as an item that may potentially block the team's progress?

- a) Targeting the Netherlands could increase awareness, resulting in a favourable outcome at the International Cheese Festival.
- b) The chosen logo may not be sufficiently unique and recognizable, having a negative impact at the International Cheese Festival.
- c) The Chesterton Blue marketing campaign will require an increase in the marketing budget.
- d) The Senior User has reported that they may have limited availability over the next three months.

§11 EqA87 P_1 Qn_9

- Hit Pause to read?
 - Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- Another "easy when you spot what to look for" question. The stem tells us that the Senior User is the approval authority
 - Ready for the answers?
 - <Sync. ShowCEs>
- Welcome back?
 - D says that the approval authority might not be available. Thus a potential impediment or a risk. This is in fact a rewording of a specific example of the Agil-O-Meter that access to business people is required to make progress, although previously maybe not couched in quiet the way this example is.
 - This question should be obvious after you see which words to focus on and which words are otherwise obscuring or obfuscating a clear and easy question.
 - The technique for all questions is read the stem searching for;)Timeframe like delivery stage or position within procedure like end of sprint,)for roles involved,)the theme eg Business case,) the Information Set required,)decision pending,)the prince principal and or P2a behaviour. When you have People, Process, Product, Principle, theme, behaviour, framework and technique cross match to the answers and reject fragments of truth in the wrong context, factually wrong options and if it comes down to an unclear choice go with your first gut instinct.
- Over-thinking and changing answers is rarely a good strategy.

..".."

Chief Examiner's thoughts:

- P_1 Qn_9. Exam Specification Assessment Criteria: 5.4 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) The outcome at the Cheese Festival is outside the scope of Rebranding. This is a project 'opportunity' and is unlikely to block the Rebranding Team's progress (§11=Ch:13.3). It should be escalated to the Project Manager.
- b) The outcome at the Cheese Festival is outside the scope of Rebranding. This is a project 'threat' and is unlikely to block the Rebranding Team's progress (§11=Ch:13.3). It should be escalated to the Project Manager.

- c) The marketing campaign is outside the scope of Rebranding. This is a project issue and is unlikely to block the Rebranding Team's progress (§11=Ch:13.3). The Project Manager should already be aware of this.
- d) In stand-up meetings it is good practice to also ask if they are aware of anything that 'may potentially' block their progress (§11=Ch:13.3).
- End

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§13 s103 = Paper_1 Qn_41

103
Paper_1 Qn_41

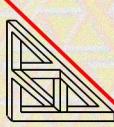
§13 s10 (103 of 229)

1. The following requirement has been specified for the moving of premises:

- As the Operations Manager responsible for all of the production lines;
- I want to have the production lines for all cheeses sold by Chestertons to be located on one site, alongside the office functions;
- So that efficiencies can be achieved by managing staff and deliveries from a single location.

Where is it MOST appropriate to record this wording?

- a) As the Project Product Description.
- b) As a Product Description.
- c) As a User Story.
- d) As an Epic.



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P_1 Qn41.

- The following requirement has been specified for the moving of premises:
 - As the Operations Manager responsible for all of the production lines;
 - I want to have the production lines for all cheeses sold by Chestertons to be located on one site, alongside the office functions;
 - So that efficiencies can be achieved by managing staff and deliveries from a single location.
- Where is it MOST appropriate to record this wording?
 - a) As the Project Product Description.
 - b) As a Product Description.
 - c) As a User Story.
 - d) As an Epic.

§13 EqA103 P_1 Qn_41

- A suitable exam question might be this one from paper 1, Qn 41. Additional Text is in the slides' notes and in the downloads.
- The familiar pattern would be if you hit pause, consider the question and its possible answers, I'll share the Chief Examiner's rationale that you should study too then I'll brief you on the interpretation.
- If anything needs further study then use the formats that support search and pin-point the Learning Outcomes and Assessment Criteria from the slides to determine which lessons to review.
- Pause? First Welcome back? Know what you think of each answer?
 - <Sync. >
- Here is the Chief Examiner's analysis, Pause? Second welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- The stem tells us Move the production lines, I wonder how many, Where too, what power requirements do they have?
 - A) Suggests this might be the vision of the project but the scenario told us long ago they are seeking to consolidate and rationales several years of growth with stuff like logos and new market penetration so moving production lines is unlikely to be the vision
 - B) Suggests this is a rock or gravel but we don't know the production lines placement or power needs etc so it is not detailed enough for gravel
 - C) Suggests the same as B a user_story and a Product Description-A17 can be pretty much similar although if different the User Story lacks definitive Quality Criteria
 - D) says as a component of the composition section of the Project Product Description-A21 which accords with being a significant work-stream in the Gantt chart
- Yeah I know this is agile so I can't call a timescaled visual of a schedule a Gantt chart

.." ..

Additional Text Paper1 Qn 39-50

- Chestertons' is currently located across several sites and they want to move to one site as quickly as possible, due to the expected increase in demand. The new premises are very large, and therefore Chestertons' believe that all of the cheese making can be brought together onto one site.
- There is a concern about the new premises because the access road is quite narrow and it also has limited space for parking, although alternative parking arrangements are available. The landlord who owns the building lives abroad but has agreed that if Chestertons' do not like the new premises they can move out, without penalty, as long as they do so within three months of their arrival.
- Chestertons' make several types of cheese and their aim is to have all four production lines fully operational as soon as possible.
- There will be a number of Work Packages in this work stream:
 - .1. Production line:
 - Move four production lines to the new premises (shown as P1-P4 on the timeline).
 - .2. Refrigeration Room:
 - Cold storage facilities for both raw produce and manufactured cheese.
 - .3. Administration offices:
 - Prepare office space ready for all administration staff including those working in IT, Facilities, Operations, Sales, Marketing and Finance.
- The Premises Team are not quite sure how the agile ways of working apply to their work in the Project but are willing to be guided.

.." ..

Chief Examiner's thoughts:

- P1_Qn_41. Exam Specification Assessment Criteria: 3.1 b) - Correct Answer: D
- Objective: LO3 - Be able to apply and evaluate the focus areas to a project in an agile context
 - Requirements
- .a. The Project Product Description should be defined with a focus on how the project output can be defined so that the outcomes and benefits can be adjusted during the project. The equivalent agile product is the Vision (Ch:17.3 and §13=Table 25.1).
- b) Product Descriptions provide an intermediate/low level of detail and are created during the initiation stage at the correct level of detail (and then allowed to evolve). The overall requirements for the Operations Manager of the production line are too high level for a Product Description (Table 25.1, Ch:25.3 and §13=Table §13=25.2).

- c) A user story is a tool used to write a requirement in the form of who, what and why. User stories should be seen as summarizing key information about a requirement. The overall requirements for the Operations Manager of the production line are too high level for a user story (§13s96=25.6.1).
- d) An Epic is a high level or 'super-user' story that will over time be broken down into user stories that are at a level of granularity that the delivery teams can work on. The overall requirements for the Operations Manager of the production line are high level and would form an Epic (§13s96=25.6.1).
- End

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§14 s108 = Paper_1 Qn_10

108
Paper_1 Qn_10

§14 s5 (108 of 229)

• 10. During Stage 4, the Cheese Marketing Association confirmed that Chestertons Cheese is allowed to use its quality accreditation logo as part of its branding on all of their marketing materials and products.

• How should this be managed by Brand-u-Like?

a) Adopt a dynamic approach to this branding change.

b) Redesign corporate brand standards, implement them, and seek feedback.

c) Produce an Exception Report to inform the Project Board.

d) Raise an issue to inform the Project Manager.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Initiation Stage (S1)	IS													
Rebranding			Corporate image/logo	Collateral										
Marketing Campaign														Ongoing campaign
Website							Ordering	Payment	Stock control	Story of Cheese				
Move Premises					IS		P2P/Relocation Room			Administration offices				
	Stage 1	Stage 2	Stage 3	Stage 4										

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§14 s108 = Paper_1 Qn_10

P_1 Qn10.

- During Stage 4, the Cheese Marketing Association confirmed that Chestertons Cheese is allowed to use its quality accreditation logo as part of its branding on all of their marketing materials and products.

How should this be managed by Brand-u-Like?

- a) Adopt a dynamic approach to this branding change.
- b) Redesign corporate brand standards, implement them, and seek feedback.
- c) Produce an Exception Report to inform the Project Board.
- d) Raise an issue to inform the Project Manager.

§14 EqA108 P_1 Qn_10

- Standard procedures apply and I've highlighted stage 4 in case the gantt's text is too small to read and I've highlighted the branding work-stream
- You pause and analyse, then I'll interpret then you can ponder the official rational
- Pause? Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- <Sync. All> The stem refers to a branding decision made after the related sprints are over and referring to All marketing materials
 - A) is ok if this doesn't affect a baseline so the question is are we being told of a baseline change, EG when closed workpackages need to be reopened?
 - B) Sounds ok expect it says do all the work so we better decide if we are authorised to or not. IE is it at baseline change or not
 - C) Ahh hmmmm ahhhh, The question asks "how should Brand-U-Like manage this. They are a dev team so they are not going to raise an exception to the Project Board but the project management might when they hear what the status is
 - D) describes a response taken by a technical team when they have a change outside tolerance. B-U-L are a technical team and they are faced with a change affecting work-packages that are already closed
 - OK so D is reasonable and trumps B) which would have been ok if we were in tolerance
- Got it?
 - If so move on, if not re-read the prince manual! We are supposed not to be examined on basic 2 but this question is arguable.

.." ..

Chief Examiner's thoughts:

- P1_Qn_10. Exam Specification Assessment Criteria: 5.4 - 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) While it is true that empowered self-organizing teams should be free to handle change dynamically at the detailed level, this change would affect more than Work Package and team. As a result, it is not at the detailed level (§14s107=Ch:14.3).
- b) This is in keeping with the PRINCE2 Agile behaviour of Exploration. However, it is not appropriate, because this change would affect more than one Work Package and team. As a result, it is not at the detailed level (§11=Ch: 13.3 and §12s89=14.4.1).
- c) Exception Reports to the Project Board would, if necessary, be raised by the Project Manager in the Controlling a Stage process (§15=Figure 10.2, §23=Table 19.1 and §23=Ch:19.5).
- d) This change would affect more than one Work Package and team. As a result, it is not at the detailed level. The resulting issue needs to be escalated quickly to ensure that Sprint and Release goals are not compromised (§11=Ch: 13.3, §12s89=14.4.1 & §23=19.3 and Table 20.1).
- End

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§15 s120 = Paper_1 Qn_29

120
Paper_1 Qn_29

§15 s12 (120 of 229)

• 29. Web&Go is using Kanban to deliver the Ordering Work Package.
 • How should the Organization theme be tailored for this team?
 a) No change is required to the roles defined in PRINCE2.
 b) By appointing the Scrum Master of the Web&Go Team to act as Team Manager for the Ordering Work Package.
 c) By showing the Golden Clog Project organization chart on the Web&Go Team's Kanban Board.
 d) By ensuring that the Web&Go Team works closely with the Project Manager of the Golden Clog Project.

[Additional Text P1-Qn19-26 – Chestertons' have only recently invested in marketing as their reputation until now has been spread by 'word of mouth'. The Marketing Team has been together for over a year now and the members of the team enjoy working with each other. They were very successful with a past campaign called 'Chestertons' Cheese? Yes please!' The work is being split across a number of timeboxes and the campaign will be delivered across a variety of channels such as: ►Social media; ►Newspaper; ►Radio; ►Television; ►Trade magazines. They are also thinking of creating a series of videos about cheese and putting them on a video-sharing website. One idea is to make an amusing video that they hope will 'go viral'. The Marketing Team has been trained in PRINCE2 Agile and has recently been using it on some of their current work. They are keen to use it on this project.]

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§15 s120 = Paper_1 Qn_29

P_1 Qn29.

- [Additional Text P1-Qn19-26 – Chestertons' have only recently invested in marketing as their reputation until now has been spread by 'word of mouth'. The Marketing Team has been together for over a year now and the members of the team enjoy working with each other. They were very successful with a past campaign called 'Chestertons' Cheese? Yes please!' The work is being split across a number of timeboxes and the campaign will be delivered across a variety of channels such as: ☐Social media; ☐Newspaper; ☐Radio; ☐Television; ☐Trade magazines. They are also thinking of creating a series of videos about cheese and putting them on a video-sharing website. One idea is to make an amusing video that they hope will 'go viral'. The Marketing Team has been trained in PRINCE2 Agile and has recently been using it on some of their current work. They are keen to use it on this project.]
- Web&Go is using Kanban to deliver the Ordering Work Package.
- How should the Organization theme be tailored for this team?
- a) No change is required to the roles defined in PRINCE2.
- b) By appointing the Scrum Master of the Web&Go Team to act as Team Manager for the Ordering Work Package.

- c) By showing the Golden Clog Project organization chart on the Web&Go Team's Kanban Board.
- d) By ensuring that the Web&Go Team works closely with the Project Manager of the Golden Clog Project.

§15 EqA120 Exam Qn Analysis P_1 Qn_29

- Application is where the real value lies to your business. Personal value may well be linked to the resume or CV.
 - CV Resume building depends on the exam. If you subscribed to the course then we have given you access to 100 mock questions written by the Chief Examiner and accompanied by answer rationales.
 - Recall all the discussion in the first dozen slides about the exam's quirks and challenges – tough questions that require we understand how to read the stem to extract the answer?
- Try this one
 - Standard practice applies. If you are 100 slides into our journey now then you probably already paused, read, decided and have come back to see the answer
 - <Sync. > so here they are, Pause again to absorb them
- Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- The stem tells us the team are using an agile approach (even if you don't know what Kanban is because you've followed the course materials in order and I have not covered it yet you should recognise it from table 2.1 (§2 s20). The question's purpose is to know if we can apply what we have absorbed about the organization theme to the Chestertons' project but for maybe the first time in the questions I've used in the course materials we actually have to read the scenario to place the Golden Clog Project.
- Golden Clog is a synonym for the whole scenario. Chestertons are competing in a Dutch Cheese Awards – I can't understand why when the world's most respected are Cheese awards are held by the Guild of Fine Food in the UK!
 - Ans A) says stick to P2. I suspect an answer designed to confuse with an approach of "just stick to what agile says". With chapter 10 being so big we only need old P2 isn't likely
 - B) suggests the Scrum Master become TM. A potentially excellent idea if the team used scrum but they don't the stem tells us clearly they use Kanban. If this is obvious now I've said it and was entirely opaque before I said it I hope the learning point stays with you through 50 real questions
 - C) Showing an org chart on an Information Radiator-IR seems a good idea but the kanban board is focussed on managing the work-flow – Its fair enough if your response to this question stumbles on this point – we have yet to see kanban

- D) is a pretty wishy-washy sort of “well obviously they need to work closely together” but then that is exactly what a good organisation strategy promotes so lets go for it as the answer.

..”..

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.
 - 1. Payment: Secure payment; Payment by credit card/debit card Payment by PayPal.
 - 1. Stock control: Update stock levels; Notification of low stock Expiry date alerts.
 - 1. 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.

..”..

Chief Examiner's thoughts:

- P1_Qn_29. Exam Specification Assessment Criteria: 5.4 - 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) Some agile approaches such as Dynamics Systems Development Method (DSDM) define several roles with clearly defined levels of accountability and responsibility, whereas others such as Kanban define none (§15=Ch:10.2). Adding the project management team structure from PRINCE2 to the delivery based roles of agile creates a very powerful combination (§15=Ch:10.3).
- b) The Scrum Master is a role in Scrum not Kanban (§15=Ch:10.2). While the Scrum Master can become a Team Manager, the Web&Go Team is operating a Kanban approach and therefore would not be led by a Scrum Master.

- c) A Kanban Board should be used to show ‘Work in Progress’ not organization charts (Figure 20.2).
- d) Some agile approaches such as DSDM define several roles with clearly defined levels of accountability and responsibility, whereas others such as Kanban define none (§15=Ch:10.2). Adding the project management team structure from PRINCE2 to the delivery based roles of agile creates a very powerful combination (§15=Ch:10.3).

End

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§16 s127 = Paper_1 Qn_13

127
Logo
§16 s6 (127 of 229)

Paper_1 Qn_13

- 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.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Initiation Stage (%)	15													
Rebranding			Corporate Identity	Collateral										
Marketing Campaign								Social Media/ Newspapers/Media	Social Media/ Newspapers/Media	TV/Video Sharing Website	TV/Video Sharing Website			
Website								Ordering	Payment	Stock control	Story of Cheese			
Move Premises					PE			PE/PPS/Refrigeration Room		PE/Administration offices				International Cheese Festival
	Stage 1				Stage 2				Stage 3				Stage 4	

§16 s127 = Paper 1 On 13

P_1 Qn13.

- 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.

§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. ShowCEs> Here is the Chief Examiner's official explanation on his own question, I leave you to ponder if C's rational is a sentence. 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 improbable and D has a dubious argument to its favour

.." ..

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 (§11=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).

End

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§17 s133 = Paper_1 Qn_44

133
Paper_1 Qn_44

§17 s5 (133 of 229)

• 44. The move of the first production line to the new premises has been completed.
 • Which feedback would be MOST useful according to the frequent releases focus area?
 a) The Project Board was pleased with the visible progress.
 b) The staff really liked the atmosphere of the new premises.
 c) The delivery lorries were unable to gain access to the site.
 d) Dispatching cheese was more complicated across both old and new sites.

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§17 s133 = Paper_1 Qn_44

P_1 Qn44.

- The move of the first production line to the new premises has been completed.

Which feedback would be MOST useful according to the frequent releases focus area?

- a) The Project Board was pleased with the visible progress.
- b) The staff really liked the atmosphere of the new premises.
- c) The delivery lorries were unable to gain access to the site.
- d) Dispatching cheese was more complicated across both old and new sites.

§17 EqA133 P_1 Qn_44

- 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 we have achieved something
 - Lean Start-up says any time we do something it is so that we learn as much as possible as soon as possible.
- The Chief Examiner's rational is here
 - <Sync. ShowCEs> Pause
- Welcome back?
 - Frequent releases support benefits flow
 - A) is nice and visible progress is good so this is not really wrong
 - B) a duplicate at the level of significance of A) we couldn't really pick between them
 - C) That's feedback and important to rectify. Definitely Learning from Experience but is it frequent releases? Well yes because that is why Lean Start-up does them
 - D) We'll have to check the scenario but even so it will be temporary while the old sites are consolidated so isn't "The MOST useful"
 - Have you noticed how many questions give multiple possibly correct answers and want the BEST or MOST (etc). Maybe you should be ramping up to do the whole of paper 1 under time pressure? At this point we do still have a significant number of topics to go but less than we have already done.

..". ..

- [[See exam three – it's the Chief Examiner's question from paper 1 that cover what we have covered but not what we have not covered. I suggest keeping paper two till you have covered everything]]

..". ..

Chief Examiner's thoughts:

- P1_Qn_44. Exam Specification Assessment Criteria: "3.1 d) " - Correct Answer: C
- Objective: LO3 - Be able to apply and evaluate the focus areas to a project in an agile context
 - Communication and Contracts
- a) One of the purposes of the frequent releases focus area is to give confidence about how the project is proceeding through visibility and evidence. However, this would be of less use than identifying an issue with the final product (§27=Ch:17.1).
- b) One of the purposes of the frequent releases focus area is to allow for feedback. However, this would be of less use than identifying an issue with the final product (§27=Ch:17.1).
- c) One of the purposes of the frequent releases focus area is to reduce risk of delivering the wrong product. It would be essential to identify the issue that delivery lorries are unable to fully access the site (§27=Ch:17.1).

- d) One of the purposes of the frequent releases focus area is to allow for feedback. However, this would be of less use than identifying an issue with the final product (§27=Ch:17.1).

End

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§19 s155 = Paper_1 Qn_36

155
Paper_1 Qn_36

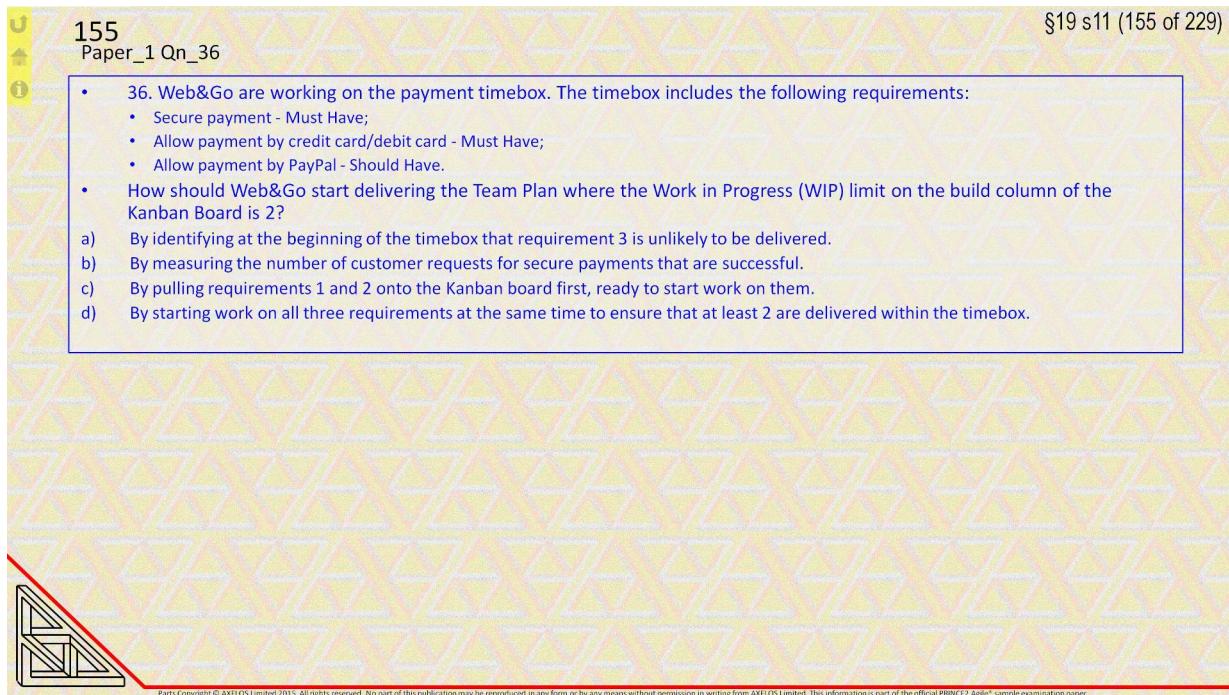
§19 s11 (155 of 229)

• 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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§19 s155 = Paper_1 Qn_36

P_1 Qn36.

- 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.

§19 EqA155 Eqn P_1 Qn_36

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

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
 - <Sync. ShowCEs> 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.

.." ..

Chief Examiner's thoughts:

- P1_Qn_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
- a) The use of Work In Progress (WIP) limits underpins the 'pull' system which characterizes the way Kanban avoids scheduling work at specific times (§19=Ch: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 (§4=Ch:6.4.5). Web&Go should not start by de-scoping a Should Have.
- b) Lean Startup is about delivering products where there is uncertainty. To be successful there is a need to focus on learning (§12s90=Ch:20.4.2.2). The learning must be measurable (§12=Ch:20.4.2.3). Measuring the number of successful payment requests would occur at the end of the timebox, not at the beginning.
- c) Agile plans tend to be informal or low-tech at the delivery level (§28=Table 23.1). The use of WIP limits underpins the 'pull' system which characterizes the way Kanban avoids scheduling work at specific times (§19=Ch:20.4.1.2).
- d) Kanban is flow-based and limits WIP (Figure 12.2); therefore work on the third requirement should not have been started.

End

§20 s162 = Paper_1 Qn_30

162
Paper_1 Qn_30

§20 s6 (162 of 229)

• 30. The Web&Go Team are delivering the Ordering Work Package using a Kanban approach. The Work Package includes the following requirements: Create an order for some cheese - Must Have;, Change an existing open order that has been submitted - Should Have; Create a customer account/login - Must Have.

• How should Web&Go estimate the delivery of this Work Package?

- Use rationalism to estimate how long the Must Haves and Should Haves will take to deliver.
- Use the previous lead times from similar work items for other customers to estimate the three requirements.
- Use empiricism to estimate the effort to deliver the three requirements based on what happened in Stage 2.
- Estimate the effort needed to design each of the three requirements in the first timebox.



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§20 s162 = Paper_1 Qn_30

P_1 Qn30.

- The Web&Go Team are delivering the Ordering Work Package using a Kanban approach.
- The Work Package includes the following requirements:
 - Create an order for some cheese - Must Have,
 - Change an existing open order that has been submitted - Should Have,
 - Create a customer account/login - Must Have.
- How should Web&Go estimate the delivery of this Work Package?
- a) Use rationalism to estimate how long the Must Haves and Should Haves will take to deliver.
- b) Use the previous lead times from similar work items for other customers to estimate the three requirements.
- c) Use empiricism to estimate the effort to deliver the three requirements based on what happened in Stage 2.
- d) Estimate the effort needed to design each of the three requirements in the first timebox.

§20 EqA162 P_1 Qn_30 Analysis

- Standard process,
 - hit pause, analyse, answer, I'll share the Chief Examiner's rationale, pause and read then I'll talk through some thoughts that I hope build your exam answering technique
- Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- <Sync. ShowCEs>
 - Was the stem familiar, if not are you proceeding in order? I've presumed you would and do build the messages with that presumption.
 - Anyway a development team are using Kanban and have some work to estimate
 - A) uses rationalism so we don't need to read further to reject that one
 - B) suggests get your empiricism from other projects. That also aligns tightly with the std prince2 process [Capture previous lessons [12.4.2] so sounds plausible. Better yet the specific form of estimate is a lead-time so from a CFD so work done via Kanban
 - C) Hmm so we could do some empiricism based on this project so now B) gives us similar work and C) gives us this project as a source of input so that may have many relevant factors
 - D) is noise because the question asks "How" and D) suggests "When" and worse suggests we estimate before we might learn more. Recall Last Responsible Moment.
 - So B similar work undertaken with same development approach or C) this projects experience. However if we look at the Gantt chart stage two work was entirely conducted by another team and we are told that team estimates don't translate.

..”..

Chief Examiner's thoughts:

P1_ Qn_30. Exam Specification Assessment Criteria: 5.4 - 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) Agile approaches typically use empiricism (yesterday's weather) to estimate work rather than rationalism where logic is used to make predictions (§20=Ch:12.2.1).

- b) Kanban uses lead times to estimate (Figure 12.2). Lead times are how long it will take a work item to go through the system (Glossary).
- c) All agile approaches prefer planning to be done at the last responsible moment (also known as JIT or Just in time planning) (§20=Ch:12.2). There is no data from Stage 2 to use as the basis for estimating.
- d) The focus of any agile plan is on what features are being delivered as opposed to focusing on technical phases such as design, build and test (§20=Ch:12.2).

End

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§21 s169 = Paper_1 Qn_32

169
Paper_1 Qn_32

§21 s7 (169 of 229)

i

- 32. The IT Team is using a burn-down chart for the Story of Cheese Work Package. The line showing the amount of work done is above the line showing the ideal rate of progress and is relatively flat.
- The IT Team Manager concluded that the focus should now be on incorporating the new branding onto the website and the history of Chestertons for the remainder of the timebox. Other, lower priority, requirements are not going to be delivered as a result.
- What BEST explains why this response to the burn-down chart tailors the Progress theme well?
 - a) The IT Team velocity is too slow to deliver all products at the current rate of progress.
 - b) The burn-down chart is displayed so that progress is visible to the IT Team members.
 - c) The burn-down chart shows how much work is left to be done during this timebox.
 - d) The burn-down chart assumes that the amount of work stays the same during this timebox.

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§21 s169 = Paper_1 Qn_32

P_1 Qn32.

- The IT Team is using a burn-down chart for the Story of Cheese Work Package. The line showing the amount of work done is above the line showing the ideal rate of progress and is relatively flat.
- The IT Team Manager concluded that the focus should now be on incorporating the new branding onto the website and the history of Chestertons for the remainder of the timebox. Other, lower priority, requirements are not going to be delivered as a result.

What BEST explains why this response to the burn-down chart tailors the Progress theme well?

- a) The IT Team velocity is too slow to deliver all products at the current rate of progress.
- b) The burn-down chart is displayed so that progress is visible to the IT Team members.
- c) The burn-down chart shows how much work is left to be done during this timebox.
- d) The burn-down chart assumes that the amount of work stays the same during this timebox.

§21 EqA169 P_1 Qn_32

- Pause read return?
 - The stem tells us we have a burn downs so fixed scope sprint, progress is slow causing low priority work is being set aside.
- <Sync. ShowCEs> Pause read welcome back

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
 - I don't see any answer explaining why we are progressing poorly but the stem does state we are behind expectation.
- The stem actually tells us progress is stagnant – relatively flat. That's normally a big worry that the question here does not seem to acknowledge.
 - Answer A) says velocity is below that needed to delivery everything. That is true so A) explains the stem's progress line above ideal line by MoSCoW's drop shoulds and coulds
 - B) The burn chart is displayed so progress is visible to everyone so also true but so what? It isn't explaining the assertion that we should drop work as given in the stem
 - C) Also true and another so what
 - D) Also true
 - Of A-D the only one that reflects any element of WHY is A, the others are just facts without sensitivity to progress while A is related to the consequences of progress or lack of it. The stem asked for the best explanation of why the response is justified by the manual's recommended way of running projects

.." ..

Chief Examiner's thoughts:

- P1_Qn_32. Exam Specification Assessment Criteria: 5.5 - 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 current rate of progress can be determined by the trend of the line (i.e. its gradient) showing effort remaining. This is commonly referred to as 'velocity' by the agile community. Assuming that there is stability and consistency in the team, this can then be used to project forward and forecast when the work will be complete and importantly determine if the deadline is likely to be met (§21=Ch:15.4.1).
- b) One of the most popular techniques used in agile environments is to display progress using lines plotted on a graph with an x and y axis. These graphs are known as burn charts (§21=Ch:15.4.1). However, this does not explain why all the work within the timebox cannot be completed.
- c) Burn-down charts are used to show how much work remains (§21=Ch:15.4.1). However, this does not explain why all the work within the timebox cannot be completed.
- d) One limitation with burn-down charts is that they assume the amount of work does not change (§21=Ch:15.4.1). However, this does not explain why all the work within the timebox cannot be completed.

End

§22 s177 = Paper_1 Qn_18

177
Paper_1 Qn_18

§22 s7 (177 of 229)

• 18. The Acceptance Criteria relating to the new logo have been set at a high level in the Project Product Description (PPD). The introduction section of the Quality Management Strategy (QMS) contains the objective of ensuring that this standard is achieved.

• Which BEST explains why this statement should be included in the introduction section of the QMS?

a) Brand-u-Like need to ensure that the agile ways of working documented in the QMS will achieve the appropriate level of quality.

b) This objective corresponds to the reputation Brand-u-Like has for producing work to a high level of quality.

c) All of Chestertons' requirements are driven by the high standards needed by food production regulations.

d) When working in basic agile environments a lot of emphasis should be placed on quality planning during the Initiation Stage.

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§22 s177 = Paper_1 Qn_18

P_1 Qn18.

- The Acceptance Criteria relating to the new logo have been set at a high level in the Project Product Description (PPD). The introduction section of the Quality Management Strategy (QMS) contains the objective of ensuring that this standard is achieved.

Which BEST explains why this statement should be included in the introduction section of the QMS?

- a) Brand-u-Like need to ensure that the agile ways of working documented in the QMS will achieve the appropriate level of quality.
- b) This objective corresponds to the reputation Brand-u-Like has for producing work to a high level of quality.
- c) All of Chestertons' requirements are driven by the high standards needed by food production regulations.
- d) When working in basic agile environments a lot of emphasis should be placed on quality planning during the Initiation Stage.

§22 EqA177 P_1 Qn_18 Question Busting Analysis

- Standard practice
 - Pause and read and answer then return and I'll share an analysis and the Chief Examiner's rationale
- Paused and returned?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
 - This question is one where we need to have read enough of the scenario to know Brand-U-Like are developing the Logo
- The stem tells us we need a BEST answer so we should prepare for 4 plausible and correct answers. We also need to note we are told the intro to the Quality Management Strategy-A22 reinforces this specific objective
 - <Sync. ShowCEs> Here is the CE's rational. Welcome back?
 - A) Plausible. It specifically says "the team must focus on the level of quality" so matches the stem
 - B) Plausible but weak because Brand-U-L will be concerned about reputation in their own qms. The project's qms should focus on receiving the results as needed. Recall plain P2 says a project qms is an aggregate of all stakeholders qms with the customer's taking the dominant role where necessary
 - C) Like so many answers offered for questions wanting a "Best" response this is a True fact in isolation but food hygiene standards are not relevant at all to the project's quality guidance for its branding team
 - D) Also plausible but we have already observed the often agile evolves the quality strategy rather than attempt to nail it all down in advance. Nor is this statement guidance to the team producing the specifics of a logo

.."

Chief Examiner's thoughts:

- P1_Qn_18. Exam Specification Assessment Criteria: 5.9 - 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 agile way of working needs to be incorporated into the Quality Management Strategy (QMS) for ensuring that the quality level is achieved Table (§28=Ch:23.1).
 - b) The QMS is used to define the quality techniques and standards to be applied. The reputation of a supplier has no bearing on the requirements (A.22.1).
 - c) The QMS is used to define the quality techniques and standards to be applied, and the various responsibilities for achieving the required quality levels, during the project (A.22.1).

- d) Although in some agile environments there may not be a lot of emphasis given to quality planning and quality management during the start of a project, the QMS will define how the standard specified will be achieved using quality control during product development (§22=Ch:11.2).

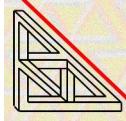
End

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§23 s184 = Paper_1 Qn_35

 184   Paper_1 Qn_35  §23 s7 (184 of 229)

- 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.

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§23 s184 = Paper_1 Qn_35

P_1 Qn35.

- 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.

§23 EqA184 P_1 Qn_35

- Standard process
 - Pause?
- Welcome back from reading this more wordy question?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
 - The stem tells us we have planned a retrospective, and maybe done it well (independent facilitator, 2hrs etc). The core of good workshop practice is explained in section 29 on Rich Comms
 - <Sync. ShowCEs> Pause and Read the Chief Examiner's opinions
- Is this welcome back again?
 - A) says this is good because we have a facilitator. Having a facilitator is good so that is true, but is it best? Best is what we are asked for
 - B) tells us WHY we hold the retrospective so may satisfy the stems "how well" better than A)

- C) is wrong, retrospectives invite a wide audience
- D) is wrong, reviews consider products, retrospective consider process
- The choice is “is B better than A?”
- the Chief Examiner thinks so. I think it is welcome that 2 answers are clearly inappropriate. I sympathise if you think the question would have been better after section 29 but it is focussed on retrospectives which is the topic just covered and gives us a clue to the A vs B issue. If the question had been about communications A may be better but the question is about controlling a stage and its use of retrospectives so the answer “we focus on understanding behaviours” trumps “we prepare and use a facilitator”. I’d like the distinction to be clearer but that’s why this exam is tough.
- Our next topic is Stage boundaries. It is a long time since I last challenged you to consider if you are consolidating what we cover or rushing headlong towards the end.
 - IE do your own stage boundaries activities. A first pass rush and a second pass where exam questions show weakness is a great approach. A slow single pass with frequent look backs over recent territory is another good approach

.. ..

Chief Examiner's thoughts:

- P1_Qn_35. Exam Specification Assessment Criteria: 5.7 - 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) Preparation is essential for a successful workshop and this can take as long as the workshop itself and should cover workshop objectives, attendees and the agenda (§29=Ch:26.4.1). A Retrospective should be run using the same steps as a workshop (§23 s181=Ch:19.4.1). However, this does not explain why the focus of the Retrospective should be on applying key learnings.
- b) Retrospectives involve looking back and reflecting on how things went in terms of how a team worked, in order to make improvements to how they work going forward (§23 s181=Ch:19.4.1).
- c) Retrospectives involve looking back and reflecting on how things went in terms of how a team worked, in order to make improvements to how they work going forward (§23 s181=Ch:19.4.1). This would include both internal and external teams.
- d) Retrospectives involve looking back and reflecting on how things went in terms of how a team worked, in order to make improvements to how they work going forward (§23 s181=Ch:19.4.1). This would include both internal and external teams.

End

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§25 s194 = Paper_1 Qn_34

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Paper_1 Qn_34

§25 s5 (194 of 229)

• 34. At the end of week 14, the Project Manager is getting ready to complete the Closing a Project process.

- The rebranding, marketing, website and premises move have all been completed.
- How should the Project Manager complete the Closing a Project process?

a) By completing a full review of each release of the website to obtain user acceptance.
 b) By using lessons from website retrospectives, checking that they were actioned in later timeboxes.
 c) By handing over the website to operations staff in a formal handover ceremony.
 d) By developing the handover documentation for the operations staff who maintain the website.

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§25 s194 = Paper_1 Qn_34

P_1 Qn34.

- At the end of week 14, the Project Manager is getting ready to complete the Closing a Project process.
- The rebranding, marketing, website and premises move have all been completed.

How should the Project Manager complete the Closing a Project process?

- a) By completing a full review of each release of the website to obtain user acceptance.

- b) By using lessons from website retrospectives, checking that they were actioned in later timeboxes.
- c) By handing over the website to operations staff in a formal handover ceremony.
- d) By developing the handover documentation for the operations staff who maintain the website.

§25 EqA194 P_1 Qn_34

- Standard process, read the stem decide the merit of each answer
 - Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- The stem tells us
 - Its end of project and everything due is done
 - <Sync. ShowCEs> Here are the Chief Examiner's views.
 - A) Its true that CP seeks to confirm acceptances have been received. If we were agile they were secured as we went so neither a full review nor obtaining acceptances is required.
 - B) In reporting project end we should look back and ask did we do what matters? Actioning retrospectives matters, recall omitting any event weakens the chance of success. This is something we should do
 - C) We might want a formal ceremony, for ceremonial purposes of feeling self-satisfied but its handover will have been happening incrementally. Probably from week 7 given the schedule we have seen
 - D) We might want procedures and design detail to meet the needs of ops and that will be in the DoD. Unlikely the project manager creates the technical documentation or that we'd wait this long and even if we have and the project manager does create the document it is still a {{Managing Product Delivery}} activity rather than {{Closing a Project}} activity

.." ..

Chief Examiner's thoughts:

- P1_Qn_34. 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) User acceptance would be happening regularly, although care should be taken to ensure that user acceptance is not too informal when closing the project in order to ensure the customer quality expectations and acceptance criteria have been met (§25=Ch:22.3).
- b) Continual use of 'inspect and adapt' would mean that the lessons report has been created as the project has gone along and many of the lessons would have already been actioned and evaluated from retrospectives at both the project and delivery levels (§25=Ch:22.3).
- c) Operational handovers are likely to have happened many times due to the incremental delivery of products, so that the final handover should be a routine event (§25=Ch:22.3).
- d) Training and technical documentation would be finalized (not developed), as it would have been created iteratively and incrementally throughout the project (§25=Ch:22.3).

End

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§26 s199 = Paper_1 Qn_14

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Paper_1 Qn_14

§26 s5 (199 of 229)

• 14. The products produced by Brand-u-Like will be delivered in Stage 2 only. The Project Board has agreed to visit the Board Room to review the burn charts each week.

• Which reason BEST explains whether this is a suitable approach for the Directing a Project process?

a) It is a good approach because decision-making may be informed by information pulled from the project.

b) It is a good approach because the Executive will be able to provide direction to the Project Manager and the teams.

c) It is a poor approach because the Project Manager should be reviewing the burn charts and escalating any exceptions.

d) It is a poor approach because the Project Board should only review information at the end of a stage.

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§26 s199 = Paper_1 Qn_14

P_1 Qn14.

- The products produced by Brand-u-Like will be delivered in Stage 2 only. The Project Board has agreed to visit the Board Room to review the burn charts each week.

Which reason BEST explains whether this is a suitable approach for the Directing a Project process?

- a) It is a good approach because decision-making may be informed by information pulled from the project.
- b) It is a good approach because the Executive will be able to provide direction to the Project Manager and the teams.
- c) It is a poor approach because the Project Manager should be reviewing the burn charts and escalating any exceptions.
- d) It is a poor approach because the Project Board should only review information at the end of a stage.

§26 EqA199 P_1 Qn_14

- Standard drill,
 - pause read consider etc
- The stem tells us the Project Board are embracing agile.
- Ready for the Chief Examiner's view
 - <Sync. ShowCEs> Pause, read consider
- Welcome back?

Simon's Analysis

- Here are my thoughts to accompany your review of the Chief Examiner's
- A) supports the manual with a direct quote from page 156 and I quoted it 4 slides ago so before we read the other answers that looks like a good pick. Also it does not say that other forms of information gathering are ruled out.
- B) Hmm the exec should not go around the project manager to the teams and the exec should probably only be directing the project manager when the board doesn't speak with one voice
- C) if the Project Board is embracing agile that is good not poor. Beside not all decision making is for exceptions
- D) No the Project Board should be up to speed at all times
- Did you also spot that magic word "may". Magic flag words are often a signal that an answer needs extra scrutiny. Other flag words are must, all, never, not, and, sometimes, always etc. Always also pay attention to the role referred to, the process, techniques, theme, principle, decision, information sets. When ever they are mentioned they modify the interpretation needed to get the right final answer.
 - Maybe you can devise a mnemonic that reminds you to scrutinise questions for role-holders, principle, process, activity, product, behaviour, framework, technique, artefact and event

..”..

Chief Examiner's thoughts:

- P1_Qn_14. Exam Specification Assessment Criteria: 5.7 - 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) Decision making may be based more on information pulled from the project as opposed to formally reported. The review of information on the burn charts in the project room enables regular, rich and informal information flows (§26=Ch:18.3).

- b) It is vital to ensure that management by exception is operating effectively for the whole project management team as this creates an environment conducive to the agile way of working where people are empowered and self-organize. The Project Manager should only seek guidance from the Executive when the Project Board does not provide unified direction and guidance to the Project Manager (§26=Ch:18.4 / 18.1).
- c) The Project Manager will inform the board of any exception situation. This is still a correct approach even if the Project Board is pulling information from the project burn charts (§26=Ch:18.1).
- d) The Project Board manages by exception. It monitors via reports and controls through a small number of decision points. There should be no need for other 'progress meetings' for the project board. However in PRINCE2 Agile decision-making may be based more on information pulled from the project as opposed to formally reported (§26=Ch:18.1 / 18.3).

End

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§29 s211 = Paper_1 Qn_43

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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.

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§29 s211 = Paper_1 Qn_43

P_1 Qn43.

- 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.

§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. ShowCEs> 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)

..".

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 (§29=Ch:26.3.2).
- b) Visualization is ideal to accompany face-to-face communication, but would not necessarily be used in its own right (§29=Ch: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) (§29=Ch: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 (§29=Ch:26.3.1 / §15=Ch:10.2).

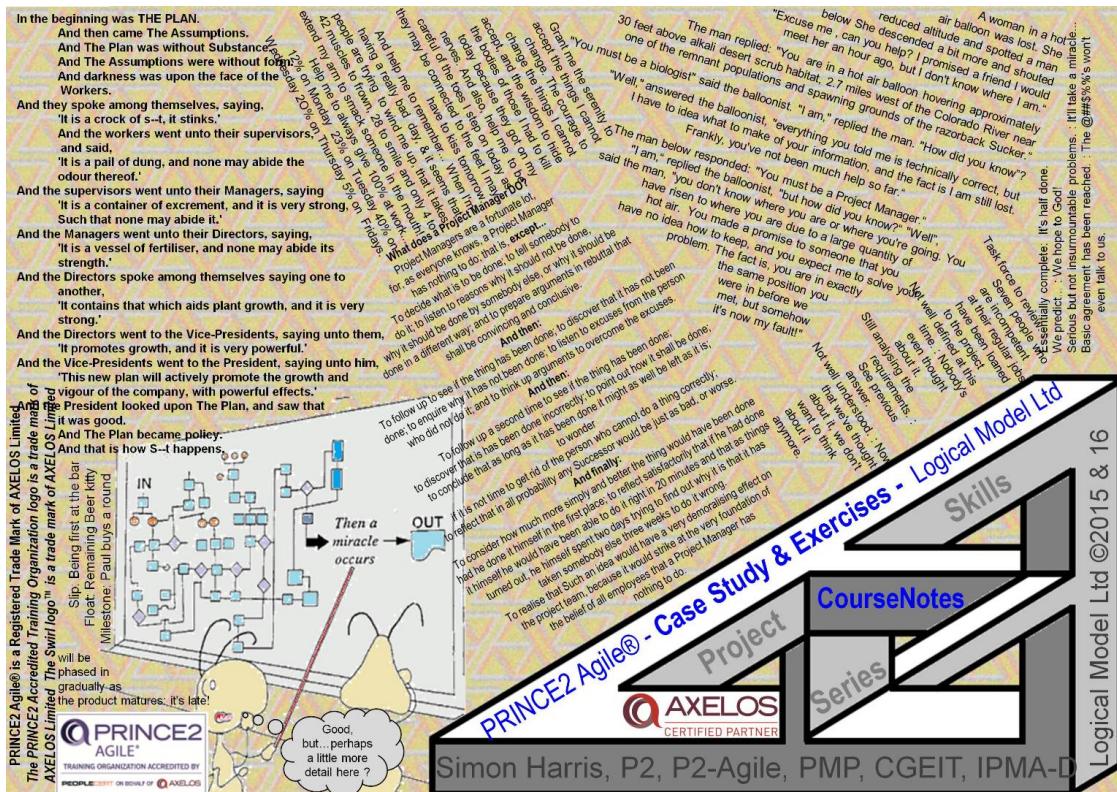
End

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VnCtl:14/08/2016 19:32:05 This file is part of Logical Model Ltd's p2a training course²⁸

²⁸<http://learn.logicalmodel.net/bundles/prince2-agile-exam-and-elearning-course>

Apdx: LML's P2a Practitioner Back@Work™ SkillBuilder {#ApdxB@W}



Apdx: LML's P2a Practitioner Back@Work™ SkillBuilder

§2 s14 = Baseline Exercise-0: What is Agile, PRINCE2 and Project Management?

14 §2 s4 (14 of 229)

Baseline Exercise-0: What is Agile, PRINCE2 and Project Management?

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- **Inputs:** A) Your existing knowledge, bias and expectations (or lack of ☺), B) Exercise & CaseStudy WorkBook
- **Deliverables:** 1) Your description of what is 'Agile' 2) Your description of P2
3) Your description of project management
- **Steps:** a) Recall and list all that you have heard (if anything) of Deliverables 1) 2) and 3)
b) Consolidate and summarise your best descriptions c) Share your thoughts by transferring slips to the wall for in-person courses or into the shared areas for online courses, d) Consider other people's views and other team's results, Be ready to discuss (in the online forum or in class)
- **Purpose:** i) Bench mark existing knowledge, ii) Reflect on the many and varied interpretations
iii) Recognise your own start point (which may range from "Not a clooo about agile" to a rounded and deep appreciation of all three deliverables)
- **Constraint:** In-Person ILT[†] class - 12mins for steps a) & b) – Manage the time, online unlimited
- **Discussion:** Explore the facts and fantasies, myths and legends, misconceptions and solid realities
- **Move on when...** ...you feel that you have a context for "Agile is pragmatic, structured, repetitious and PRODUCT development focussed, P2 is structured, cyclic, 'light-weight', common-sense and CONTROL focussed, Project management is the combining of control structures with product development life-cycles

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† ILT = Instructor Led Training where we are in the same physical **or** virtual room

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§2 s14 = Baseline Exercise-0: What is Agile, PRINCE2 and Project Management?

§2 b@w™14 – Exercise What is Agile

- The first of our exercises which together with the case study give breadth to your capability development
 - Exercises and the case study are supported by the Exercise & CaseStudy WorkBook which is downloadable from ss0 DL-1 it's a consolidation of the relevant course notes rather than additional contents.
 - It duplicates all the video Exercises and Case Study material in what I hope is a convenient off-line format.

What is agile?

- The question to address in this exercise is "What, perhaps if anything, do I believe agile is?" In the context of a live ILT class based course – physical or virtual class - it's a discussion intended to survey the wide range of views that exist.

- We haven't actually defined agile beyond the now oft repeated fragments that I'll put into a phrase that is quotable after I've given you chance to define your own answer
 - You might pause now and ask yourself
 - Some reflection on what is agile might help you before we move on.
 - Pause?
 - Welcome back?
 - Typical views range across; "its a way of seeing and being, it's a mindset" to "obviously it is scrum. Full-stop.". The normal debate typically raises another view. Agile is a religion or at least some people are as passionate and so sadly also bigoted as the strongest religious cults can create.
 - P2a is sensitive to ideas such as "anyone with the title manager implies lack of trust". P2a still says a Project Manager is mandatory. Perhaps because of that the longest chapter is the organization theme as it attempts to blend and weave project roles with agile concepts.
 - The quotable is "P2a is a mindset comprised of Concepts, Behaviours and Techniques as applied by some frameworks".
 - By framework we definitely mean something that provides procedures and may also mean provides roles descriptions
 - By framework we equally mean method or approach
 - Quotable means reliable for the exam but you should also think beyond the exam.
- Also think beyond the exam.

Exam Booking

- By the way have you booked your exam yet.
- The commitment of booking will help you succeed. Define a time box and be successful in delivering to time.
- eMail me P2a@logicalmodel.net and I'll share a sample revision diary with 21 mini-milestones. Add your own dates and amend assignments to suit your self directed study targets. Give yourself rewards for achievements on the way to success. Let us all know via the shared areas and I'll post acknowledgement of your progress.

End

References

§4 s49 = Back@Work_Skill-Builder™ Exercise-1: What Is Chestertons' Investment?

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Back@Work_Skill-Builder™ Exercise-1:
What Is Chestertons' Investment?

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• **Context:** The activity in the course for Back@Work™ skill-building is centred on a case study

• **Deliverables:** Your analysis of Chestertons; their starting drivers and finishing criteria

• **Inputs:** (See notes) **A)** Scenario background text, **B)** Hi-level Gantt schedule

• **Steps:** **a)** Read the text and consider the timeline **b)** Consider "What is Chestertons' driving trigger(s) for change and their vision of their project end-point(s) **c)** Formulate a view of Chestertons' 'business case' as formulated at project start and delivered by project effort, **d)** Share your thoughts by transferring flips to the walls for in-person courses or into the shared areas for online courses, **e)** Consider other people's views and other team's results, Be ready to discuss (in the online forum or in virtual class or physical class)

• **Purpose:** **i)** Gain familiarisation with the course's and exam's scenario, **ii)** Practice "c)" for when you have real world need of Simon's Analysis skill

• **Move on when:** You feel "In a real project I'd understand *Why are we doing the project, how do the drivers affect in-project decisions?*" and *I could recommend when an agile Sprint Review's "Are we there yet?" deserves a "yes" answer*"

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§4 s49 = Back@Work_Skill-Builder™ Exercise-1: What Is Chestertons' Investment?

§4 b@w™49 Case Study - Investment

- ~~
- Time for our first Back@Work skill builder that focuses effort on use of p2a outside of exam preparation. This is the focus where the most value is to be had.
- You might like to read the on slide guidance or if your platform's resolution is low then consult the Exercise & CaseStudy Workbook (from ss0 DL1, the full link is in the course notes [P2a Enrolled Downloads²⁹](#)). Pause? Welcome back?
- The exam questions we've examined so far for example Qn 19 which was the first we saw on slide ss1 s8 are like all P2a exams; They are based on a scenario. So too are our preparations for use of p2a skills in real projects.
 - <Sync. Scenario> For convenience here is the scenario text. If the details onscreen here are illegible look in the resources-downloads for the Chestertons' Cheese Golden Clog scenario.

²⁹<http://learn.logicalmodel.net/courses/take/p2agile-ecourse/texts/205801-ss0-dl1-enrolled-students-library-of-resources-and-downloads>

- <Sync. Gantt>Here is the schedule. Both are also on this slide's notes page.
- The scenario is a suitable vehicle for building real world skills. Have a read and ask your self:-
 - What is the project?
- Hit pause till your ready for some thoughts
- Welcome back
 - The business driver is to streamline operations and boost market awareness.
 - Attractive results might include diverting some 'phone traffic & replacing it as web-site traffic so that employee time is freed to be spent on more valuable business development.
 - If you don't sell more cheese is it a success? Yes if the cheese is sold at a lower level of staff time per sale
 - With the right focus and maybe some luck a web-site might also increase sales. Making the right luck will involve some epics about marketing and promotional activity
 - Consolidating premises also creates efficiencies, Brand building increases turn over which even wit out efficiencies should boost profits but is doubly helpful if cost of sales are also reduced
- I leave you to Read the Case Study Scenario about Chestertons Cheese which is in the Exercises and Case Study Work book and the course notes

..”..

Chestertons Cheese Scenario for Case Study (P2a vn 1.0.1)

- The Chesterton family are farmers, and they successfully moved in to the making and selling of a wide range of cheeses.
- 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 receiving orders 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.
- They employ several staff who help with the running of the machinery, customer service and distribution. Deliveries to the public are done by courier. Trade deliveries are carried out using the 6 company vans.
- They are currently receiving an increasing number of phone orders from the public for cheese every day and they have now reached a point where they are looking at selling cheese 'online'.
- The Chestertons currently have a website but it 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.
- The Chestertons are looking for a website which will shift most of the phone traffic and visits to the farm shop onto the web.
- From the research they have done so far it looks likely that they could possibly increase cheese sales to the public without recruiting more staff. The cost of the website looks like being 20,000 to build with a service contract of 400 per month. Initial estimates suggest that increased sales could pay for this within 12 months.

Personnel

- Mrs. Chesterton: Strong accountancy skills. Authorised all of the new initiatives. Very decisive. Doesn't like the impersonal nature of the internet. Will only eat organic cheese.
- Mr. Chesterton: Likes to play around with ideas. Starts many things off but rarely finishes anything. Decides where the family business should be going at a strategic level. Very keen on technology and gadgets. Wears a watch that tells him how high he is above sea-level but no one is sure why.
- Jake Chesterton: 'Hands-on' day to day running of the cheese business. Leads a small team that handles all sales calls. Is very operationally focussed on getting the right thing to the right customer. Takes many of the calls. Very reactive – fire-fights problems as they happen. Likes to go for long walks on his own.
- Kerry Chesterton: Leads the Customer Service and Marketing department. Generally keeps everyone happy. Responsible for dealing with any queries including those about new types of cheese. Responsible for the 'image' of Chestertons Cheese. Cares passionately about the environment.
- Mirek Kowalski: The I.T. Manager who started as a website designer at Chestertons three years ago. Knows all of the existing systems and applications in a lot of detail, works long hours and leaves his phone on all the time in case of problems. Likes to straighten the pictures that hang in the reception area.
- Mimi Bertillon: Leads a small team that handles order fulfilment. Is involved in the vital part of the process where the orders are packed and addressed according to the picking note information provided by Jake's team. Is allergic to cheese.
- Sanjay Patel: Responsible for looking after the delivery side of the business. This includes receiving raw materials and the dispatch of packaged orders. Very good inter-personal skills. Really loves cheese.
- Sam O'Farrell: Has a lot of experience of many areas of the company. Has worked for the Chestertons for many years and is seen as the 'old stager'. Is currently looking after the production lines, ensuring that they run as well as possible. Affectionately known as 'Grumpy'. Believes cheese is only cheese if it is hard.

End

Chestertons Cheese Scenario for Case Study (P2a vn 1.0.1)

The Chesterton family are farmers, and they successfully moved in to the making and selling of a wide range of cheeses.

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 receiving orders 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.

They employ several staff who help with the running of the machinery, customer service and distribution. Deliveries to the public are done by courier. Trade deliveries are carried out using the 6 company vans.

They are currently receiving an increasing number of phone orders from the public for cheese every day and they have now reached a point where they are looking at selling cheese 'online'.

The Chestertons currently have a website but it 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.

The Chestertons are looking for a website which will shift most of the phone traffic and visits to the farm shop onto the web.

From the research they have done so far it looks likely that they could possibly increase cheese sales to the public without recruiting more staff. The cost of the website looks like being 20,000 to build with a service contract of 400 per month. Initial estimates suggest that increased sales could pay for this within 12 months.

§6 s61 = Back@Work_Skill-Builder™ Exercise-6: Rank the 5 behaviours

61

Back@Work_Skill-Builder™ Exercise-6:
Rank the 5 behaviours

§6 s7 (61 of 229)

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- Purpose:** *i)* To build your recall and your separation of ideas by category, *ii)* Explore the interplay of the behaviours in delivering real-world-value Back@Work™
- Context:** The exam requires two things *1st* Recall of 'facts' *2nd* Their application to a scenario. Without the recall achieving practitioner status is impossible. In some cases the divisions in lists is of somewhat arbitrary
- Guidance:** *i)* For each item try first to recall & list without looking up the input (i/p) reference
- Inputs and Deliverables:** *1)* input=Lesson §2 s22 (manual's Table 2.2). Deliverable =List of the 5 AGILE behaviours *2)* ► input=§6 s58 (& OM section 7.4) Deliverable = List the 5 PRINCE2 Agile Behaviours, *3)* ► i/p=§2 s22 (Table 2.2), D=List the 7 Agile Concepts & the 5 Agile Techniques, ► i/p=§1 s5 & s7 D=5 P2a Focus areas, ► i/p=§4 s35; D=6 Aspects of P2 project tolerance, ► i/p=§4 s39; D=5 tolerance based 'Targets', ► i/p=§3 s28; D=8 'Key points' in Ch3.6 and table 3.4, ► i/p=§3 s31 & §6 s56; D=7 P2 Principles in t7.1, ► i/p=§3 s31; D=7 P2 Themes from t5.1 & t8.1 ► i/p=§3 s30 D=4 Steps P2 journey
- Steps:** *a)* Recall and list the 5 agile behaviours *b)* Rank them for importance with reasons *c)* Recall and list the other 55 items in their relative collections *d)* Share your thoughts by transferring slips to the wall for in-person courses or into the shared areas for online ILT[†] courses, *e)* Consider other people's views results, Be ready to discuss (in the online forum or in class)
- Constraint:** In-Person class - 20mins for steps *a)* to *c)* – Manage the time, Online self-paced courses unlimited
- Discussion:** ► Your rankings and reasoning, ► the division between agile and prince2 agile behaviours

Move on when: You can recite the 5 AGILE and 5 PRINCE2 Agile behaviours as separate lists

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† ILT = Instructor Led Training where we are in the same physical **or** virtual room

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§6 s61 = Back@Work_Skill-Builder™ Exercise-6: Rank the 5 behaviours

§6 b@w™61 Rank the 5 Behaviours

- You might like to consult the Exercise & CaseStudy Workbook (from §0 DL1 [P2a Enrolled Downloads³⁰](#)) or hit pause to read the slide's guidance notes. Pause? Welcome back?
- As well as passing the exam we need to build Back@Work_Skill-Builder™ real world skills if the exam pass is to really be useful.
 - Since we have covered agile and P2a's list of behaviours you should explore their implications
 - It might help to do a simple recollection test first. Actually not so simple. See how you do to recall these. If recall is still a challenge, which is fair enough, then list them out from the answers hit pause to think then I'll fill-in all the blanks. Pause? Welcome back?
- <Sync. Ans>
 - Here is that reminder of the two sets of behaviours and a whole bunch of other things we have covered

³⁰<http://learn.logicalmodel.net/courses/take/p2agile-ecourse/texts/205801-ss0-dl1-enrolled-students-library-of-resources-and-downloads>

- Lets now consider
 - Trace the implications of the 5 behaviours in the context of P2a to actions and attitudes of the role holders around you in your current working environment. Are they what P2a calls for. Why and why not. How could they be improved, what's in it for each stakeholder
- You may choose to send me your suggested answer or Join the online discussion of what do the descriptions mean, which behaviours matter most, which are hardest, when and in what context?

..”..

Purpose:

- i) To build your recall and your separation of ideas by category, ii) Explore the interplay of the behaviours in delivering real-world-value Back@Work™

Context:

- The exam requires two things 1st Recall of 'facts' 2nd Their application to a scenario. Without the recall achieving practitioner status is impossible. In some cases like this the recall is of somewhat arbitrary divisions in lists

Deliverables:

- 1) List of the 5 AGILE behaviours in Table 2.2 2) Plus; if you're up to it the 5 PRINCE2 Agile Behaviours in section 7.4, 3) Plus it would be in your interest to confirm: the 7 Agile Concepts in t2.2, the 5 Agile Techniques in t2.2, the 5 P2a Focus areas Ch23-28, the 6 Aspects of P2 project tolerance from t6.1, the 5 tolerance based 'Targets' of t6.2, the 8 'Key points' in section 3.6 and table 3.4, the 7 P2 Principles in t7.1, the 7 P2 Themes from t5.1 & t8.1

Inputs:

- A) Lesson §2 s22 for the 5 Agile behaviours, 7 Concepts & 5 Techniques B) §6 s58 for the 5 prince2 agile behaviours, §4 s35 – 6 Aspects, The 8 Key Guidance points in §3 s28, P2 principles & Theme §3 s31, 7 principles also in §6 s56 and §4 s39 for the 5 Targets C) Later Revision Aids §21 ra167, §21 s170, §29 s121 are also designed to help.

Steps:

- a) Recall and list the 5 agile behaviours b) Rank them for importance with reasons c) Recall and list the other 55 items in their relative collections d) Share your thoughts by transferring flips to the wall for in-person courses or into the shared areas for online courses, e) Consider other people's views and other team's results, Be ready to discuss (in the online forum or in class)

Constraint:

- In-Person class - 20mins for steps a) to c) – Manage the time, Online self-paced courses unlimited

Discussion:

- Your rankings and reasoning, the division between agile and prince2agile behaviours

Guidance:

- I) Research in the course notes to recall the list and write them out for recall Move on when: You can recite the 5 AGILE and 5 PRINCE2 Agile behaviours as separate lists

End

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§8 s73 = Back@Work_Skill-Builder™ Exercise-2: Classify Chestertons' Project

73 §8 s5 (73 of 229)

Back@Work_Skill-Builder™ Exercise-2: Classify Chestertons' Project

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- **Context:** Cynefin identifies 5 states. Chestertons' project's factors fit several states
- **Deliverables:** 1) Your analysis of the Chestertons' situation 2) Division of their change initiative into components more or less suited to different PRODUCT and progress control regimes
- **Inputs:** The Cynefin model (§8 s71) & case study scenario (§4 b@w™49 & this slide's Notes)
- **Steps:** a) Using all the inputs available to you so far consider which PARTS of Chestertons' fall into which Cynefin categories b) Move your results to shared areas and consider other people's views and other team's results, Be ready to discuss (in the online forum or in class)
- **Purpose:** Challenge you to reflect (give you practice of reflecting) on the factors that influence analysis of appropriate forms of project control
- **Constraint:** In-Person class – max 40mins for step a)
- **Discussion:** Did the model structure & guide your thinking and conclusions & actions? How?
- **Move on when:** You have analysed your own work context too (Request my help if unclear/ low confidence in results)

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§8 s73 = Back@Work_Skill-Builder™ Exercise-2: Classify Chestertons' Project

§8 b@w™73 Case Study – Chestertons'

- Returning to developing real world skills as well as passing the exam.
 - Maybe hit pause and read the guidance notes. Either on-screen or from your course downloads (§0 DL1)
 - Consider the Chestertons' scenario
- Apply the Cynefin framework, perhaps by asking how to categorise the aspects of the scenario.
 - Where would you place Chestertons?
 - Why?
 - As a result how should we apply agile (that is Behaviours, Concepts, Techniques and Frameworks) to the conduct of the project?
 - What actions are you as Project Manager going to take?
- Study the scenario in the notes, on slide or in the Exercise and Case-Study WorkBook and think how the factors expressed as context affect either; pre-defined solutions for simple well understood work, or, expertise following known approaches for complicated work or the need

to experiment for complex work. I don't think we yet have the need to recover any aspect of Chestertons' the – Chaos part of snowden's model.

- Pause to read and consider. Welcome back?
 - So how did you decide where to place the scenario on the scale? In the next section we will look at the Agil-O-Meter to see how that will help.

End

Chestertons Cheese Scenario for Case Study (P2a vn 1.0.1)

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- 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 receiving orders 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.
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- Mimi Bertillon: Leads a small team that handles order fulfilment. Is involved in the vital part of the process where the orders are packed and addressed according to the picking note information provided by Jake's team. Is allergic to cheese.
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- Sam O'Farrell: Has a lot of experience of many areas of the company. Has worked for the Chestertons for many years and is seen as the 'old stager'. Is currently looking after the production lines, ensuring that they run as well as possible. Affectionately known as 'Grumpy'. Believes cheese is only cheese if it is hard.

End

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Chestertons Cheese Scenario for Case Study (P2a vn 1.0.1)

The Chesterton family are farmers, and they successfully moved in to the making and selling of a wide range of cheeses.

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 receiving orders 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.

They employ several staff who help with the running of the machinery, customer service and distribution. Deliveries to the public are done by courier. Trade deliveries are carried out using the 6 company vans.

They are currently receiving an increasing number of phone orders from the public for cheese every day and they have now reached a point where they are looking at selling cheese 'online'.

The Chestertons currently have a website but it 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.

The Chestertons are looking for a website which will shift most of the phone traffic and visits to the farm shop onto the web.

From the research they have done so far it looks likely that they could possibly increase cheese sales to the public without recruiting more staff. The cost of the website looks like being 20,000 to build with a service contract of 400 per month. Initial estimates suggest that increased sales could pay for this within 12 months.

§9 s78 = Back@Work_Skill-Builder™ Exercise-7: Apply the Agilometer

78 §9 s5 (78 of 229)

Back@Work_Skill-Builder™ Exercise-7: Apply the Agilometer

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- **Deliverables:** Your assessment of Chestertons project versus the Agil-O-Meter's scales
- **Purpose:** **i)** Gain familiarity with using the Agil-O-Meter. **ii)** Translate book-theory' into deeper understanding; how an assessment tool creates team discussion in a usefully structured manner. Structure allows confidence of completeness and successive focus on different topics. Good debate leads to identifying where the team needs to focus research to clarify uncertainties and where to apply its different skills and which tools to use with what degree of rigor to match the project's specific character and challenges
- **Inputs:** **A)** Chestertons' scenario (See Notes or §4 b@w™49) **B)** The Agil-O-Meter's definition (§9 s76)
- **Guidance:** **I)** Teams can decide and debate each slider one at a time or **II)** individually decide all personal assessments before any discussion of values
- **Steps:** **a)** Consider the scenario and each slider's definition **b)** Individually propose a value in a sentence structure of "Slider xxx is value vvv **because reasons...**" **c)** Live ilt† classes – share, debate and determine team conclusion per slider **d)** Share your thoughts by transferring flips to the wall for in-person courses or into the shared areas for online courses, **e)** Consider other people's views and other team's results, Be ready to discuss (in the online forum or in class)
- **Constraint:** ilt 30min steps **a)** and **b)** – Manage the time, eLearning no time limit
- **Move on when:** You feel you can use the Agil-O-Meter's intent to gauge project characteristics

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† Instructor led training events

§9 s78 = Back@Work_Skill-Builder™ Exercise-7: Apply the Agilometer

§9 b@w™78 Apply Agilometer to Chestertons'

- Maybe pause to consider the guidance on-slide.
 - Return to Chestertons scenario (duplicated in this slide's notes and the course downloads) and consider
 - What evidence is there that affects the value for each Agil-O-Meter slider?
 - Pair the facts in the scenario with the slider's definition & illustrations
 - You can use a fact in more than one slider's influences
 - Decide the values you'll assign, They may vary by work stream
 - Decide the actions you could take to promote agility and reduce execution risk
- A way to structure your analysis is with a matrix
 - Place the 6 scales on one axis, the project's factors on the other and their interaction ± in the intersections
 - Responses and responsible person could also go in the intersections
- If you want clarification, confirmation or feedback then send me your analysis when you've done it

End

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Personnel

- Mrs. Chesterton: Strong accountancy skills. Authorised all of the new initiatives. Very decisive. Doesn't like the impersonal nature of the internet. Will only eat organic cheese.
- Mr. Chesterton: Likes to play around with ideas. Starts many things off but rarely finishes anything. Decides where the family business should be going at a strategic level. Very keen on technology and gadgets. Wears a watch that tells him how high he is above sea-level but no one is sure why.
- Jake Chesterton: 'Hands-on' day to day running of the cheese business. Leads a small team that handles all sales calls. Is very operationally focussed on getting the right thing to the right customer. Takes many of the calls. Very reactive – fire-fights problems as they happen. Likes to go for long walks on his own.
- Kerry Chesterton: Leads the Customer Service and Marketing department. Generally keeps everyone happy. Responsible for dealing with any queries including those about new types of cheese. Responsible for the 'image' of Chestertons Cheese. Cares passionately about the environment.

- Mirek Kowalski: The I.T. Manager who started as a website designer at Chestertons three years ago. Knows all of the existing systems and applications in a lot of detail, works long hours and leaves his phone on all the time in case of problems. Likes to straighten the pictures that hang in the reception area.
- Mimi Bertillon: Leads a small team that handles order fulfilment. Is involved in the vital part of the process where the orders are packed and addressed according to the picking note information provided by Jake's team. Is allergic to cheese.
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§12 s92 = Back@Work_Skill-Builder™ Exercise-16: Identify the MVP

92

Back@Work_Skill-Builder™ Exercise-16:
Identify the MVP

§12 s5 (92 of 229)

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- *Context*: P2A takes Lean-Start-up's View (rather than mainstream agile's)
- *Constraint*: in 15min steps a) or b) – Manage the time, eLearning no time limit
- *Deliverables*: 1) Proposal for Chestertons' MVP or if you prefer 2) Simon's MVP when developing the P2a training course you're currently using
- *Inputs*: For 1) the scenario (See Notes) or for 2) your imagination & experience
- *Steps*: a) Select the deliverable to produce 1) or 2) b) Work-shop the factors you think relevant to defining the MVP c) Transfer deliverables to shared areas, Consider other people's views & be ready to discuss (in the online forum or in class)
- *Guidance*: i) Recall §10 s82's description of "Enough to learn from"
- *Purpose*: i) Translate book-learning to understanding for the real world by practicing use of the technique
- *Discussion*: How minimal is 'enough' to learn from?

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§12 s92 = Back@Work_Skill-Builder™ Exercise-16: Identify the MVP

§12 b@w™S92 Back@Work_Skill-Builder™ Identify MVP

- Here I am today, literally in the midst of creating a training course. I'll need to consider is it viable? What is my MVP?
 - Likewise Chesertons' needs to consider there mvp. Maybe hit pause to read the guidance on the slide
 - To carry out the exercise consider;
 - what are the questions that I need answers to?
 - How could I validate learning about each question?
 - Here is a question to start you off; is the audio sufficiently loud that someone listening during a journey too/ from work can hear easily over their ambient background noise?
- You might like to consider Chestertons' web-site as an alternative?
 - Step one – what questions?
 - Step two – How to construct a test?
 - Step three – How to gather data?
 - Step 4 – How to analyses and synthesis meaning?

- Step 5 – What resultant action ?
- The results then are either implemented into the evolving / finalised(?) product offering and/or the steps are recycled End

Chestertons Cheese Scenario for Case Study (P2a vn 1.0.1)

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- .

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§13 s101 = Back@Work_Skill-Builder™ Case Segment Exercise-3: User Stories

101 **Back@Work_Skill-Builder™ Case Segment Exercise-3: User Stories** §13 s8 (101 of 229)

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- **Deliverables:** 1) User stories
- **Options:** Select either Chestertons' OR another scenario, E.G. your business case for taking this course
- **Steps:** a) Reflect on the needs and wants of the participants in the scenario relevant to your chosen deliverable b) Develop two or more users stories c) if time permits decompose your u_stories to clearly defined acceptance criteria, d) Share your thoughts and consider other people's, Be ready to discuss
- **Guidance:** A) Develop at least two u_stories that are adjacent/ linked/ related
- **Quality Tests:** a) Your u_stories' F()R Functional Requirement is clear/ 'INVEST'-able start point for LATER definition of detailed requirements include all non-F() Requirements the Product Owner expects as Acceptance Criteria in the Definition of Done
- **Purpose:** i) Practice using the format "As a <role> I want to <function> so that <benefit>..." ii) Explore boundary issues between related user-stories, iii) Explore 'what is the right level of detail between u_S and Requirements
- **Constraint:** iit 20min steps a) to c) – Manage the time, eLearning no time limit
- **Discussion:** I) Test by "is the role, action and reason (benefit) sufficient to support expansion to full requirements using CCC & INVEST, II) What was easy/ hard/ useful/ overhead/ ... ?
- **Guidance:** Return after (§22 s171) in Quality 'Definition of Done' and extend to cover F()R & NF()R?

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† F()R = Functional Requirements & nF()R = Non-Functional Requirements

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§13 s101 = Back@Work_Skill-Builder™ Case Segment Exercise-3: User Stories

§13 b@w™101 Case Study: User Stories

- Time for two back-to-back Back@Work_Skill-Builder™ skill building
 - Hit pause to read the guidance on slide or in the download. Welcome back?
- Try writing some User stories.
- In class I suggest write several in pairs, debate and share your best with the class and then class critique
- Here I'll suggest that if you are in an eLearning course with community then post them for comment otherwise eMail me P2a@logicalmodel.net and I'll respond

End

Chestertons Cheese Scenario for Case Study (P2a vn 1.0.1)

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§13 s102 = Back@Work_Skill-Builder™ Case Segment Exercise-4: MoSCow The Requirements List

§13 s102 = Back@Work_Skill-Builder™ Case Segment Exercise-4: MoSCow The Requirements List

§13 b@w™102 Exercise: MoSCoW

- Chestertons' cheeses Web requirements list needs to be analysed for what are Musts and Wonts using Moscow.
 - Maybe pause to read the guidance on slide? Welcome back?
- For convenience here is the requirements list but if your device has a small screen then the list is in the course support materials.
 - Ignoring the estimates column sort the requirements into Must/ Should/ Could/ Won't at the project level and if you wish the Stage level
- In class
 - Obviously we debate the musts
 - As you are listening to this you're not in a face-to-face class so post to the forum, comment on other people's posts or send me your analyses with a rationale and I'll comment
- That email again is P2a@LogicalModel.net

End

Web-Site Requirements

- No. Requirement Estimate(days)
- 1 Create an order 4
- 2 Change an existing open order 3
- 3 Create customer account/login 3
- 4 Choose order gift wrapping 1
- 5 Browse product information 2
- 6 Show price & list of cheeses 5
- 7 Secure web payment 3
- 8 Search and filter cheese list 2
- 9 Sign up to newsletter 2
- 10 Provide a feedback facility 1
- 11 Promote special offers 2
- 12 Enter invoice address 2
- 13 Enter delivery address 2
- 14 'About us' information 1
- 15 Pay by credit card/debit card 6
- 16 Authorise card payment 3
- 17 Pay by PayPal etc 2
- 18 Notify customers order sent 2
- 19 Maintain customer details 5

- 20 Trade customers area 4
- 21 Apply scaled discounts 2
- 22 Offer choice of delivery times 3

End

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§15 s119 = Back@Work_Skill-Builder™ Exercise-5: Assign Roles

119 §15 s11 (119 of 229)

<span style="font-size: 24px; color: #ccc; border: 1px solid #ccc; border-radius: 50%;

§15 b@w™119 Case Study 5 Roles

- Here is this section's b@w skill builder
- Chestertons Cheese need people assigned to roles.
 - Pause to read the on-slide guidance notes
 - <Sync. 1 x>Here is the background information [[PreView]] and
 - <Sync. 2 People> thumbnail sketches of the stakeholders
- Considering the characteristics of the roles that enable projects in P2a to succeed.
 - Read the word pictures of people's skills and outlooks. Who should be assigned to what role and why?
- In Physical and Virtual classes we can discuss.
 - In off-line situations eMail me or use the course platform's facilities and I'll respond

End

Chestertons Cheese Scenario for Case Study (P2a vn 1.0.1)

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§17 s132 = Back@Work_Skill-Builder™ Exercise-12: Release Plan

132 §17 s4 (132 of 229)

Back@Work_Skill-Builder™ Exercise-12: Release Plan

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- **Deliverables:** Proposed Chestertons' Release Plan
- **Purpose:** Explore the technique so as to appreciate the interplay of dependencies and resource constraints
- **Inputs:** A) Your MoSCoW banded list of requirements, B) the schedule shows weeks 6 through 13 allocated (40 elapsed working days) [NOT reproduced here as it suggests a sequence and you should work to your own views before consulting sources that might bias your thinking]
- **Steps:** a) Divide requirements into Releases b) Post your thoughts to shared areas, Consider other people's views and be ready to discuss (in the online forum or in class)
- **Discussion:** I) Coulds before musts?, II) How will you deliver incrementally across releases, III) What sequence for Ordering, Payment, Gift-Wrapping?
- **Constraint:** ilt 20min for step a) – Manage the time, eLearning no time limit
- **Guidance:** Consider technical dependencies, business impact of releases and release's approximate effort

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§17 s132 = Back@Work_Skill-Builder™ Exercise-12: Release Plan

§17 b@w™132 Chestertons' Release Plan

- Here is our B@W Skill Builder
- Maybe hit pause and read the slide's guidance? Welcome back? Or check-out the Exercise and CaseStudy work book
- Chestertons' website work has been estimated at 60 days of effort and the timeline shows 8 working weeks duration.
- Using the project backlog and your previous assessments of MoSCoW prioritisation consider...
 - What makes a sensible release plan and why, consider business benefits and technical dependency?
- If you eMail me your solutions I'll respond. p2a@logicalmodel.net
- Next an Exam question analysis

End

Web-Site Requirements

- No. Requirement Estimate(days)
- 1 Create an order 4
- 2 Change an existing open order 3
- 3 Create customer account/login 3
- 4 Choose order gift wrappig 1
- 5 Browse product information 2
- 6 Show price & list of cheeses 5
- 7 Secure web payment 3
- 8 Search and filter cheese list 2
- 9 Sign up to newsletter 2
- 10 Provide a feedback facility 1
- 11 Promote special offers 2
- 12 Enter invoice address 2
- 13 Enter delivery address 2
- 14 'About us' information 1
- 15 Pay by credit card/debit card 6
- 16 Authorise card payment 3
- 17 Pay by PayPal etc 2
- 18 Notify customers order sent 2
- 19 Maintain customer details 5
- 20 Trade customers area 4
- 21 Apply scaled discounts 2
- 22 Offer choice of delivery times 3

End

§18 s143 = Back@Work_Skill-Builder™ Exercise-8: Critique a Work-Package

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Back@Work_Skill-Builder™ Exercise-8: Critique a Work-Package

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- Guidance:** **1)** This exercise is completed in several parts, 'deliverables 1)&2)' are from the steps a) to c) and 'deliverable 3)' from the last step
- Deliverables:** **1)** optional- Create a work-package for a Chestertons' website requirement of your choice OR **2)** Evaluation of work-packages and recommended actions **3)** A Work-package Maturity Checklist
- Inputs:** **A)** Chestertons' background information and your imagination to create a Work-package OR **B)** The two work-packages provided in the Exercise Notes **C)** Results of reviewing people's critiques
- Steps:** **a)** Select whether to create your own work-package and if so **a1)** create contents for each heading (See notes) **a2)** Pass your work-package to another team **b)** Assess work-packages, record their strengths and weaknesses and **b)** Record any proposed actions arising from your evaluations **c)** Transfer evaluations and actions to shared areas, review other people's results, Be ready to discuss **d)** Categorise the comments on work-packages to **d1)** propose quality scales (Eg Clarity of contents) and markers on the scales (Eg Complete = All relevant factors are clearly expressed, Incomplete = material factors are missing)
- Purpose:** Turn book-knowledge into practiced ability to create adequate work-packages
- Constraint:** Time not constrained
- Move on when:** Comfortable that the criteria that distinguish an adequate and inadequate work-package have been illustrated; you could develop them further in your own back@work context

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§18 s143 = Back@Work_Skill-Builder™ Exercise-8: Critique a Work-Package

§18 b@w™143 Case WorkPackage

- Here is the 1st of two back-to-back skill-builders. Hit pause, review the on-slide guidance
 - Review the list of work packages from Chestertons' Cheeses and draft a work package.
- Post to the online forum or eMail me

End

Work-package Headings from P2 A.26

- Receiver's identity
- Product descriptions (containing quality standards and verification methods)
- Approval authority and method to validate products versus acceptance criteria
- Description of the work to be done Techniques, tools, standards, processes or procedures to be used

- Interfaces (people and technical) to be maintained at any stage of the product's life-span.
- Configuration management arrangements
- Constraints and tolerances on product or development activity
- Normal and Exception Reporting timings, contents, participants and actions
- Context references – EG Project/Stage schedule
- Dates & authorities of status changes (Eg Work Started, Products accepted)

P2 suggestion of A.26.5 Quality criteria

- Clearly defined and understood by all
- Product Description for each product, with clear acceptable quality criteria
- Product Description(s) match other Work Package documentation
- Standards for the work are agreed and are in line with those applied to similar products
- Quality checking arrangements in place
- Interfaces have been defined
- Reporting, Issues and Risk arrangements in place
- Agreement between the Project Manager and the recipient on exactly what is to be done
- Constraints, and tolerances agreed and match other controls (eg Project Plan)

End

Work-Package: Relocate Cheese Packing Area to New Premises

- Who: Removals_R_Us
- Result: All blue-tagged items in the old dairy are positioned in the new processing plant as per drawing Layout-PA-1 vn3. Equipment has not sustained damaged. Protective wrappings have been disposed off
- Approvals: Jake & Mr C in person. Mimi's team will operate each piece of equipment before making a recommendation
- Work: Protect, transport, position all blue-tagged items, BAR Code of Practice [BAR Code of Practice³¹](#)
- Interfaces: Plumbing and electrical teams (Disconnect/ ReConnect), Mimi-Tagging, Jake-everything else
- ConfigMgmt: N/A (Service work)
- C&T: To be completed before 6am of day after task start. No damage to any equipment, No injuries to anyone involved, Delivered result is operationally safe
- Reporting: Escalations to Jake's cell-fone immediately, Reports during planning (P1) verbal in daily scrum, Reports during move Hourly updates from Team Leader
- X-References: P2/P3 Refrigeration Room (Commissioning)
- Start-Date: TBA

³¹<http://www.bar.co.uk/index.php/about-bar/bar-code-of-practice/>

Work-Package: Brand Logo

- Who: Brand-U-Like
- Result: Logo that Kerry likes
- Approvals: Kerry
- Work: Design new logo
- Interfaces: Kerry
- ConfigMgmt: All Creative Briefs, Drafts and Minutes to be labelled CB or D or M, Dated and Sequenced numbered and Version numbered. A log of all item's ID, Title, Description, Creator and Approver is to be maintained
- C&T: Agreed image & words by start wk4, Print Ready graphics by end wk5
- Reporting: Brand-U-Like team leader to Kerry
- X-References
- Start-Date: Monday Wk2

End

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§18 s144 = Back@Work_Skill-Builder™ Exercise-9: Executing Projects in Sprints

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§18 s10 (144 of 229)

Back@Work_Skill-Builder™ Exercise-9: Executing Projects in Sprints

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- Guidance:** *I*) In-Person classes each team is in competition to score the most points, *II*) eLearning gather the family and the kids lego! *III*) Use time between sprints to select back-log items, to devise/ design in-sprint activity to learn from experience, *IV*) We are not emulating the Daily Scrum, *V*) You do not have to deliver everything. *VI*) Sprint zero probably needs to assess what distribution of brick types you have
- Purpose:** Appreciate the mechanics of the SPM, the execution, the Retrospective and re-cycling
- Constraint:** *i*) 4 x 60second sprints, *ii*) Absolutely NO TOUCHING the lego before or between sprints, *iii*) Only 1 person can assemble during the sprint, *iv*) Overall time for steps a) to f) = (a10m + b1m + c2m+ d10m) + (a3m + b1m + c1m + d5m) + a-d10m + a-d10m, *vi*) Acceptance criteria are the nonnegotiable opinion of the Product Owner – each feature states its AC/QC EG 'Moving Parts' must move >1cm
- Deliverables:** Some fun! And some lego animals and some insight
- Inputs:** A) Product backlog of 16 Feature requests (see slide's notes) B) Bucket of lego
- Steps:** a) Consider the Product Backlog and Conduct a Sprint Planning Meeting
b) Execute your 60second sprint c) Conduct a Sprint Review and d) Conduct a Retrospective and carry lessons forward to e) Repeat "a)-b)-c)-d)" f) Complete the sentences *fa*) What we experienced was... – the facts, *fb*) What we'd repeat/ change next time is... – Our learnings, *fy*) Steps to use back@work™ (preparation, participants, practice needed) are... g) Share and discuss

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§18 s144 = Back@Work_Skill-Builder™ Exercise-9: Executing Projects in Sprints

§18 B@W™144 Exercise Lego Animals

- Here is an exercise that needs eLearning individuals to rope in some other participants, perhaps your kids around the Sunday morning breakfast table! You also need a bucket of lego.
- Pause the video to read the instructions or consult the Ex&CS-WkBk from ss0 DL-1
 - You need the discipline to stop when the sprint timer stops.
 - If we are together in class then when the timer stops be stopped or be disqualified – your target always is to be finish BEFORE the deadline

End

Backlog Feature List

- Legs = 40 points

- What The animal must have 4 legs, Why So that it can walk to food
 - Acceptance Criteria/Quality Criteria None of the 4 legs touch each other and they are all the same size
- Feet = 20 points
 - What The animal should have 4 feet, Why So that it can run to avoid predators
 - AC/QC There is a foot on the end each leg and the foot sticks out
- Eyes = 40 points
 - What The animal should have 2 eyes, Why So that it can see and estimate distance
 - AC/QC The eyes are the same colour and not touching each other
- Hair = 10 points
 - What The animal's head should have hair on it, Why So that it can avoid getting sunburnt
 - AC/QC The hair is a different colour to the head
- Nose = 20 points
 - What The animal must have a nose, Why So that it can smell things to eat and predators to fear
 - AC/QC The nose sticks out from the head
- Tail = 20 points
 - What The animal should have a tail, Why So that it can communicate to other animals
 - AC/QC The tail sticks out from the body
- Head = 50 points
 - What The animal must have a head, Why So that it can perform basic life support functions such as thinking and eating
 - AC/QC The head is not touching the body and is the highest part of the animal
- Body = 40 points
 - What The animal must have a body, Why So that it contains vital organs like the lungs and stomach
 - AC/QC The body is longer and wider than its depth
- Ears = 30 points
 - What The animal should have ears, Why So that it can hear predators
 - AC/QC The ears are not the same colour as the eyes and they stick out from the head
- Moving Part = 30 points
 - What The animal should have a moveable part, Why So that it can attract other animals
 - AC/QC The part moves >1cm without any rebuilding
- Stands Up = 10 points
 - What The animal should stand up on its own, Why So that it has less chance of getting attacked
 - AC/QC It does not fall over when light pressure is applied to it
- Neck = 30 points
 - What The animal should have a long neck, Why So that it can eat food from high trees
 - AC/QC The neck is longer than the legs
- Tree = 40 points

- What The enclosure should have a tree in it, Why So that it can provide shade for the animal
- AC/QC The tree should have three branches and be taller than the body of the animal
- Black and Yellow = 20 points
- What The animal should not have any black(red) bricks touching any yellow (blue) bricks, Why So that the animal doesn't die
- AC/QC There are no black(red) bricks touching any yellow(blue) bricks
- More Legs = 20 points
 - What The animal should have 6 legs, Why So that it can run very fast to get water when water is scarce
 - AC/QC None of the 6 legs touch each other and 4 of them are all the same size
- Enclosure = 50 points
 - What The animal should live in an enclosure, Why So that it is safe from predators
 - AC/QC The animal must be fully contained within the enclosure when viewed from above. The enclosure is a single joined-up structure.
- End

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§19 s156 = Back@Work_Skill-Builder™ Exercise-15: Kanban

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Back@Work_Skill-Builder™ Exercise-15: Kanban

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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)
- **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
- **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 *ha)* What we experienced was... – the facts, *hb)* What we learned is... Our learnings, *hc)* Steps to use back@work™ (preparation, participants, practice needed) are... *id)* Share and discuss
- **See Worked Example:** in §19 WkBk156 download

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§19 s156 = Back@Work_Skill-Builder™ Exercise-15: Kanban

§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 [§19 wkbk156 Worked Example³²](#) (create a login if you don't have one, access to these downloads is free)

End

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³²<http://learn.logicalmodel.net/courses/take/p2agile-ecourse/downloads/350273-ss19-wkbk156-kanban-back-work-skill-builder-exercise-downloads>

§20 s161 = Back@Work_Skill-Builder™ Exercise-10: Estimating

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Back@Work_Skill-Builder™ Exercise-10: Estimating

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- Deliverables:** 1) Assessment of estimating techniques 2) Wisdom of crowds estimates
- Caveat:** On-Slide steps use discussion suited to ILT classes, Items in Notes suit eLearning
- Note:** The notes section contains challenges with other learning points and use two graphics
- Guidance:** You defeat the purpose of the on-slide steps if you look the answers up on the internet but at least one challenge in Notes will benefit
- Steps:** a) Individually estimate the following with any supporting 'evidence', b) In teams compare your answers and select a team range that covers the 75-90% confidence levels 1►How much do your fingernails grow per year? 2►What is the area of a professional boxing ring?, 3►How long is a nautical mile in land miles?, 4►How many muscles does a domestic cat have for each ear? 5►If you sum the number 1 to 100 how big is the total?, 6►How many Allied nations fought German, Japan and Italy in WWII? 7►How many US presidents have died on Independence Day? c) Transfer ideas to shared areas, Read other's results, Be ready to identify, categorise and discuss the factors that affect the result generated
- Purpose:** Illustrate factors in the estimating processes
- Constraint:** Step a) 3mins, Step b) 7m – Manage the time
- Answers:** See the Exercise workbook download in this section §20 wkbk161
- Template:** Note the workbook contains answer templates

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§20 s161 = Back@Work_Skill-Builder™ Exercise-10: Estimating

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§20 b@w™161 Estimating exercise

- Agile estimating is 'empirical', based on Locke's "what we have experienced" – as an aside that suits those whose Myers-Briggs personality type includes Sensing (types xSxx) – with perhaps the Sensing-Perceiving folk most in-tune –

Here are some empirical estimating challenges.

- Estimating based on experience can of course use other people's experience as an input but the team will need to arrive at their own 'gut-feel'

- On the slide are some estimating challenges and there are more here in the notes.
 - For the Geographic and house-building ones in the notes I have two graphics to help. The first – pause? – welcome back – The second pause again? They are on the notes page two

End

Empirical estimating:

- List 20 cities and without research arrange in order of size. When ordered align Poker Scale numbers to 'representative' cities.
 - Do the next 2 steps before researching
- Identify 20 (or more) 'journeys' that you make or plan to make in addition to these: Home to work, Bed to kitchen, To last (or next) Holiday destination, 'Work-station' to your work-lunch-place, Last or next weekend away, Home to typical food-shopping, Home to a family gathering.
 - When you have a list apply Fibonacci (½, 1, 2, 3, 5, 8, 13...) score to each based on distance and complexity
- Estimate the Latitudes and Longitudes of each city and each journey's start & finish given that London is 51N 0W, Hong Kong 21N 114W, Mumbia is 19N 72W and the Grand Canyon is 36N -112W.
- Research your estimates & determine accuracy

Further Estimating Challenges

- Consider T-shirt sizing to assess the following costs: If a McDonalds burger is a Small what is an XS, M, L and XL?
- The relative frequency of letter usage is well known for any language. Which letters are in the XS through to XL buckets for your language?

A Different Angle

- How many bricks and how many brick-layers to build the walls of the illustrated house – State all assumptions, facts, formulas used and their reliability/ source
- The volume of the Gt Pyramid of Giza is $\approx 2,568,900$ m³, it contains ≈ 2.3 million blocks of stone and weighs $\approx 5,955,000$
- tonnes – How long would you need to build it?
- For all the above, consider and share conclusions
- 'Answers' or at least discussion is in the Ex & Case download

End

§22 s176 = Back@Work_Skill-Builder™ Exercise-11: Advert Quality Planning for Quality Criteria

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Back@Work_Skill-Builder™ Exercise-11: Advert Quality Planning for Quality Criteria

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- **Deliverables:** 1) Quality Criteria for a User Story 2) Quality Planning guidelines for establishing Quality Criteria/ Acceptance Criteria
- **Constraint:** Class 8m for steps a) & b) 10m for d) – Manage the time; eLearning time unlimited
- **Steps:** a) Imagine the User Story “As <Chestertons’ marketing manager> I want to publish<an advertisement poster> so that our <products and brand appreciation are increased>” b) Extend the user story by creating the accompanying Acceptance Criteria that help to define ‘done’ c) Share your results d) Take someone else’s shared set of QC/AC for the User Story and imagine executing work to meet the Acceptance Criteria in good faith. ►How complete, unambiguous, and INVEST are they? ►Where are the loop holes, omissions, ambiguities etc e) Share conclusions^t, evaluate other’s ideas and add to your own learning’s, be ready to discuss
- **Purpose:** Explore developing User Stories for quality
- **Discussion:** Can you generalise the improvements to be guidelines to creating US and QC/AC that you will ask your real teams to follow
- **Guidance:** ^t Strive to express thoughts positively and sensitively
- **Move on when:** You feel you understand what attributes define useful Quality Criteria

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§22 s176 = Back@Work_Skill-Builder™ Exercise-11: Advert Quality Planning for Quality Criteria

§22 b@w™176 Exercise Advert QP

- Here is a Back@Work_Skill-Builder™ skill builder.
- Step one is to imagine the user story “As <Chestertons’ marketing manager> I want to commission <an advertising poster> so that our <products and brand appreciation are increased>”
 - Step 2 is translate the User Story to Acceptance Criteria and share with me and the discuss forum
 - Step 3 is take someone else’s shared set of Acceptance Criteria for the User Story and imagine executing work to meet the AC in good faith. How complete, unambiguous, and matched to INVEST are they? Where are the loop holes, omissions, ambiguities etc

- How would you improve User Story or Acceptance Criteria?
- Can you generalise the improvements to be guidelines to creating User Story and Acceptance Criteria that you will ask your real teams to follow
- Lastly post/ share your guidelines

End

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§24 s189 = Back@Work_Skill-Builder™ Exercise-13: Retrospectives



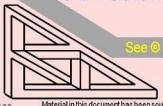
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Back@Work_Skill-Builder™ Exercise-13: Retrospectives

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- **Deliverables:** 1) Retrospective Agendas 2) Assessment of what we have done so far
- **Purpose:** i) Add some real-world 'How' to the official manual's and exam's 'What'
- **Steps:** a) Consider the objectives of a retrospective "How well are our processes working? What can we do to be better?" b) Draw up three different agendas for retrospectives (see guidance) c) Work through your agenda using the course so far as your retrospective's topic d) A Suggested Approach as a starter: ► Individually create ten 1 to 5 word expressions of any mix of: feelings, view-point, facts, positives and negatives, suggestions, etc per team member ► Share, group, de-duplicate and rank ► Re-express top 1 to 3 to be positive and actionable e) Transfer ideas to shared areas, Tour other people's results, Be ready to discuss
- **Guidance:** I) Agendas must define: who (roles), topics (what), timings, II) A variety of agendas can be achieved by using different work-shop techniques (how) and posing questions that explore varying perspectives (eg People or Product) III) Search the 'net for inspiration
- **Move on when:** You feel you understand the guidelines for running successful retrospectives
- **Inputs:** A) §24 guidance (EG s181) B) The whole internet
- **Constraint:** No time limit – But still manage the time



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§24 s189 = Back@Work_Skill-Builder™ Exercise-13: Retrospectives

§24 b@w™189 Back@Work_Skill-Builder™ Hold your own retrospective

- Consider retrospectively what has worked well for you in the exercises and in the course etc so far. Also what could be better. For each “Is good” say why and for each “could be better” how would we recognise better and if possible what actions would deliver it?. Post to the forum or eMail me.

End

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§29 s210 = Back@Work_Skill-Builder™ Exercise-14: Preparing a Workshop

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Back@Work_Skill-Builder™ Exercise-14: Preparing a Workshop

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- *Deliverables*: 1) Workshop preparation checklist
- *Steps*: a) Brainstorm “To prepare for a workshop we might need to...” b) De-Duplicate, Re-phrase, group and rank c) Transfer ideas to shared areas, Read other's results, Be ready to discuss
- *Purpose*: i) Check we've covered the breadth of possible workshop preparations
- *Constraint*: 5m step a) 10m step b) – Manage the time, Self-paced eLearning unlimited
- *Guidance*: I) Consider (at least...) Attendees, Catering, Duration, Facilities, Feedback, Holding Physical / Virtual events, Location, Motivations, Props, Rewards, Sharing results, Techniques, Travel, Timings, Value vs cost
- *Discussion*: What did others include that you'll ‘adopt’ or ignore?
- *Move on when*: You have a useful checklist

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§29 b@w™210 Pre a Workshop

- Imagine you are preparing to run a workshop at Chestertons' to kick-off the Golden Clog project.
 - What preparation steps will you undertake?
 - Be as complete as you can, roles, desired conclusions, steps, techniques matched to steps and results etc etc.
 - When done check-off with the checklist in the revision aid (or manual table Ch:26.1 pg239)
 - Did you get the steps covered?
 - Post to any of the course's sharing mechanisms as well
 - And lets look at our last exam question within the sequential exploration of the materials

End

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