stories - what are they?

1. a promise to hold a conversation
2. the recorded details are never enough
3. a delta to the system
4. a place to document decisions

notes

1. do we call victory when the feature (the solution) is implemented or when the benefit is delivered?
2. can we ever document everything that can exist around the story?
3. we have conversations because we know not everything is documented

stories - a false user story

As a user

I want to be locked out of the system

When I get my password wrong 3 times

[David Evans]

stories - forms

As a ”persona”

I want ”solution”

So that ”benefit”

notes

1. it puts the user first
2. this form makes it easy to forget the ”so that...”

stories - forms

In order to "benefit"

As a "persona"

I want "solution"

notes

1. it puts the benefit yielded by the story first

stories - forms

In order to "relative term" "benefit"

We will "verb" "solution"

notes

1. forces the author to provide a relative term to the benefit rather than just a benefit. e.g. increase click-through rates
2. forces the solution to start with a verb e.g. allow multi-day parking in one call
3. can use the "verb solution" as what to write on the card "allow multi-day parking in one call"

[David Evans]

knowledge transfer - business cards

1. get a stack of old business cards
2. host a session with the team to determine areas of the product
3. write each area on a business card
4. put all the business cards in a box
5. give the box to a new hire
6. the new hire has 2-3 weeks to use each card
7. the new hire can take any card from the box and ask anyone in the team about the area
8. if that person doesn't know then they have to come with the new hire to find someone that does

[Per Hallstrom]

Acceptance Criteria Games - 99 Balloons - 1

equipment

- a bag of balloons (all the same shape)
- 20c and 10c coins (or equivalent)
- string & ruler, or a flexible ruler

before the session

1. before the session: blow up a balloon and using the coins to draw two eyes and a nose. Draw a smiling face and optional eyebrows. Make a note of the dimensions of the balloon (perimeter, height, distance between eyes, etc).

Acceptance Criteria Games - 99 Balloons - 2

starting the session

1. split up the class into teams of about 4
2. give each team a mound of balloons (keep the coins, string and ruler hidden)
3. tell the groups that they need to make me 99 balloons; hold up your pre made balloon and tell them that they need to make theirs like this one. They have 2 minutes. Go!

during an iteration

1. don't help
2. keep track of time

Acceptance Criteria Games - 99 Balloons - 3

ending an iteration

1. examine each balloon compared to the original; discard it if it is even slightly different to original
2. be visibly disappointed in the lack of accurate balloons
3. ask the groups is "making this balloon" was not simple enough?
4. don't tell them any answers, it is there responsibility to ask questions to clarify the intent
5. answer all yes/no questions "should it have two eyes" with a yes/no. Only elaborate when they ask leading questions "should the eyes be of a certain size?"

Acceptance Criteria Games - 99 Balloons - 4

length of session

1. about 3-4 iterations should be required
2. keep the score on the whiteboard of each team and how many good balloons and how many 'reject' balloons have been made.
3. the group should become frustrated with the constant rejections and will eventually start to ask questions; this is the point

Acceptance Criteria Games - 99 Balloons - 5

summary

1. have a discussion about asking clarifying questions and the difference between closed (answer is chosen from a set e.g. yes/no) and open (tell me about...) questions
2. also focus on the questions that were asked that confirm what the group already knows vs. uncovers something not yet known by the group.
3. give kudos to anyone asks "why" we are making balloons. An answer is to make children happy (which can lead into a discussion about whether balloons will do that and user feedback)

testing - confirming questions - 1

the exercise

1. Write on a white board the following sequence: 2,4,6,8
2. Tell the group that they can suggest any number, you will say if it is in the sequence or not. Write each number they say at the end of the sequence, if it is in the sequence.
3. Write numbers that are not in the sequence elsewhere.
4. When the group thinks they have enough information then they should yell out the sequence

testing - confirming questions - 2

notes

- The actual sequence is that each number must be greater than the prior number.
- Many groups will continue the sequence 10,12, etc
- If they answer anything other than the correct sequence; talk to the group about the types of questions they asked. Numbers like 10, 12, 14, etc just confirm what the group already knows. Numbers like -50, 5, 12.5 and 1 billion all challenge what is currently known.