

# Group Versus Individual Use of Power-Only EPMcreate as a Creativity Enhancement Technique for Requirements Elicitation

**by**

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# Introduction

**Creativity is often needed in requirements elicitation, e.g., in generating ideas for requirements.**

**Techniques to enhance creativity are believed to be useful.**

**In our research, we have been investigating EPMcreate (EPM Creative Requirements Engineering [A] TEchnique), which is based on the Elementary Pragmatic Model (EPM) of the pragmatics of communication.**

# Acronyms to Save Space in Slides

**RElic = requirements elicitation**

**RA = requirements analyst or engineer**

**BS = brainstorming** 😊

**CET = creativity enhancement technique**

# EPMcreate

**EPMcreate supports idea generation in RElic by focusing the RA's search for ideas on only one logical combination of two stakeholders' viewpoints at a time.**

**16 combinations are possible, corresponding to the 16 basic boolean functions,  $f_i$  for  $0 \leq i \leq 15$ , of two variables.**

# 16 Boolean Functions of 2 Variables

<i>V1</i>	<i>V2</i>	<i>f0</i>	<i>f1</i>	<i>f2</i>	<i>f3</i>	<i>f4</i>	<i>f5</i>	<i>f6</i>	<i>f7</i>
0	0	0	0	0	0	0	0	0	0
0	1	0	0	0	0	1	1	1	1
1	0	0	0	1	1	0	0	1	1
1	1	0	1	0	1	0	1	0	1

<i>V1</i>	<i>V2</i>	<i>f8</i>	<i>f9</i>	<i>f10</i>	<i>f11</i>	<i>f12</i>	<i>f13</i>	<i>f14</i>	<i>f15</i>
0	0	1	1	1	1	1	1	1	1
0	1	0	0	0	0	1	1	1	1
1	0	0	0	1	1	0	0	1	1
1	1	0	1	0	1	0	1	0	1

# **EPMcreate in Practice**

**EPMcreate can be used whenever idea generation is needed during RElic.**

**When a lead RA determines that EPMcreate should be applied during RElic for the system being built, ...**

# EPMcreate in Practice, Cont'd

she chooses 2 kinds of stakeholders, *SH1* and *SH2*, usually users of the system with different roles.

E.g., the selected stakeholder types could be

- students and lecturers for an e-learning application, and
- employees of the selling and buying companies for a system supporting a company's B2B activities.



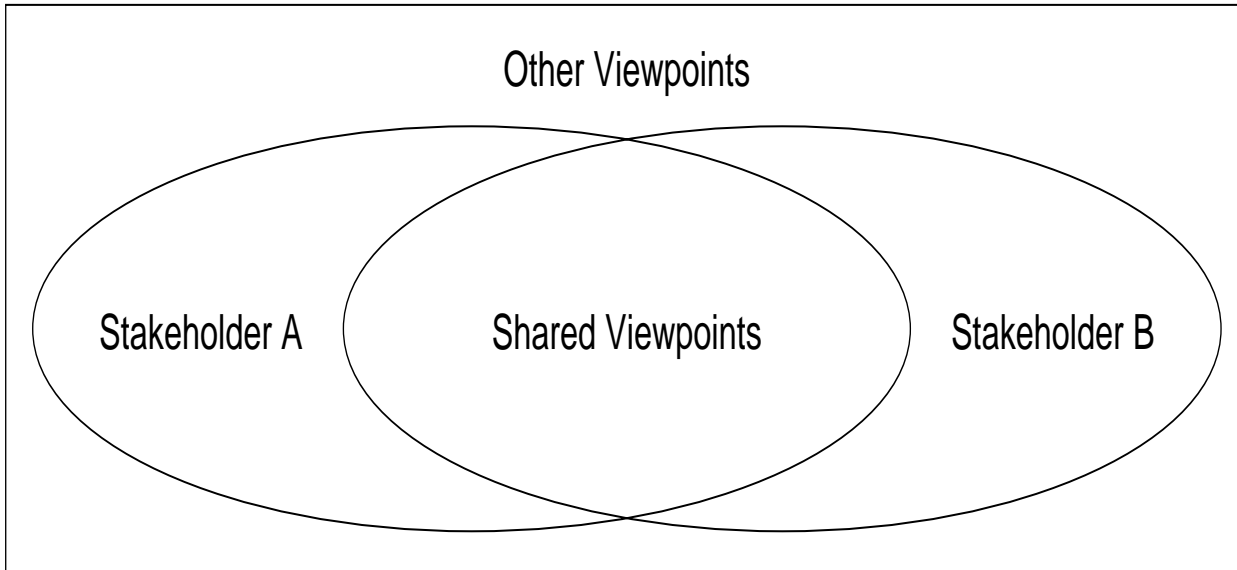
# **EPMcreate in Practice, Cont'd**

**Normally, not all pairs of stakeholder types are used.**

**The lead RA chooses pairs she believes to be informative.**

**She then convenes a group of RAs and shows them the Venn Diagram on the next slide.**

# Venn Diagram of Viewpoints



**The two ellipses represent 2 stakeholders' viewpoints.**

# Instructions given to RAs

**The lead RA tells all convened RAs:**

**“Today, we are going to generate requirement ideas for the system *S* in 16 idea generation steps. In all the steps, you will be pretending to think from the viewpoints of two particular stakeholders of *S*, *SH1* and *SH2*.**

**Step 0, for  $f_0 = 0$**

**In Step 0, you will blank out your minds.**

**Step 1, for  $f_1 = SH_1 \wedge SH_2$**

**In Step 1, you will try to come up with ideas for problem solutions that are needed by both  $SH_1$  and  $SH_2$ .**

**Step 2, for  $f2 = SH1 \wedge \neg SH2$**

**In Step 2, you will try to come up with ideas for problem solutions that are needed by  $SH1$  but not by  $SH2$ .**

**Step 3, for  $f3 = SH1$**

**In Step 3, you will try to come up with ideas for problem solutions that are needed by  $SH1$  without concern as to whether they are needed by  $SH2$ .**

## Step 4, for $f4 = \neg SH1 \wedge SH2$

In Step 4, you will try to come up with ideas for problem solutions that are needed by *SH2* but not by *SH1*.

## Step 5, for $f5 = SH2$

In Step 5, you will try to come up with ideas for problem solutions that are needed by *SH2* without concern as to whether they are needed by *SH1*.

...

**Step 8, for  $f8 = \neg SH1 \wedge \neg SH2$**

**In Step 8, you will try to come up with ideas for problem solutions that are needed neither by  $SH1$  nor by  $SH2$ , but are needed by other stakeholders.**

**...**

# Step 10, for $f10 = \neg SH2$

In Step 10, you will try to come up with ideas for problem solutions that are not needed by *SH2* without concern as to whether they are needed by *SH1*.

...



# Step 15, for $f_{15} = 1$

**In Step 15, you will try to come up with ideas for problem solutions without concern as to whether they are needed by either *SH1* or *SH2*.”**

# Optimization, POEPMcreate

**We demonstrated in experiments that one optimization of EPMcreate, the Power-Only EPMcreate (POEPMcreate), is more efficient in supporting idea generation for RElic.**

**POEPMcreate does only the 4 steps whose names include the powers of 2, namely Steps 1, 2, 4, and 8.**

**“more efficient” means that more and better ideas are generated in a smaller amount of time (with *no* space–time tradeoff)!**

# Why More Efficient?

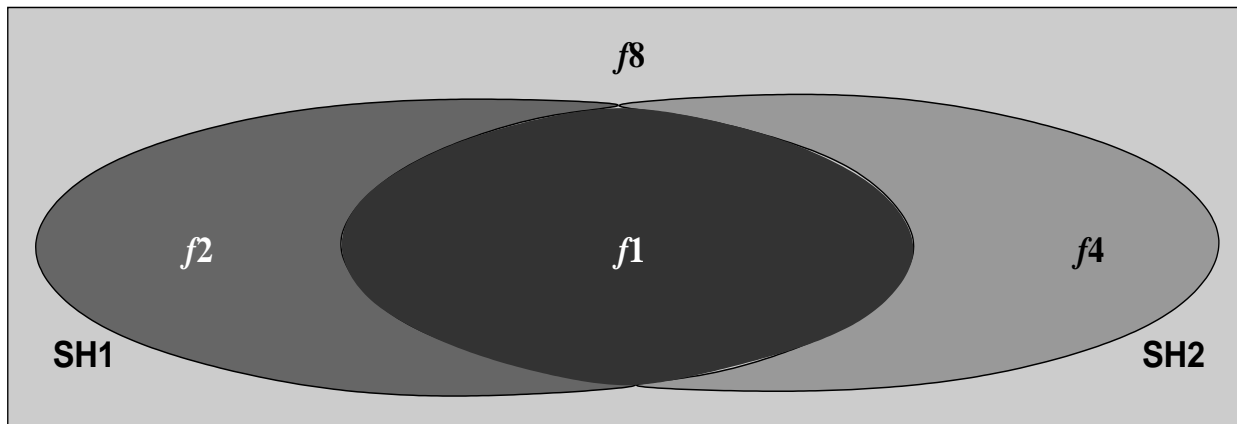
As shown below,

$$f1 = SH1 \wedge SH2$$

$$f2 = SH1 \wedge \neg SH2$$

$$f4 = \neg SH1 \wedge SH2$$

$$f8 = \neg SH1 \wedge \neg SH2$$



# Why, Cont'd

**the Boolean function of each of the power-of-2 steps corresponds to exactly one of the four regions of the Venn Diagram shown before.**

**Thus, the 4 power-of-2 steps suffice to cover the entire space of potential ideas, ...**

**and the other 12 steps just repeat the coverage.**

# EPMcreate's Effectiveness

**We have conducted controlled experiments which used an online course system, an e-government system, the Website of a jazz festival, and the Website of a Canadian high school as the systems about which to elicit requirement ideas.**

# Notation in the Results

In the following, “ $A \geq B$ ”  $\equiv$  “ $A$  is more effective than  $B$  in helping to generate requirement ideas, measured by numbers of both raw (quantity) ideas and new (quality) ideas”.

Here, “new” is taken relative to the existing system.

# Controlled Experiment Results

**These controlled experiments concluded with statistically significant results that**

**$EPM_{create} \geq BS$**

**and**

**$POEPM_{create} \geq EPM_{create}$ .**

# Focus on POEPMcreate

**Because  $\text{POEPMcreate} \geq \text{EPMcreate}$  in both space and time,**

**and thus we will be using only POEPMcreate,**

**we focus our experiments on POEPMcreate,**

**to conserve the very valuable subject resource.**



# New Research Question

**Does the number of members of an elicitation group using EPMcreate or POEPMcreate as a CET affect the number of requirement ideas generated by the group and by each member?**

**When we started, we really had no idea about the answer.**

**So we started with null hypotheses.**

# Hypotheses

- H1 In POEPMcreate, the number of members of an elicitation group has no effect on the quantity and quality of the requirement ideas generated *by the group*.**
- H2 In POEPMcreate, the number of members of an elicitation group has no effect on the quantity and quality of the requirement ideas generated *on average by each member of the group*.**

# Method

**We combined the data of 3 identically structured experiments in which individuals and groups of size 2 and 4 used POEPMcreate to generate ideas for requirements for enhancing one Canadian high school's Website.**

# Method, Cont'd

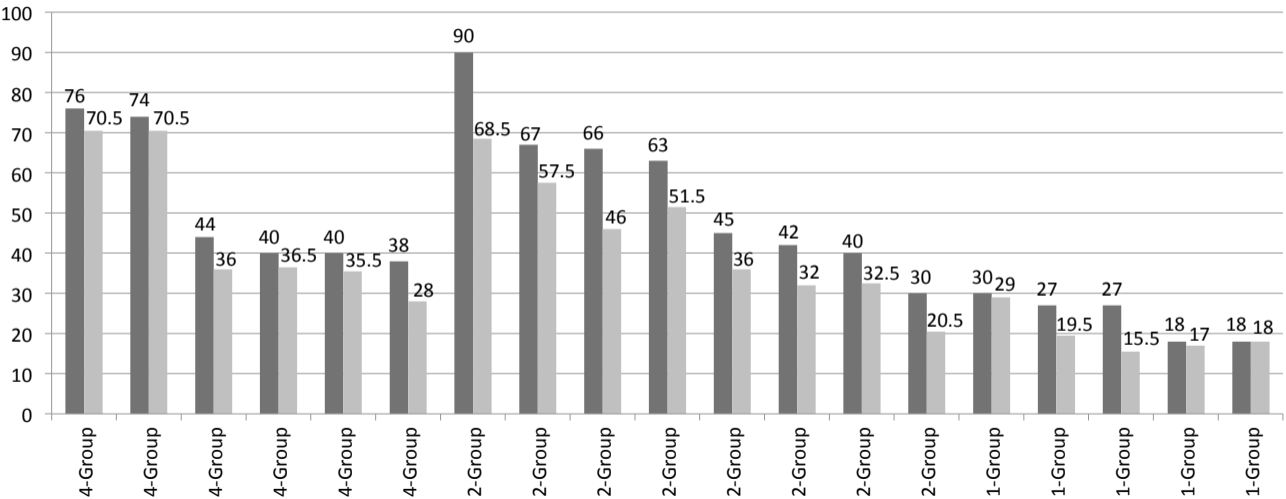
**Later, for triangulation, we conducted a survey to determine software development practitioners' attitudes on the comparison of the effectiveness of individuals and groups in requirements elicitation for real projects.**

# Results of the Experiments

**The next two slides show graphs of the data of the combined experiments:**

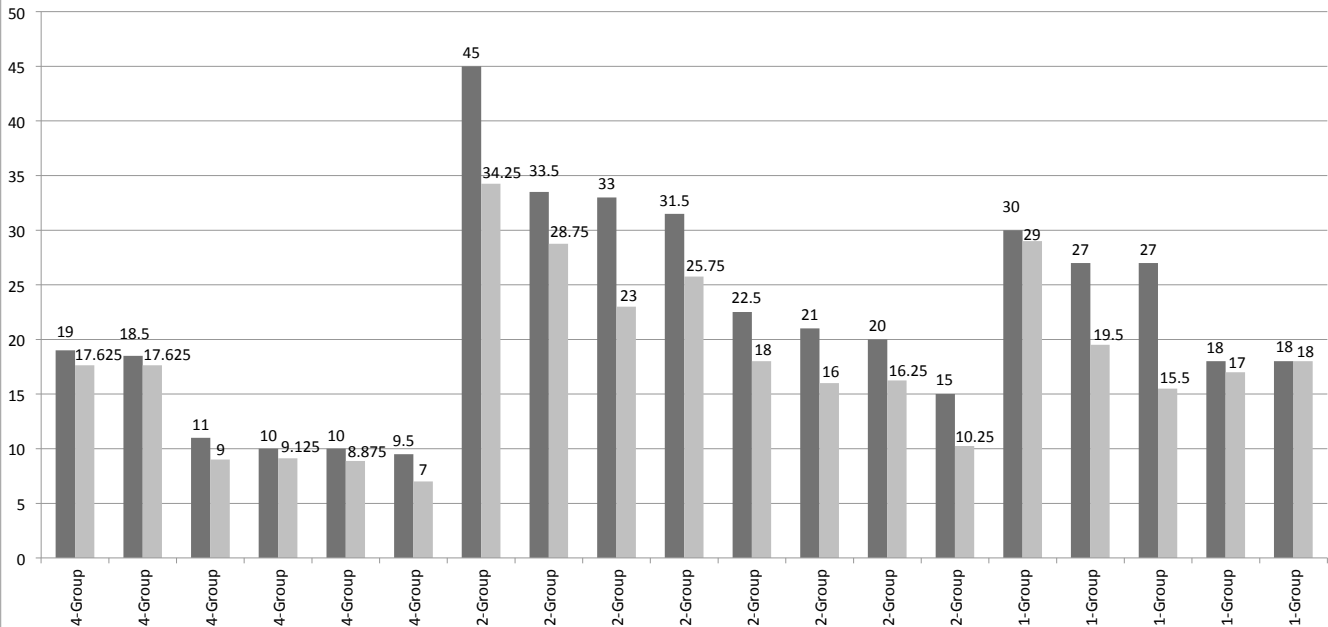
- 1. the number of raw and new requirements ideas generated by entire groups, and**
- 2. the number of raw and new requirements ideas generated *on average* by each member of groups.**

Number of Raw Requirement Ideas Generated by POEPMcreate Groups  
 Number of New Requirement Ideas Generated by POEPMcreate Groups



■ Number of Raw Requirement Ideas Generated by Each Member of POEPMcreate Groups

■ Number of New Requirement Ideas Generated by Each Member of POEPMcreate Groups



# Pre-Tests

**We did some several tests, some data adjustment, and some more tests to ensure that it was legitimate to combine the data of 3 identically-run experiments into one analysis as if they were 1 experiment.**



# Refined Hypotheses

**H1 and H2 are refined into 4 subhypotheses, HPTR, HPTN, HPAR, and HPAN:**

**The number of members of an elicitation**

**group using**  $\left\{ \begin{array}{l} E: \text{EPMcreate} \\ P: \text{POEPMcreate} \end{array} \right\}$

**has no effect on the**

$\left\{ \begin{array}{l} T: \text{total number of ideas} \\ \text{per group} \\ A: \text{average number of ideas} \\ \text{per group member} \end{array} \right\}$

**of**  $\left\{ \begin{array}{l} R: \text{raw} \\ N: \text{new} \end{array} \right\}$  **requirement ideas generated.**

# Summary of Conclusions

**The table on the next slide summarizes the conclusions about the subhypotheses that are drawn from the data, ...**

**giving in for each subhypothesis,**

- **whether**
- **how strongly, and**
- **why**

**it is rejected.**

# Summary of the Effects of Changes in Group Size on the Subhypothesis Dependent Variables

Compared Group Sizes (s)	Subhypotheses			
	H1		H2	
	# Raw Requirement Ideas Generated by	# New Requirement Ideas Generated by	# Raw Requirement Ideas Generated by	# New Requirement Ideas Generated by
	Whole Group		Group Member	
	PTR	PTN	PAR	PAN
	$s1 \rightarrow s2$	*** $\uparrow$ 39.24 (*** $\uparrow$ 39.24)	** $\uparrow$ 28.32 (** $\uparrow$ 28.32)	$\uparrow$ 7.62 ( $\uparrow$ 7.62)
$s2 \rightarrow s4$	* $\downarrow$ 22.64 (* $\downarrow$ 22.60)	$\downarrow$ 14.06 ( $\downarrow$ 14.02)	*** $\downarrow$ 21.44 (** $\downarrow$ 21.44)	** $\downarrow$ 15.51 (** $\downarrow$ 15.49)
$s1 \rightarrow s4$	$\uparrow$ 16.60 ( $\uparrow$ 16.64)	$\uparrow$ 14.26 ( $\uparrow$ 14.30)	* $\downarrow$ 13.82 (* $\downarrow$ 13.80)	* $\downarrow$ 11.25 (* $\downarrow$ 11.24)

# In Other Words

**It appears that the size of a group using POEPMcreate *does* affect the number of raw and new requirement ideas generated by the group and by each member of the group.**

# In Other Words, Cont'd

**For whole groups and for average members of groups, group size 2 is the peak.**

**A 4-person whole group generates more ideas than a 1-person whole group (i.e., an individual).**

**The average group member in a 4-person group generates *fewer* ideas than in a 1-person group.**

# **Hmmmmm! Individuals & BS**

**There is empirical evidence that in BS for requirement ideas, individuals are more effective than groups.**

**Maybe synergy is not what it's cracked up to be!?!?**

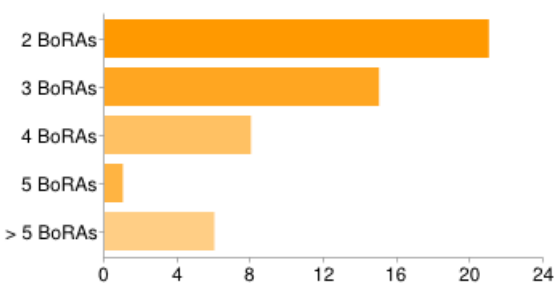
# Triangulation

**The survey results, shown on the next slide, indicate that experienced software development practitioners have observed the same and seem to act accordingly.**

**First, they use groups more than they use individuals for idea generation.**



## Size of the groups - Groups usually consist of



2 BoRAs	<b>21</b>	40%
3 BoRAs	<b>15</b>	28%
4 BoRAs	<b>8</b>	15%
5 BoRAs	<b>1</b>	2%
> 5 BoRAs	<b>6</b>	11%

# Speculation

**We observed that for POEPMcreate,**

- **a 4-person group generates on average 75 raw requirement ideas, 18.75 per member, but**
- **a 2-person group generates on average 55.38 raw requirement ideas, 27.69 per member.**

# Best Use of a Set of Analysts

**So, if you have 4 analysts, ...**

**maybe it's better to have**

**two independent 2-person groups  
generating 110.76 ideas**

**than**

**one 4-person group generating 75 ideas.**

# Duplicated Ideas?

**What about the duplicated ideas between the two independent 2-person groups?**

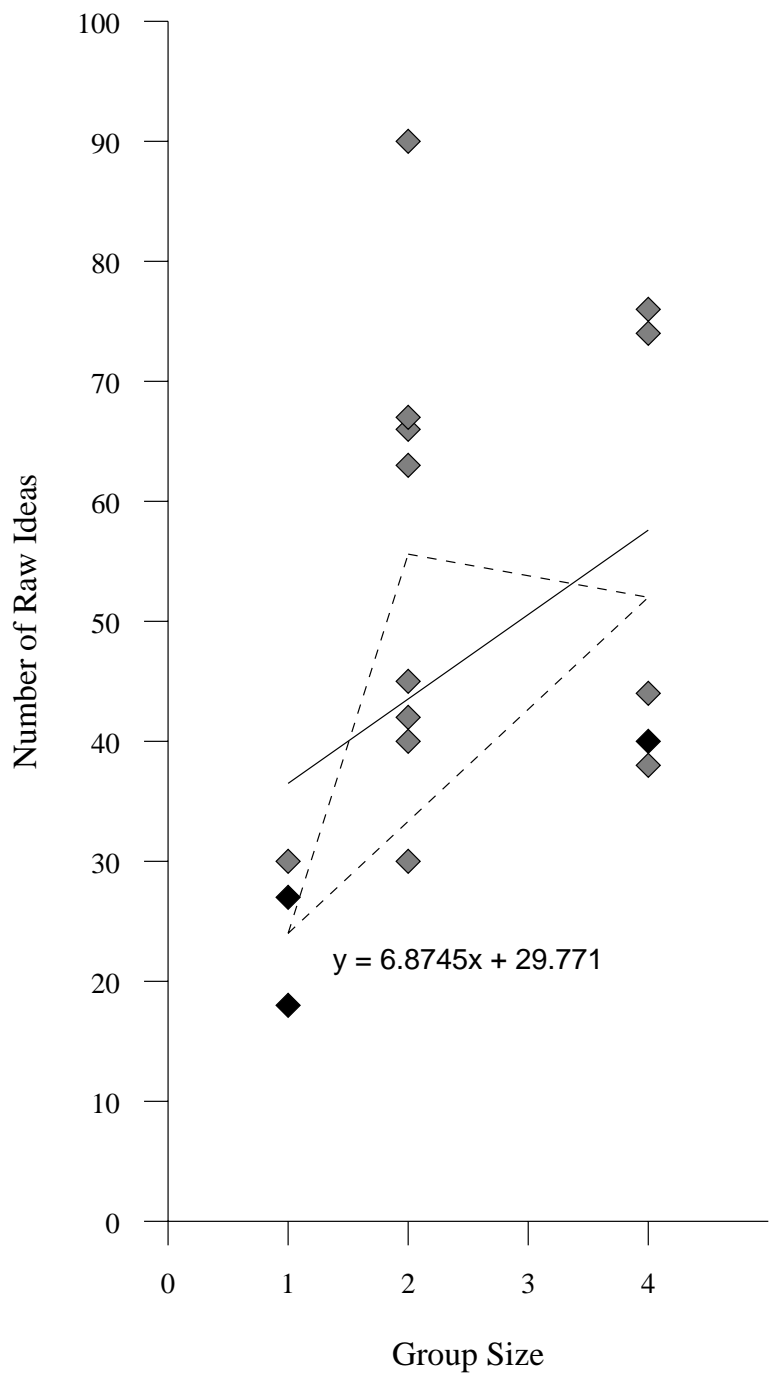
**We tested the duplication of ideas among pairs of groups and found it to be uniformly less than  $110.76 - 75 = 35.76!$**

**Wow!!**

# Plot of PTR Data

**Look at the plot of the PTR data on the next slide.**

**The plot for the PTN data is almost the same.**



# Plot, Cont'd

**This plot shows that the overall relation between**

**a group's size and**

**the number of ideas of any kind generated by the group**

**is definitely not linear.**

**A quadratic regression would work.**

# Theory to Explain Result

**We have developed a theory**

- **that explains our results,**
- **that is applicable to *any* CET, and**
- **that is testable.**

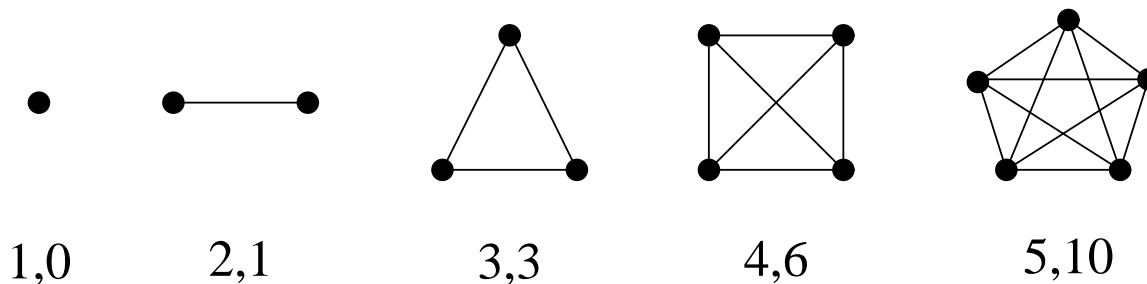


# Theory, Cont'd

**Group overhead drags against group synergy.**

**Each of group overhead and group synergy is a group phenomenon.**

**Thus, each of group overhead and group synergy grows quadratically with group size.**



number of persons, lines of communication

# Theory, Cont'd

Let's measure synergy as the number  $S$  of ideas arising from it.

Let's measure overhead as the number  $O$  of ideas lost as a result of it.

Let  $n$  be the number of persons in a group, then we expect that

$$S = an^2 + b$$

$$O = An^2 + B$$

for some constants,  $a$ ,  $b$ ,  $A$ , and  $B$ .

# Theory, Cont'd

Then, the total number  $I$  of ideas generated by a group of size  $n$  is

$$I = S - O$$

$$I = (an^2 + b) - (An^2 + B)$$

For each CET,  $a$ ,  $b$ ,  $A$ , and  $B$  are set to cause the peak at a different  $n$ .

For example, for BS, the peak is at  $n = 1$ ,

# Theory, Cont'd

**For POEPMcreate, the peak is some where between 2 and 3, inclusive.**

**Lacking POEPMcreate data for  $n = 3$ , we cannot say where the peak is for POEPMcreate.**

**For example if a group with three people generates the same number of ideas as a group with two people, the peak would be at  $n = 2.5$ .**

# Theory, Cont'd

So, for each CET  $c$ , the constants are  $a_c$ ,  $b_c$ ,  $A_c$ , and  $B_c$ , and

$$I_c = (a_c n^2 + b_c) - (A_c n^2 + B_c)$$

We propose this equation for  $I_c$  as a theory to be tested empirically for a variety of CETs.

# Theory, Cont'd

**For each CET, an experiment similar to those described in this talk**

**will be conducted with all group sizes ranging from 1 through at least 4,**

**or more if necessary,**

**to establish the constants for the CET.**

**We invite the promoters of the various CETs to conduct these experiments with their CETs.**

# Future Work

**More experiments to increase and balance the numbers of each size of group, to add group sizes, to try**

- **to confirm and strengthen these results,**
- **to answer the speculation, and**
- **to confirm the theory.**

**More survey data for better triangulation.**

# Now Read Our Paper!

**I hope that we have gotten you excited enough that you will now go and read our paper!**

**It's at**

**<http://link.springer.com/article/10.1007/s10664-016-9475-z>**

