AGILE PASSIONFRUITS: GROWING AGILE CHAMPIONS CAPABILITY THROUGH A LEARNING CULTURE
12 yrs ago
Unintentional
Collaborative Learning,
Pull training,
Push transformation

10 yrs ago
Sensei Coaching,
Pull training,
Pull transformation

5 yrs ago
Push Coaching,
Push training,
Push transformation

2 yrs ago
Push Coaching,
Push training,
Push transformation

0.5 yrs ago
Deliberate
Collaborative Learning
THE PROBLEM
THE PROBLEM
THE PROBLEM
CHOOSING PASSION FRUITS
"I VOLUNTEER!"
Agile ≠ SCRUM
- process-heavy
- costly (backed by a consortium)

OSDM
- Pair Programming
- On Steroids
- At a time on a computer
- In the middle of nowhere, USA

Feature Driven Development

Kent Beck
- eXtreme Programming
- Kinda died, because it has become Good Practices

Command & Control
- Vanguard
- Systems Design

Beyond Budgeting: Iterative

Deming
- (personal) Kanban
- 66 Focus on WIP

Kanban
- Scrum
- Scrum (But)
- Scrum (And)

Lean Startup
- Too many Features Without Product Thinking

Henrik Kniberg
- The Spotify Way™

Lean
- Populated by the Poppendler

TQM
- DevOps
- Dev Quality Operations

Plus
- All the ones I missed...
- Extreme Manufacturing
- Dodge Arrow
- Water SCRUM Fail

I'm not going to draw yet another Deming Circle

Act P1
- C'
HAPPY CUSTOMERS
COMMITMENT

NOVEL ABOUT MANAGING PROJECT RISK

OPTIONS EXPIRE
The Facebook version of you

The Realistic version of you

REALITY CHECK
• Opt in only, pull based
• Variety of roles and diversity of thinking
• Deliberate commitment both inside the organisation and outside
• Peer learning
• Two teams of 5
• Regular reflection
• Learn through training others
• Go look, go see
• Share doing basic Agile training
• Broad content, which a lot going outside the regular boundary of Agile
COLLABORATIVE LEARNING

- Establish group goals
- Keep groups midsized
- Establish flexible norms
- Establish group interactions
- Use real world scenarios
- Focus on enhancing problem-solving and critical thinking skills
- Serve as a facilitator
- Groups with an equal number of females and males are best

By engaging in discussion and taking responsibility for their learning, participants are encouraged to become critical thinkers (Totten, Sills, Digby & Russ, 1989). Many researchers have reported that participants working in small groups tend to learn more of what is being taught. Moreover, they retain the information longer and also appear more satisfied (Beckman, 1990; Chickering & Gamson, 1991; Goodsell, et al, 1992).

It has been consistently found that participants who learn most are those who give and receive elaborated explanations about what they are learning and how they are learning it (Webb, 1985).
<table>
<thead>
<tr>
<th>week</th>
<th>content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>introductions to framework learning models (shu-ha-ri, 70/20/10, unconsciously incompetent quadrant), scrum master coaching canvas</td>
</tr>
<tr>
<td>2</td>
<td>reflection 1</td>
</tr>
<tr>
<td>3</td>
<td>problem analysis models (mind mapping, fishbone, a3, 5 whys, alistair's worksheet)</td>
</tr>
<tr>
<td>4</td>
<td>reflection 2, switch up</td>
</tr>
<tr>
<td>5</td>
<td>effective facilitation</td>
</tr>
<tr>
<td>6</td>
<td>reflection 3</td>
</tr>
<tr>
<td>7</td>
<td>visual management (gemba time) <a href="http://www.slideshare.net/agilerenee/craig-smith-renee-troughton-visual-management?qid=b2a978fd-dcf1-4ba2-b739-46f9095b3ced&amp;v=qf1&amp;b=&amp;from_search=2">link</a></td>
</tr>
<tr>
<td>8</td>
<td>reflection 4</td>
</tr>
<tr>
<td>9</td>
<td>agile learning wall - how would you change the process? how do you experiment with process change?</td>
</tr>
<tr>
<td>10</td>
<td>champions to share learnings with leadership</td>
</tr>
</tbody>
</table>
TIME TO REFLECT
Outcomes expected
• Session times and team groups
• Walkthrough the program
• Competency model
• Shu-ha-ri
• How we learn
• Agile Champion Model
• Self ranking
• Assignment choice
• Learning Agreement
Learning Agreement

Over the next 10 weeks – I am open to being coached, to learning new things and am more than willing to put in the time needed to get the most out of the Agile Champions experience.

Over the next 10 weeks – not only will I show commitment for my own development, but I will support and encourage my fellow Agile Champion team mates to ensure we all get the most out of the programme.

Over the next 10 weeks – I don’t want to let down my fellow Agile champions.... We will keep each other honest, be committed and always encourage.
HOW THIS PROGRAM RELATES TO YOUR COACH
**The Four Stages of Competence**

1. Unconscious Incompetence
   - Unaware that he/she does not understand or know how to do something. Denial of usefulness of skill/knowledge. Dependant on strength of stimulus to learn.

2. Conscious Incompetence
   - Aware that he/she doesn’t understand or know how to do something. Recognised value in potential learning. Frequent mistakes.

3. Conscious Competence
   - Understands or knows how to do something. Can demonstrate skill, but it requires concentration and effort. Frequency of mistakes declines.

4. Unconscious Competence
   - Practice of the skill is second nature and occurs without thinking about it. Able to teach the skill to others.
<table>
<thead>
<tr>
<th>The competencies of an Agile Coach</th>
<th>Unconscious Incompetence</th>
<th>Conscious Incompetence</th>
<th>Conscious Competence</th>
<th>Unconscious Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The competencies of a Scrum Master</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
<td>Unconscious Competence</td>
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<tr>
<td>Spiral Dynamics/Integral</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
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<tr>
<td>Servant Leadership</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
<td>Unconscious Competence</td>
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<tr>
<td>The 40 methods/frameworks of Agile</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
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<tr>
<td>Lean/TPS</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
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<tr>
<td>Systems Thinking</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
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<td>Unconscious Competence</td>
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<tr>
<td>Ladder of inference</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
<td>Unconscious Competence</td>
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<td>Intrinsic Motivation</td>
<td>Unconscious Incompetence</td>
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<td>Complexity Theory</td>
<td>Unconscious Incompetence</td>
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<td>Impact Mapping</td>
<td>Unconscious Incompetence</td>
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<td>User Story Mapping</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
<td>Unconscious Competence</td>
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<tr>
<td>DevOps &amp; Continuous Delivery</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
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<td>Lean Startup</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
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<tr>
<td>Visual facilitation</td>
<td>Unconscious Incompetence</td>
<td>Conscious Incompetence</td>
<td>Conscious Competence</td>
<td>Unconscious Competence</td>
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</table>
Traditional Wisdom
Learning fundamentals, techniques, heuristics, proverbs

Cookbook
Learn the process, practices and basic techniques for an Agile method

Breaking tradition
Detachments from the form

Blend
Create new techniques or begin to blend techniques across a number of Agile methods

Transcendence
Natural execution without clinging to form

Innovate, extend art
Begin looking at methods outside of Agile and attach correlate and blend into your every day
<table>
<thead>
<tr>
<th>Shu</th>
<th>Ha</th>
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<tr>
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<td>Visual facilitation</td>
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</table>
Individuals and interactions over processes and tools
I promise not to exclude from consideration any idea based on its source, but to consider ideas across schools and heritages in order to find the ones that best suit the current situation.
Learning from:

- On the job
- From other people
- From courses + reading
Learning from:

- On the job
- From other people
- From courses + reading
<table>
<thead>
<tr>
<th>Role</th>
<th>Emotional intelligence</th>
<th>Agile domain knowledge</th>
<th>Lean domain knowledge</th>
<th>Business acumen</th>
<th>Technical acumen</th>
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<tbody>
<tr>
<td>Facilitation</td>
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<td>Training</td>
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<td>Teaching</td>
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<tr>
<td>Mentoring/Advising</td>
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<td>Coach</td>
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<td>Conflict Navigator</td>
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<td>Collaboration Conductor</td>
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<td>Problem Solver</td>
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<tr>
<td>Leading Change</td>
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AGILE CHAMPION SELF-RANKING

**Teaching**
Instructing others in specific knowledge, skills and perspective

**Mentoring**
Sharing knowledge, skills and perspectives that foster the personal and professional growth of someone else

**Technical Mastery**
Technical expertise as a software craftsperson

**Agile domain knowledge**
Values, principles, methods, practices and techniques

**Lean domain knowledge**
Values, principles, methods, practices and techniques

**Coaching**
Partnering with people to inspire their personal and professional potential

**Facilitating**
A neutral process holder who guides groups through processes that help them come to solutions and make decisions

**Business Mastery**
Expert at business-value-driven innovation and product development

**Leading Change Mastery**
Expertise as an organisational development and change catalyst

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>References</th>
</tr>
</thead>
</table>
| The social network(er) | Take a trip down social networks as a means to broaden your understanding of Agile. Much of what happens in Agile comes from the community, get to know that community and see new developments occur before your eyes.  
*References: Twitter, LinkedIn, Internet blogs* |                                                                                               |
<p>| Coaching champ      | Learn more about the role of an Agile Coach, the Coaching canvas, Spiral dynamics, the coaching circle                                                                                                      | <em>References: Lyssa Adkin's Coaching Agile Teams, internet</em>                                   |
| Greenleafville      | Learn more about the role of the Scrum Master &amp; Servant leadership                                                                                                                                          | <em>References: Gil Broza's The Human Side of Agile, Greenleaf's Servant Leadership, internet</em>  |
| Method mayhem       | Discover the myriad of agile methods and movements out there                                                                                                                                                 | <em>References: Craig Smith's 40 methods in 40 minutes, internet</em>                                |
| Livin' lean like     | What is Lean? How is it different from Agile? Where are there synergies? How could the 5Ss relate? What are the different types of wastes?                                                                  | <em>References: Stephen Spear's High Velocity Edge, internet</em>                                    |
| Bias Boss           | What is systems thinking? What are the different types of bias and how does this related to what we say, what we hear and how we communicate day to day? What is the ladder of inference?                  | <em>References: Peter Senge's The Fifth Discipline, internet</em>                                    |
| The secret sauce     | What motivates us? How does this relate to performance reviews, KPIs and how we lead teams? How does gamification fit in?                                                                                      | <em>References: Dan Pink's Drive, internet, Simon Sinek's Leaders Eat Last</em>                      |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| It’s a mad, mad, mad world we live in       | What is complexity? How does complexity differentiate from complicated and simple domains? How does this relate to software development?  
*References: Cognitive Edge by Dave Snowden on the internet* |
| Fixing the game                            | What is more important - shareholder value or customer value?  
*References: Roger Martin’s Fixing the Game, Steve Denning’s Radical Management* |
| The great treasure hunt                    | Map it out with Impact Mapping and User Story Mapping  
*References: Gojko Adzic’s Impact Mapping, Jeff Paton’s User Story Mapping* |
| Rise of the phoenix                        | What is the difference between DevOps and Continuous Delivery? How can Continuous Delivery enable teams to move faster? Why is DevOps important?  
*References: The Phoenix Project by Gene Kim, Continuous Delivery by Jez Humble* |
| Silicon Valley Disruption                  | How is Silicon Valley changing the way we work? What is the difference between an entrepreneur and intraprenuer? Who is the customer? What is the difference between requirements and hypotheses? How does it relate to benefits realisation? What is disruption and how does disruption impact the way we work?  
*References: Lean Startup by Eric Ries, What’s Mine is Yours by Rachel Botsman* |
| Visual Communication                       | What is Visual Facilitation? Why is visual facilitation important? How can you be a visual facilitator?  
*Visual Leaders by David Sibbet, Visual Mojo by Lynne Cazaly, Ed Emberley’s Make a World* |
WEEK 3 PROBLEM AND SOLUTION ANALYSIS TECHNIQUES

- 5 “Why”s
- Fishbone
- Mind Mapping
- Crystal Diagnosis
- 6 Hat Thinking
- Force Field Analysis
- Ritual Dissent
- 2 “How”s
- Lean A3 Canvas
I’m spending too much time grooming my dog!

1. I’m doing it several times a day
   Why (are you spending too much time)?

2. She keeps getting farmers friends stuck in her
   Why (are you doing it several times a day)?
   Why (are the farmers friends getting stuck in her)?

3. She brushes past them as she patrols the garden
   Why (are they in the garden)?

4. Because the garden isn’t being weeded
   Why (isn’t the garden being weeded)?
1. Split up into two groups
2. Go through one person’s problem using the Five Whys technique
3. Draw up your answers and questions as you go
4. Reflect as a whole group on how the technique felt
Pros:
Gives generic focus areas, but is adaptable to modification

Cons:
Can be hard to build (space wise) as you don’t know where the conversation will lead. Can spend time in the wrong area.
Figure 3

Ishikawa (Fishbone) Diagram of Root Causes of Nonattendance

**System**
- Inaccurate data system
- Poor computer system
- Inconsistent reinforcement
- Different interpretations
- Unclear policies
- Lack of good communication
- Curriculum isn't challenging
- Isn't based on discovery
- Budget/time constraints
- Hesitation to risk

**Staff**
- Poor staff morale
- Low expectations
- Too many demands
- Doesn't provide recognition for all
- Not enough time
- Curriculum constraints
- Performance conflicts
- Staff development not a priority

**Student**
- Doesn't feel liked/
  valued
- Lacks appropriate clothing
- Economic survival
- Poor education of parents
- Lack of recognition
- Lack of time
- Lack of caring
- Teachers assume students don't need recognition after primary grades
- Lacks role models
- No good role models
- No skills
- Doesn't "fit in"
- School doesn't feel good
- No reference
- Societal values
- Students don't share/see values
- Poverty

**Outside Influences**
- Drug and alcohol
- Home demands
- Child abuse
- Dysfunctional families
- Feelings of inadequacies/helplessness
- Don't know how to help child
- Can't support child

**Attendance**
- Not meeting district standards (98%)
1. Split up into two groups
2. Go through one person’s problem using the Fishbone Diagram
Cons:
Can lack focus and take a while to get to the point. Can lack structure (if you allow it to). Also has a potential to suffer the space problem

Pros:
Free flowing, allows natural narratives
MIND MAPPING IN ACTION

1. Split up into two groups
2. Go through one person’s problem using the Mind mapping technique
3. Draw up your answers and questions as you go
4. Reflect as a whole group on how the technique felt
## Crystal Diagnosis Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Diagnosis</th>
<th>Idea</th>
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<tbody>
<tr>
<td><strong>Personalities</strong></td>
<td></td>
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<tr>
<td>• Personalities</td>
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<tr>
<td>• Reflection</td>
<td></td>
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<tr>
<td>• Team awareness</td>
<td></td>
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<tr>
<td><strong>Cooperative Game</strong></td>
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<tr>
<td>• Invention</td>
<td></td>
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<tr>
<td>• Cooperation</td>
<td></td>
<td></td>
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<tr>
<td>• Communication</td>
<td></td>
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<tr>
<td>• Strategies</td>
<td></td>
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<tr>
<td><strong>Craft</strong></td>
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<tr>
<td>• Pride in work</td>
<td></td>
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<tr>
<td>• Skills</td>
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<tr>
<td>• Shu-Ha-Ri</td>
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<tr>
<td><strong>Flow</strong></td>
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<tr>
<td>• Math</td>
<td></td>
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<tr>
<td>• Queues</td>
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<td>• WIP</td>
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<tr>
<td>• Multitasking</td>
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<tr>
<td><strong>Learning</strong></td>
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<tr>
<td>• Business need</td>
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<td>• Social</td>
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<tr>
<td>• Technical</td>
<td></td>
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<tr>
<td>• Cost/schedule</td>
<td></td>
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<tr>
<td>• Trim the tail</td>
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</tbody>
</table>

**Pros:**
Some areas to focus into when diagnosing problems within an Agile environment

**Cons:**
Hard to interpret, not adapted to today’s Agile world
Pros: Framework of thinking to consider alternative perspectives

Cons: Can be difficult for some people to apply a pattern that isn’t their default norm.
1. Stay as a whole group, in a circle
2. Go through one person’s potential solutions from the last session
3. Given your hat, provide feedback
Pros: Creates a strong environment to enable effective listening and refinement of ideas/solutions. A solution/idea refinement loop, capable of being utilised in large groups.

Cons: Can be confrontational and uncomfortable for some.
1. Stay as a whole group, in a circle
2. Go through one person’s potential solutions
3. The solution provider turns their chair around, takes a note pad and pen
4. Everyone else shoots down the proposed solution – why won’t it work, what has it not considered?
5. The problem and solution provider can not provide rebuttal, they can only write what they hear and consider how they may change their approach accordingly
6. The problem and solution provider re-turns their chair around and re-presents their problem and solution to the next group
### Force Field Analysis

<table>
<thead>
<tr>
<th>Driving Force (Positive)</th>
<th>(Force Strength)</th>
<th>Restraining Force (Negative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO's support</td>
<td></td>
<td>general inertia</td>
</tr>
<tr>
<td>Finance support owing to credit rating stability/enhancement</td>
<td></td>
<td>good operational track record reduces perceived need/urgency</td>
</tr>
<tr>
<td>greater Board engagement</td>
<td></td>
<td>skepticism re. management initiatives</td>
</tr>
<tr>
<td>similar systems already in place can be drawn on</td>
<td></td>
<td>existing workload pressures</td>
</tr>
<tr>
<td>understanding of basic risk principles across most of org'n</td>
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</table>

**Pros:** Once a solution is identified FFA can be utilised to determine the likelihood and risk factors to change

**Cons:** World complexity is misunderstood resulting in suboptimal and non adaptive solutions

**Total: 17**

**Total: -10**
**Force Field Analysis Free Flow Example**

**Forces for Change**
- 5. Long-term revenue
- 3. Market demand
- 4. Customer expectations
- 5. Unsustainable costs
- 3. Competition

**Transparency Hub**
- Total: 20

**Forces Against Change**
- Company culture
- Time constraints
- Viability of new tech
- Client adoption
- Conversion costs

**Total:** 14
1. **Define the change you want to see.** Write down the goal or vision of a future desired state. Or you might prefer to understand the present status quo or equilibrium.

2. **Brainstorm or Mind Map the Driving Forces** - those that are favourable to change. Record these on a force field diagram.

3. **Brainstorm or Mind Map the Restraining Forces** - those that are unfavourable to, or oppose change. Record these on the force field diagram.

4. **Evaluate the Driving and Restraining forces.** You can do this by rating each force, from 1 (weak) to 5 (strong), and total each side. Or you can leave the numbers out completely and focus holistically on the impact each has.

5. **Review the forces.** Decide which of the forces have some flexibility for change or which can be influenced.

6. **Strategise!** Create a strategy to strengthen the driving forces or weaken the restraining forces, or both. If you've rated each force how can you raise the scores of the Driving Forces or lower the scores of the Restraining Forces, or both?

7. **Prioritise action steps.** What action steps can you take that will achieve the greatest impact? Identify the resources you will need and decide how to implement the action steps. **Hint:** Sometimes it's easier to reduce the impact of restraining forces than it is to strengthen driving forces.
A3 Problem Solving Template, Example, and Assessment Questions - version 1.1 - By Tom Poppendieck and Henrik Kniberg.

**Background**

- Why is this important?
- Why should the reader care about this situation and be motivated to participate in improving?

**Assessment Questions**
1. Is there a clear theme for the problem report that reflects the contents?
2. Is the topic relevant to the organization's objectives?
3. Is there any other reason for working on this topic (e.g., learning purposes)?

**Current Condition**

- How do things work today?
- What is the problem?
- Baseline Metrics?

**Assessment Questions**
1. Is the current condition clear and logically depicted in a visual manner?
2. How could the current condition be made clearer for the audience?
3. Is the current condition depiction framing a problem or situation to be resolved?
4. What is the actual problem in the current condition?
5. Are the facts of the situation clear, or are there just observations and opinions?
6. Is the problem quantified in some manner or is it too qualitative?

**Goal / Target Condition**

- What outcomes are expected for what reasons?
- What changes in metrics can be pleasurably expected?

**Assessment Questions**
1. Is there a clear goal or target?
2. What, specifically, is to be accomplished?
3. How will this goal be measured or evaluated?
4. What will improve, by how much, and when?

**Root Cause Analysis**

- What is the root cause(s) of the problem?
- Use a simple problem analysis tool (e.g., 5 why's, fishbone diagram, cause/effect network) to show cause-and-effect relationships.

**Assessment Questions**
1. Is the analysis comprehensive at a broad level?
2. Is the analysis detailed enough and did it probe deeply enough on the right issues?
3. Is there evidence of proper five-why's thinking about the true cause?
4. Has cause and effect been demonstrated or linked in some manner?
5. Are all the relevant factors considered (human, machine, material, method, environment, measurement, and so on)?
6. Do all those who will need to collaborate in implementing the countermeasures agree on the cause/effect model reasoning?

**Countermeasures (Experiments)**

- Proposed countermeasures(s) to address each candidate root cause.
- [This should be a series of quick experiments to validate causal model analysis.]
- Predicted results for each countermeasure.

**Assessment Questions**
1. Are there clear countermeasures steps identified?
2. Do the countermeasures link to the root cause of the problem?
3. Are the countermeasures focused on the right areas?
4. Who is responsible for doing what, by when [is 5Why-1: How clear]
5. Will these action items prevent recurrence of the problem?
6. Is the implementation order clear and reasonable?
7. How will the effects of the countermeasures be verified?

**Confirmation (Results)**

- Actual result of each countermeasure (experiment).
- How does the system actually behave with the countermeasures that are being proposed for implementation in place?

**Assessment Questions**
1. How will you measure the effectiveness of the countermeasures?
2. Does the check item align with the previous goal statement?
3. Has actual performance moved line with the goal statement?
4. If performance has not improved, then why? What was missed?

**Follow-up (Actions)**

- What have we learned that does or does not improve the situation?
- In the light of the learning, what should be done?
- How should the way we work or our standards be adjusted to reflect what we learned?
- What do we need to learn next?

**Assessment Questions**
1. What is necessary to prevent recurrence of the problem?
2. What remains to be accomplished?
3. What other parts of the organization need to be informed of this result?
4. How will this be standardized and communicated?
**Background**

Games out of date
- Missed market windows - Revenue is declining
- Demotivated teams - Key developers about to quit
- Overhead costs - Time to develop games steadily increasing due to declining technical quality
- Pressure to Work FASTER!

**Current Condition**

- Process cycle efficiency = 3 months add value / 25 months cycle time = 12%

**Goal / Target Condition**

- 8x faster cycle time
- 5x fewer escaped defects
- 20% improvement in revenue

**Countermeasures**

1. **Cross Functional Teams - Graphics design through deployment**
   - Predict 2x Faster Delivery
     - End dependencies - now spend 75% of time waiting/negotiating
2. **Abandon all but most promising 3 games in each queue. Do ONE game per cross functional team at a time.**
   - 4x faster delivery from reduced task switching
   - Eliminating queues will cut 1.5 years from schedule
3. **Engage developers in playing games and selecting ideas**
   - 30% more profit to par with best competitor
     - Improved filtering on which games to develop
     - More fun games, more popular

**Confirmation (Results)**

1. **Cross Functional Teams**
   - Half as much time waiting
2. **One game at a time**
   - Queues eliminated, time to complete game is 4 months (6x)
   - Technical Debt decreasing – Escaped defects down by 2x so far
3. **Engage developers in playing games and selecting ideas**
   - One team taking time to play is producing more innovative games.
   - Impact on profit is $BD.

**Follow-up**

1. Consider more cross training of team members to reduce waiting for expertise
2. Reduce difficulty of integration and deployment steps
3. Improve processes for generating and selecting game ideas
   - a. Recruit talent if identifiable/available
   - b. Improve skills/process of best people already in company
   - c. Broaden both participation in selection and game playing experience of everyone in the company.
4. Continue improvement of reused game components/engines to improve development throughput and reduce defects.
WEEK 5 EFFECTIVE FACILITATION

• Introduction icebreakers
• Using visual management to manage and scope the agenda
• What makes an effective session?
• The four ‘P’s – Purpose, Preparation, Process, Practical Action
• Facilitating difficult personalities
• Facilitating from the back of the room
1. Go look, go see at each of the passionfruit’s current team board, 5 mins per board:
   - What information is easy to see
   - What information is hard to see
   - What is working well
   - What puzzles you
   - What to do differently

2. Additional alternative board walkthrough

3. Walkthrough on Visual Management presentation:
   http://www.slideshare.net/smithcdau/visual-management-leading-with-what-you-can-see
**Hotspot Board**
February 15, 2015

Used to highlight inventory waste being stockpiled, the hotspot board changes the flow positioning of elements on the board so that the centre area is high focus. With the centre highlighted in red, all 'Ready to columns return to this midzone. Team

**Twister Board**
February 15, 2015

An extension on the Hotspot Board, the Twister board limits work in progress in the hotspot zone and in the other areas of the board by adding in circles for each kanban. If you had a WIP limit for a column of three you would have one green kanban, one

**Logo Portfolio Management**
August 18, 2014

If you have a lot of work going on in your portfolio, using logo can be a great way to consolidate the information. Highlight risk and have fun at the same time. When using a logo portfolio board you can use

**Story Visualisation**
August 10, 2014

Sometimes with a wall full of stories, trying to find the one story you are after can be like trying to find a needle in a haystack. This technique for story visualisation aims to solve that problem by: highlighting or bolding the core need within the story putting a picture against the persona. By highlighting [...]
1. Each passionfruit either describes their own ideal Agile process or describes their tailoring of the organisational Agile (Shu) process.
2. Walkthrough the process experimentation canvas and experiments currently in play
3. Call to action – try your own experiment?
Coaches spend a large amount of focus on lifting up the capability of the Scrum Masters. Scrum Masters are spending limited time enabling a cross facilitated environment where others in the team can perform the role. If a Scrum Master leaves, effort needs to be re-expended to lift another Scrum Master up.

### Supporting Context

- Teams where anyone is able to fill in as the Scrum Master role have higher levels of productivity through higher levels of capability and engagement.

### Goal

Trial a different team that:

- Has no single point of leadership failure
- Has greater collective ownership of problems and potential solutions

### Hypotheses

- Doing daily “pull” based retrospectives and just in time Sprint Planning will reduce the overheads of the Scrum Master role down to bare minimum
- Knowing that the Scrum Master role is being rotated will result in greater ownership of each team member to keep the visual management board and tools up to date
- Pull based retrospectives will happen and result in a more rapid turnaround of changes to resolve problems
- Rotating the Scrum Master role in the Scrum of Scrums will not impact continuity of issues raised by the team to the Scrum of Scrums, nor the effectiveness of issue raising
- Once all have done the role, as everyone knows how to facilitate activities, when the Scrum Master is away there is collective ownership to have the event succeed

### Metrics

- Tooling to board sync issues
- Unaddressed issues critically impacting the team
- Number of times Scrum of Scrum issues are sidelined due to inability to talk to them
- Ceremony event outcome success
- Amount of time spent doing SM activities
• Passionfruits sharing back to the leadership team what they have learnt
• And what they have applied back in their teams
• Request to continue the program to round 2
WHAT’ S NEXT

• Set of Scrum Masters on a large scaled Project
• Set of Product Owners and Leads on a large scaled Project
• IT Leadership Group – CIO and direct reports
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