

Exercise 1: Skills Mapping

Part 1 - Skill Selection

Option 1: Already have some target skills in mind? Skip to Part 2.

Option 2: Don't have specific skills in mind? Use our role-based skill cards to get started.

1. Choose a table - Testing, UI/UX, Product Owner, Scrum Master, or General. Each table has cards with suggested skills in the table's discipline to consider.
 2. Quickly flip through cards (use blank cards to add your own) and put them into 4 piles:
 - a. Need
 - b. Want
 - c. Have
 - d. Not interested
 3. Choose up to 10 skills from the Need, Want, Have piles.
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Need-Want-Have summary

Need - a skill your company or team needs in the future to continue to deliver without pause. Needs arise when people with special skills leave the company or go on vacation or when the company tackles new techniques, platforms, or customers. Having a deep 'bench' is crucial to continuous delivery.

Want - A skill you as an individual want to learn or advance for your own personal or professional purposes

Have - A skill you already have that you want to continue to practice or perhaps start to teach others.



Part 2 - Skill Evaluation and Mapping

1. Write the skills you have selected around the perimeter of the radar diagram (next page), evenly spacing them.
2. Plot your self-evaluated competence level on the radar diagram. Feel free to add rough estimates of other team member skill levels if you'd like a picture of team competency levels.

Dreyfus Model of Skill Acquisition

Novice

- "rigid adherence to taught rules or plans"
- no exercise of "discretionary judgment"

Advanced beginner

- limited "situational perception"
- all aspects of work treated separately with equal importance

Competent

- "coping with crowdedness" (multiple activities, accumulation of information)
- some perception of actions in relation to goals
- deliberate planning
- formulates routines

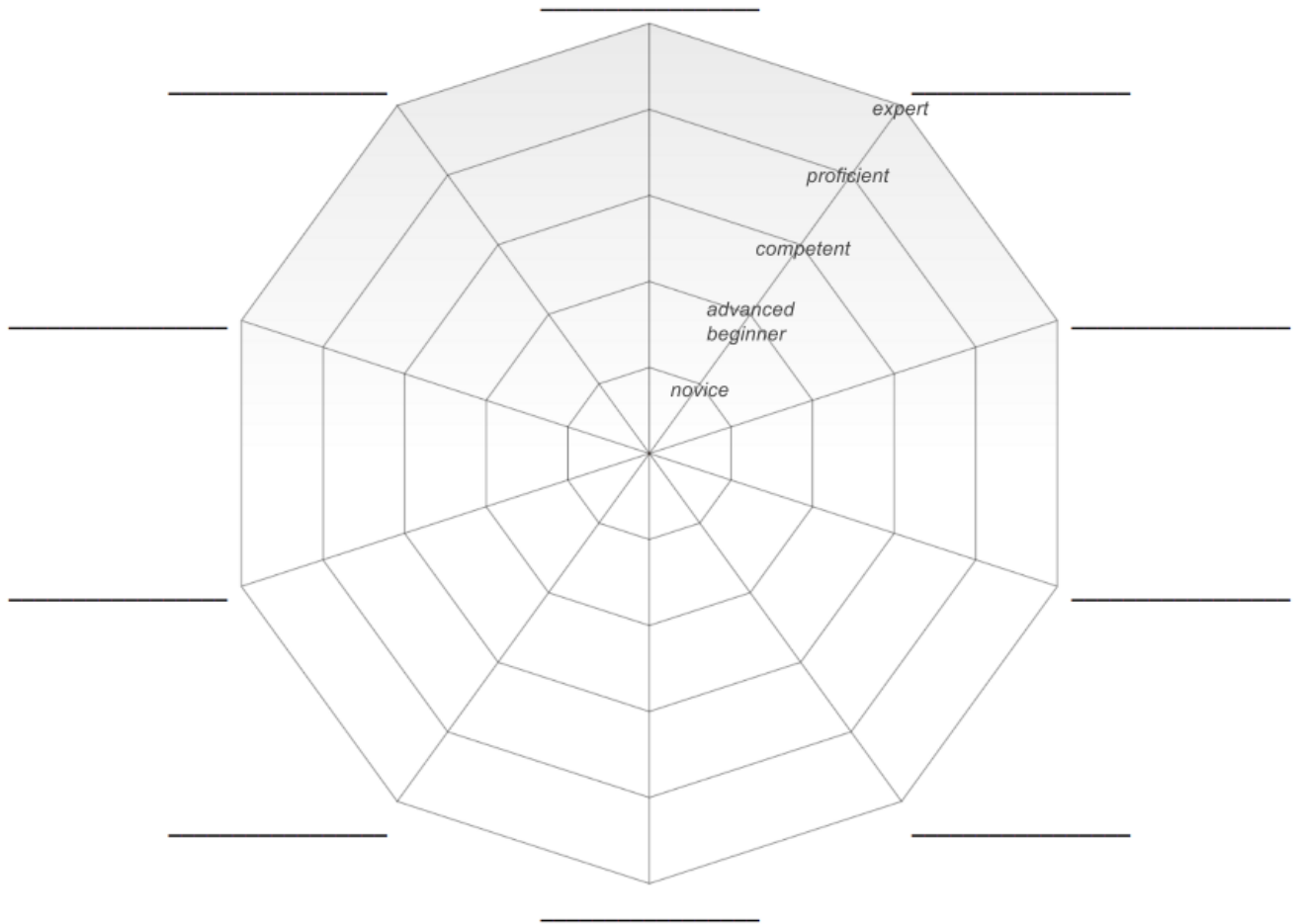
Proficient

- holistic view of situation
- prioritizes importance of aspects
- "perceives deviations from the normal pattern"
- employs maxims for guidance, with meanings that adapt to the situation at hand

Expert

- transcends reliance on rules, guidelines, and maxims
- "intuitive grasp of situations based on deep, tacit understanding"
- has "vision of what is possible"
- uses "analytical approaches" in new situations or in case of problems

Skills Map for _____



Exercise 2 - Learning Goals

Option 1: Want to share and get ideas and suggestions from your fellow agilists?

1. Choose your top 5 Learning Goals to learn/teach/practice from Exercise 1 and write them on a sheet of big easel paper.
 2. Post your Skills Map next to your Learning Goals
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Option 2: Prefer to ponder in private?

Choose your top 5 Learning Goals to learn/teach/practice from Exercise 1 and write them below.

Learning Goals for _____ Priority order (highest to lowest)

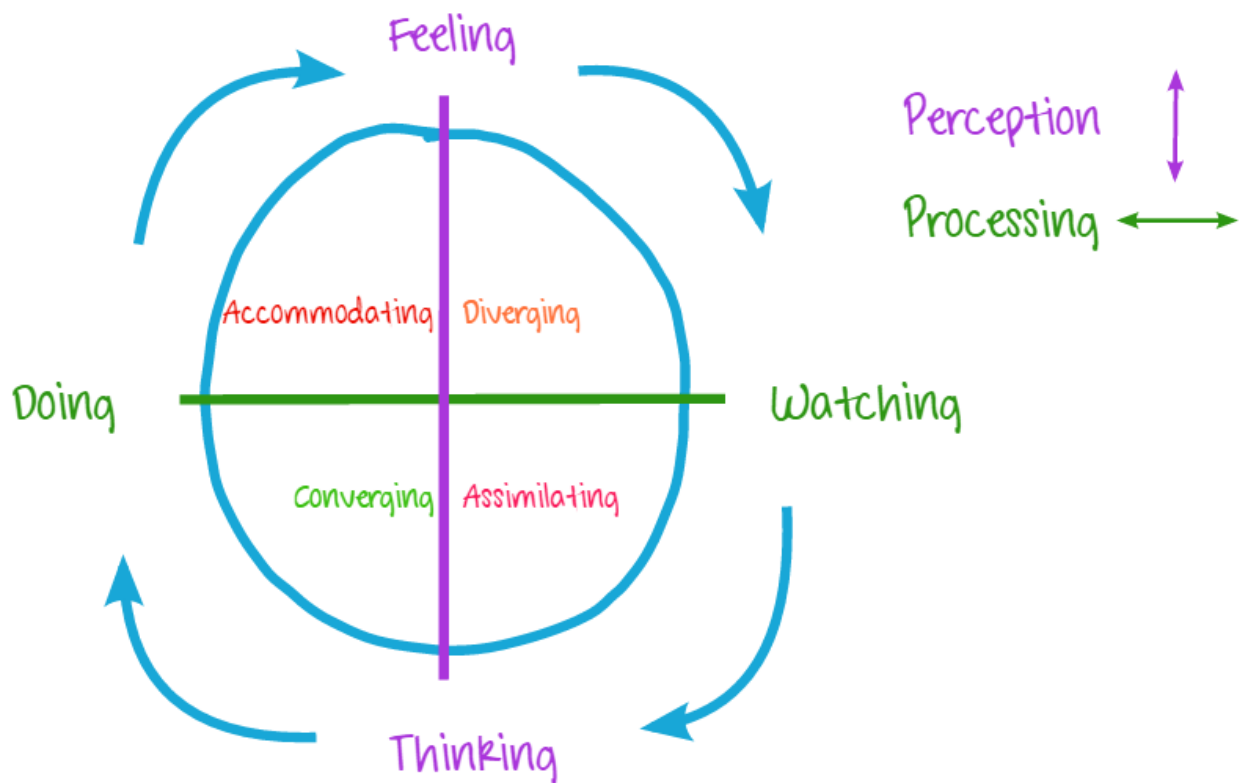
Goal/Skill	Learning suggestions (leave blank until Exercise 4)

Exercise 3 - Learning Preference

Circle your preference and post it on the wall with your Skills Map and Learning Goals.

Kolb's Learning Styles

- Vertical Perception continuum: from concrete experience (i.e. being involved) to abstract conceptualization (i.e. theorizing about observations)
- Horizontal Processing continuum: from active experimentation (i.e. using theories to solve problems or make decisions) to reflective observation (e.g. watching others, considering own experience)



Preferences

- Accommodating = Concrete + Active. What would happen if I did this?
 - Independent discovery: What if? Why not?
- Diverging = Concrete + Reflective. What does the system have to offer?
 - Hands-on system exploration; lecture on uses, strengths, & weaknesses of system
- Converging = Abstract + Active. How does the system operate?
 - Problem sets or workbooks; interactive computer instruction
- Assimilating = Abstract + Reflective. What is there to know?
- Demonstration; Lecture & audio/video; follow prepared exercises (e.g. lab, tutorial)

Exercise 4 - Community

1. Interested in a Learning Buddy with complementary preferences? Post your contact information.
 2. Circulate the room to find kindred spirits. Use stickies to post learning suggestions, record contact info, and steal ideas.
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Contact Information

Name _____

Email address _____

Twitter _____

References/Reading List

Topic	Link
Staff Liquidity	https://theitriskmanager.wordpress.com/2013/11/24/introducing-staff-liquidity-1-of-n/
Delivery Mapping	https://skillsmatter.com/skillscasts/5641-introducing-delivery-mapping
Kolb's Learning Styles	http://web.cortland.edu/andersmd/learning/Kolb.htm
VARC Questionnaire	http://vark-learn.com/the-vark-questionnaire/
Response to Skills Mapping	https://tobythetesterblog.wordpress.com/2014/11/09/agile-testing-and-bdd-exchange-conference-review/
Tester skills	http://www.kanoah.com/blog/important-skills-tester/
Tester skills	http://www.istqb.org/
PO skills	http://agileforall.com/5-key-skills-great-product-owners-have/
PO skills	http://www.energizedwork.com/weblog/2007/10/product-owner-has-many-skills
PO skills	https://lekman.fi/productownerchecklist/
UX/UI skills	http://ux.stackexchange.com/questions/46355/what-are-the-top-skills-required-for-a-ux-designer
UX/UI skills	http://www.uxmatters.com/mt/archives/2010/12/essential-and-desirable-skills-for-a-ux-designer.php
2016 Technology Radar	https://www.thoughtworks.com/radar
Dreyfus Model	Cheetham, Graham; Chivers, Geoff (2005). Professions, Competence and Informal Learning. Cheltenham: Edward Elgar Publishing. p. 337. ISBN 1-84376-408-3. Reprinted from Eraut, Michael (1994). Developing Professional Knowledge and Competence. London: Falmer Press. p. 124. ISBN 0-7507-0330-X.