TEACHING AGILE

Don McGreal & Ken Howard
INTRODUCTIONS

Name
Role
Relevant Experience
Three Questions

THE DETRACTORS

The Terrorist
Use their power for good instead of evil.

The Prisoner
Give them a reason to be there
THE FRIENDLIES

Give them a reason for being there. Make it fun.

The Tourist

Use him when necessary.

The Buddy

THE MONOPOLIZERS

Connect one-on-one. Coach.

The Eeyore

Reference them. Team up with them.

The Glory Hound
META-SCRUM AGENDA

QUESTION BACKLOG

What is the difference between Scrum and Agile?
How long should a Sprint be?
How do I keep my Daily Scrum to under 15 minutes?
How do I break down Epics?
How do I get my manager to buy-in to agile?
What do I do when I have a total a$$ on the team?
MAINTAIN A SAFE ENVIRONMENT

- Say their name
- Acknowledge their experience
- Remember their contributions
- No hand-raising
- Never say ‘no’
- Give them ownership

CHAPTER 2
PROBLEM WITH PRINCIPLES
Draw a picture of ‘trust’.
It is very hard to communicate Values and Principles without practice, shared experience, and context.

WHAT ARE THESE?

Individuals and interactions over processes and tools

Working software over comprehensive documentation

Customer collaboration over contract negotiation

Responding to change over following a plan
Games and Simulations provide a fun and effective way to communicate values and principles.

Play == Flow
LEARNING VECTORS

<table>
<thead>
<tr>
<th>Learning</th>
<th>Working</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional</strong></td>
<td><strong>Physical</strong></td>
</tr>
<tr>
<td>Recall or create an emotional experience</td>
<td>Doing, Muscle Memory,</td>
</tr>
<tr>
<td><strong>Impressional</strong></td>
<td>Memory games. 'Every Good Boy Deserves Fudge.'</td>
</tr>
</tbody>
</table>

**Communication Origami**

★ Find a partner.
★ Follow instructions.

From:
CHAPTER 3

RETENTION

What’s your VARK?

VARK © Fleming, N.D. and Mills, C. (1992), Not Another Inventory, Rather a Catalyst for Reflection, To Improve the Academy, Vol. 11, 1992., page 137.
Learning Styles are Varied

Visual

Auditory

Reading/Writing

Kinesthetic

Know your Learners’ VARK

Visual

Best at:
- Remembering details and colors of what he/she sees
- Reading, spelling and proof reading
- Remembering faces of people he/she meets (forgets names); remembers names seen in print
- Quietly taking in surroundings
- Creating mental photos
Know your Learners’ VARK

Best at:
• Speaking on his/her feet
• Noticing sounds in environment
• Remembering names of people he/she meets (forgets faces)
• Working with words and languages
• Tuning into small shifts in voice intonation

Best at:
• Reading and writing
• Writing and rewriting notes they’ve taken
• Organizing information
• Being thorough and detailed
Know your Learners’ VARK

Best at:
- Processing information through touch, movement and rhythmic movements
- Doing hands-on activities
- Expressing ideas through movement
- Fine-motor skills
- Demonstrating by doing

CONE OF LEARNING
(Edgar Dale)

After 2 Weeks, we tend to remember...

Tip: Lecture learning is enhanced when learners listen with their ears and their eyes.
THE SCRUM DEMONSTRATION

Okay:

Better:

THE SCRUM DEMO

Product Backlog Creation
who, when, how, etc.
<table>
<thead>
<tr>
<th>Ordered</th>
<th>PRODUCT BACKLOG</th>
<th>SPRINT BACKLOG</th>
<th>TO-DO</th>
<th>DOING</th>
<th>BLOCKED</th>
<th>DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PBI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PBI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PBI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PBI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PBI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PBI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ordered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sprint Planning part 1**

**Sprint Planning part 2**
THE SCRUM DEMO

THE SCRUM DEMO

Daily Scrum

THE SCRUM DEMO

Daily Scrum

the next day

Discuss math
THE SCRUM DEMO

- End of Sprint

- Sprint Backlog
- To-Do
- Doing
- Blocked
- Done

Ordered PBI PBI PBI PBI

Task Task Task Task

End of Sprint

1. First Awesome Point
2. Wicked Awesome Point
3. Crazy Awesome Point
4. The Final Point
5. Wall, one more
6. Still with me??
7. Awesome
Challenge Them
“The things we have to learn before we do them, we learn by doing them.”
- Aristotle

THE SCRUM SIMULATION
THE SCRUM SIMULATION

Chore Backlog
★Pick a Product Owner
★Follow instructions.

Teach Each Other
“The best way to learn is to teach.”
- Oppenheimer
Why bother with this stuff?

More time
More energy
More retention

QUESTIONS?

Don McGreal

@donmcgreal
linkedin.com/in/donmcgreal
Don.Mcgreal@Improving.com

Ken Howard

@kenhoward01
linkedin.com/in/kenhoward01
Ken.Howard@Improving.com