Agile Scrum

The ACCED training program was designed during the pandemic in two modalities, presential face-to-face and online, using the MIRO board.

Step by step, teachers are introduced to Agile through different activities.

This module helps them understand the tools they can use and the factors to consider when designing a lesson.

These essential concepts are gamified through nine different dynamics.

The primary learning goal is personal understanding and assuming the concepts by playing. Once the concepts are learnt, they can be applied to any lesson.

The module implementation at the LTTA -C1 in Crete in September 2021 paved the way for defining the teacher's lessons.

The training has four main modules,

1. AGILE-SCRUM, composed of seven activities.

Warm Up, Values, Agile artefacts, Ceremonies, Working Agreements, Beliefs and Definition of Done.

2. Non Violent Communication is composed of nine activities

Persona, Intuition map, NVC 1, Tiny Demons, Mad Man, Kudos, Animal in You, Heard-Seen-Respected and Reframing the problem.

3.LEGO® SERIOUS PLAY® is composed of two sets of eleven activities

At individual level

The Duck, The Dog, Superpower, Explain this, The compromise, The System.

At Team Level

Playing the Building, Dysfunctionalities of the Team, Who you are in the team, Team Identity, External Identity.

4. Liberating Structures is composed of six different activities

1-2-4-All, Troika Consulting, Triz Reverse Thinking, WINFY, 15% solution, Conversation Café.

AGILE-SCRUM

Composed of five activities

- **Warm up**
- **Values**
- **Artefacts**
- **Ceremonies**
- **Working Agreement**
- **Beliefs**
- **Definition of Done**

➡ https://ivetagr.org/acced/toolkit/agile-scrum/

This module introduces the participants to the world of Agile, including concepts such as:

- Agreements
- Self-empowerment
- Communication
- Estimation
- Sprint prototyping
- Team cooperation
- Dependencies internal and external
- Leadership decisions
- WIP
- Continuous improvement
- Management 3.0
- Needs for alignment in conflicts

Module one: WARM UP THE BOAT

➡ MIRO BOARD: https://miro.com/app/board/o9J_lQrxa38=/

SAILING THE PROJECT

Any time you start a meeting, a warm is required for two reasons: to sense people's energy and put them on focus or play mode. Most warm-ups are just these warm-ups, but enhanced warm-ups can give you more opportunities to understand other hidden variables.

In this activity, we propose you ask the participants, "how do they feel about the project". Where do they see them? The art of facilitation of this activity relies on the kind of questions you place after they have chosen their position. The central core idea is you sense them. By sensing them, vulnerability starts to arise, and your mission is to create a safe environment to continue with your project. Each position reveals a mind state ready to intervene.

How to facilitate

1. Invite the participants to analyse the boat and the position of the Sailors.
2. Ask one to volunteer to start saying how they feel in the boat (which is a metaphor for the project)
3. Keep asking until participants have located them on the boat.
4. Debrief the full boat

Module two: VALUES

➡ SCRUM VALUES THREE EXERCISES https://miro.com/app/board/o9J_lQr1BKc=/

The goal is to understand each other Values.

The SCRUM guide defines the values, focus, commitment, openness, respect and courage.

It doesn't include directly Trust. However all these values generate Trust, but the interpretation of Trust implies vulnerability.

The goal of the exercise is theme alignment enabling us to understand each other values.

You can play this exercise in two different ways.

LEGO®SERIOUS PLAY®

In the room, ONE set of Starter kit of LEGO® SERIOUS PLAY® per player. Arrange tables to build individual models and one table for the values landscape. You can play all values or just some of them; it is your choice.

1. Ask the participants to build a model of each value.

2. Create a landscape of the values individually, so each participant contributes to the landscape with one value model. Ask them to give their definition of the value so all participants understand each other meaning.

3. Come with a common definition of the value by creating a shared model. Create a standard definition that fits all. Respect is...

4. Define a series of Agents that can impact the value and identify where and how.

5. Create a protocol to prevent these Agents from impacting.

MIRO BOARD PLAY

1. Create the MIRO board public and with editing capabilities. Share the link.

2. Have in the Miro board the noun value written.

3. Explain the purpose of the value exercise.

4. Assign to each team one value, or enable random choice

5. Put the participants in Breakout rooms and ask them to put in a post-it their Value definition. You must have at least one description per participant. Tip organise them for nationalities. PRE-ORGANISE THE ROOMS.

6. Open the wheel, enter the names, spin the wheel and explain your meaning to the team when your name is selected on the wheel. The other members ask questions. The idea is you understand the value concept.

7. Create a common definition that fits the team in one new post-it.

8. Define what Agents can impact the value. Explain how and where its impact by writing a post-it and make the connection. Go to the working area. It is numbered as your room.

9. Define the action to avoid the impact. Write the text

10. Define the working agreement for this protocol.

11. Add an image that identifies the value.

12. Produce the Value Definition Protocol

VALUE DEFINITION PROTOCOL Definition of Done/requirements must answer these questions.

The protocol must be:

Specific: What do you want to accomplish with this value?

Measurable: How will you know when you have completed your VALUE? Explain it.

Attainable: How can the VALUE be achieved? Explain it.

Relevant: Will the VALUE meet your short- and long-term needs? Explain how.

Timely: When will the VALUE be achieved? Define it.

➡ Value document

https://ivetagr.org/acced/wp-content/uploads/2021/02/link-al-pdf-Scrum-Values.pdf

MATRIX VALUE. The exercise

1. Check the Value list

2. In random order, let each group member pick one value from the Value List. For the chosen value, discuss two questions:

    a) The Value you have chosen, where to put it in the MATRIX and why?

    b) Is this Value an intrinsic or extrinsic motivation?

3. Repeat the process three times

4. After the rounds, converge in one list of values representing the Minimum Value for a member on your TEAM.

How to facilitate it

1. Explain the exercise

    a) **Core Values** are the values you have

    b) **Wish Values** are the values you don't have, but you would like to have

    c) **Expected values** are the ones society expects you to have

    d) **Emerging Values** are the ones emerging unexpectedly

    e) **Intrinsic Values** are the ones that come from inside you

    f) **Extrinsic Values** are motivators

2. Generate breakout rooms

3. Enable the dialogue

4. Debrief with the team the Values

LEADERS VALUE. How to Facilitate

1. Introduce the activity concept

2. Generate proportional breakout rooms

3. Play for 20'

4. Debrief in the Value selection

Group exercise

You are mentors of one or more well-known leaders, and you are preparing them to run an innovative, lean-agile organisation successfully. Which top five personal values will you tell them to focus on in the first year as a company Leader? (you can get yourself inspired by the Value list)

1. Select as a team the values per each Leader (you can change the characters for locals' most well-known)

    a) Barack Obama

    b) The Dalai Lama

    c) Greta Thunberg

    d) Donald Trump

2. Assign to each Leader one organisation; bear in mind the kind of organisation

    a) Facebook

    b) Tesla

    c) Spotify

    d) Netflix

3. Finally, what could be your personal choice, and explain why

Module three: WORKING AGREEMENTS

➡ MIRO BOARD: https://miro.com/app/board/o9J_lQrxaxw=/

How to facilitate

* Watch the video first.

Setting up team norms is to establish a one-team culture, which is something to refer back to when things get rocky within the team. Working agreements help develop a shared responsibility and increase members' awareness of their behaviour. Empowered by the facilitator to lead the group according to the agreements enhances the quality of the group process.

Teams create these agreements, and the scrum master facilitates the meeting. And they are preferably made and reviewed during Sprint zero of every release. Agreements work when they are essential to the team.

They are limited in number. Each member fully supports them.

The members are reminded of agreements during process checks and of agreements when they are broken. Examples of team working agreements some examples of working agreement guidelines are showing respect. Don't interrupt; let people finish what they are saying. It's okay to disagree with each other. No personal attacks or attack issues. We debate the merit of ideas, not people. Contribution everyone has an equal voice and valuable contribution.

Meeting, be on time and on time. Have an agenda. Be transparent, with no hidden agendas. We will give feedback, receive feedback, and act on feedback. Impediments solve roadblocks within the team. If the impediment can't be solved within the group, give it to the teacher.

We make commitments as a team. We will be held accountable for our commitments. We work as a team to commit and deliver on it. Incomplete stories are not good. It is better to help get an existing story done than to start another story that can't be finished in the current Sprint. How to respond when working agreements are broken.

Define your working agreements.

1. …..

2. …..

3. …..

4. …..

5. …..

Second steps:

The exercise is about what <u>you do not like</u> when you are in a meeting or working. In today's world, you have to differentiate into two kinds of meetings because what is happening is very different.

<u>Workshop meeting face to Face</u> in the room like in ancient times. You have to formulate a question like this: "what do you not like that happen when you are in a workshop?

People write on a <u>post-it and stick them to the wall</u>. Then you allow explaining the post-it, and they proceed to cluster the information.

Then you say this is the working agreement; thumb up if you agree.

It is a way to put rules to run smoothly.

* Watch the video

<u>The online meeting</u> still valid the same question "what do you not like that happen when you are in an online workshop? You will notice that what happens here mainly concerns technology and social behaviour. Closed cameras, bad audio, no microphone, two people on one computer. People sometimes use a tablet or mobile phone when they need to work with Miro, Mural or Trello. On top, you can add drinking, eating, answering the phone, using a background so peoples' heads appear and disappear, including a video in the background. Hence, you have an image in a permanent loop, not to mention the cat walking through the camera, and the most important is, <u>What do you not like that happens when you are working in a team?</u>

These questions can be applied in any context and activity.

Your contribution to this information cluster could be:

- All cameras on
- Good sound to listen properly
- Everybody contributes to the conversation
- Everybody arrives on time
- All meetings to be recorded and shared

How to facilitate this exercise online.

1. Give the people access to the Miro board "public edit" and locate the exercise using the frame button
2. Ask the people to write in the post-it and gives them 4'
3. Ask the people to move their post-its to the working agreement putting them by order of importance in the three colour levels of the circle
4. Cluster the information and thumb up to agree

Module four: BELIEFS

➡ MIRO BOARD: https://miro.com/app/board/o9J_lTy2uQk=/

UNDERSTANDING PEOPLE'S BELIEFS: This exercise is based on the beliefs you have, and it is implemented in four steps.

1. Myth turning

- Identify your beliefs
- Think about a belief you have. For inspiration, you can finish the sentences on the board. Do this alone and in silence for 15-20 min.
- Can we reorganise them somehow on beliefs categories?

2. Your questions for extracting beliefs

- Generate your own beliefs, and let's do another round.
- Part of the exercise is to create new questions and get the answers again. So duplicate the template elements, or we may generate a new board. The activity is not about dialogue is about questions and answers.

3. Play the answer beliefs

- Myth Turning invites participants to ask powerful, open questions to challenge a person's belief.
- Review all responses and choose three beliefs you can relate to or recognise.

Some example questions are on the board, but you do not have to restrict yourself to these. You can also use powerful open questions of yourself.

One person will "stand in the middle" and starts stating their belief ", I believe that ..."

Other participants take turns in asking a powerful open question, one by one. Select the person who will ask a question by using the turning wheel.

The person "in the middle", answers the question as quickly as possible, spontaneously, and does not overthink the question.

Do not go into a conversation or a debate.

QUESTIONS FOR THE WHEEL if you need them

- What would need to happen for you to stop thinking this was true?
- Where do you see the assumption or belief confirmed?
- What is a sign that others are questioning the belief?
- When did you start shaping this assumption/belief?
- Who else believes in this?
- Who lends this belief their authority?
- How does this belief serve you?
- What are you getting out of this belief or assumption?
- What if you are wrong and the belief is no longer relevant?
- What have you done to reinforce the belief?
- What have you done to debunk the belief?

- Why do you have this belief?
- Why do you think your belief/assumption is valid?
- Why is this belief/assumption important to you?
- What would change if your assumption/belief is not true?
- Why does it matter whether your belief/assumption is true?
- Why is it important that you stick with your belief/assumption?
- What did you achieve because of this assumption/belief?
- How would you feel when this assumption is not true?

4. Gamification retrospective with LS
What? So What? Now What?
What
- What did you notice? What stood out? How did this make you feel?
- Please answer the question alone and in a post-it.
So what
- Why is this important? What patterns or conclusions can you identify?
- Please answer the question alone and post it.
Now what
- How will this change things? What are the next steps?
- Please answer the question alone and post it.

➡ Suggested reading

https://medium.com/the-liberators/in-depth-how-biases-easily-distort-our-beliefs-in-the-workplace-6b9c7e1be66f

https://medium.com/the-liberators/challenge-beliefs-and-open-new-perspectives-with-myth-turning-df1ea9178929

Module five: DOD & REQUIREMENTS

➡ Miro Board https://miro.com/app/board/o9J_lQrxa-0=/

"What seems important about delivering a Done Increment to you?".

First, invite people to reflect on this question individually and in silence for a minute, then in pairs in breakouts for a few minutes more. Then do a quick debrief together. 1-2-4-all applies here.

The Definition of Done (DOD) is directly connected with the Product Backlog Item (PBI) and the Sprint tasks; in short, what you deliver is based on the teacher's requirements.

This exercise is designed to understand the teacher's requirements and deliver an incremental value after each Sprint.

In the way we implement Agile, the teachers play the role of the client. The teacher and the client's main difference is that the client discovers what he wants when he starts to see the product result. However, the teacher knows what you have to learn; then, she can place the proper requirements to let you create the lesson's content.

The failure of this exercise is due to the lack of focus on the teacher's requirements. You may think you are delivering, but you are not.

First requirement: All quotes must be colourful and have to quote the owner

Second: All quotes must have a photo

Third: All quotes must be in Capitals

How to facilitate this exercise:

Face to Face in the classroom

1. Deliver a printed version of the requirements to the teams
2. Deliver a set of post-it and the edding 1200
3. Set the time box
4. Debrief on results

ONLINE Teaching

1. Open ZOOM and deliver the Miro board link
2. Explain the exercise to the teams
3. Set the time box
4. Debrief on results

You observe the team's transformative role and the importance of the requirements to deliver what you are supposed to provide.