SCRUM MASTER^{++}

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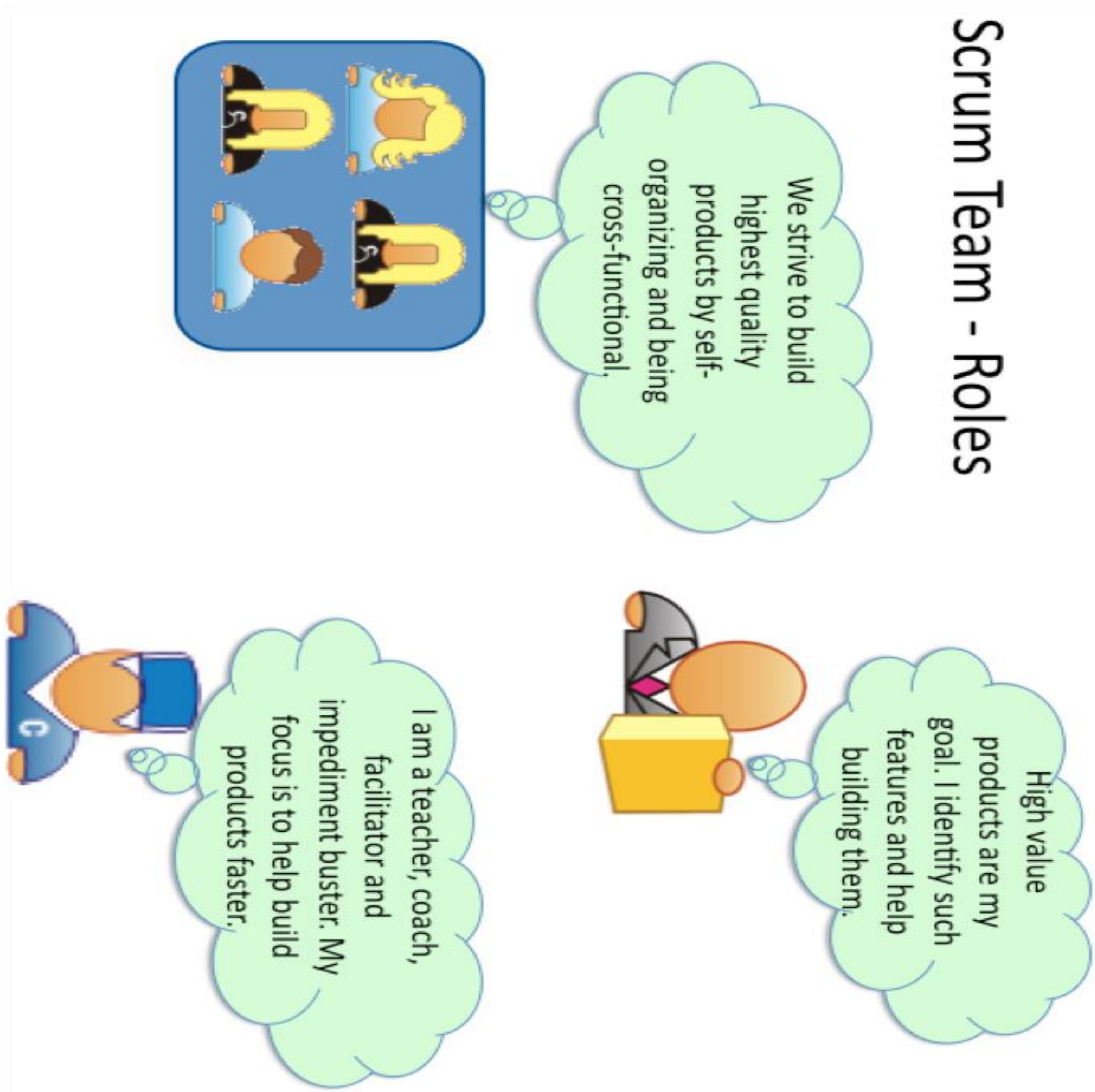
1 Scrum Reboot

1.1 Scrum Values

Discuss and Identify what would happen if a scrum team is missing each Scrum value

Focus	• • • • •
Courage	• • • • •
Openness	• • • • •
Commitment	• • • • •
Respect	• • • • •

1.2 Scrum Roles (The Scrum Team)



1.3 Dysfunctions of Scrum Roles

When Product owner, Scrum Master and the Team doesn’t operate the way they are expected, the scrum implementation could lead to less than expected results and sometimes, it could be disastrous. Identify various dysfunctions could occur when these roles don’t work correctly:

Product Owner	• • • • • • • • • • • •
Dev Team	• • • • • • • • • • • •

Scrum Master	• • • • • • • • • • • • •

1.4 Possible dysfunctions of Scrum events

Sprint	• • • • • •
Sprint Planning	• • • • • •
Daily Scrum	• • • • • •

Sprint Review	• • • • • •
Sprint Retrospective	• • • • • •

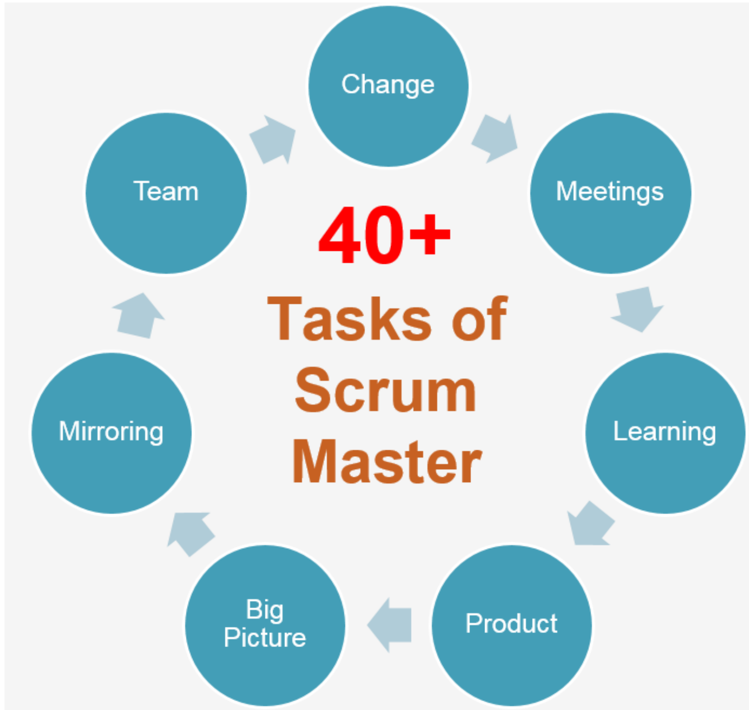
1.5 Key aspects of Scrum

Scrum works because of the following key aspects. Discuss what would happen if each one of the aspects is missing in your team(s)

Teamwork	• • • • • •
Collaboration	• • • • • •
Transparency	• • • • •

Inspect & Adapt	• • • • • •
Continuous Planning	• • • • • •
Engineering Practices	• • • • • •
Iterative & Incremental	• • • • • •

1.6 40+ Activities that Scrum master does



Meetings:

- Facilitating meetings for the team. This includes:
  - preparing
  - moderation
  - post processing
- Holding retrospectives. Retrospectives are special focused meetings (events)

Team Dynamics:

- Coaching team members (e.g. with one-on-one coaching).
- Mediating through conflicts.
- Helping the team to make decisions.
- Fostering the developer team's self-organization.
- Mediating the general conflict of goals between development team (high technical quality) and product owner (more features).

Learning:

- Continuing learning regarding everything Agile (e.g. visit user groups, attend conferences, read books, write blogs, etc.).
- Consulting team members regarding everything Agile.
- Helping the team to create information radiators.
- Giving feedback to the team.

- Encouraging the use of Agile Engineering Practices within the development team (this is a *huge* field to spent a Scrum Master’s time in, including e.g. one click releases, continuous delivery, feature flags, and many more).
- Challenge team with Agile management innovations (e.g. FedEx-Days).
- Exchanging constantly with other Scrum masters in the organization (e.g. through community of practice).
- Doing Gemba Walks.

Product:

- Helping to write or split user stories.
- Helping to write or adapt product visions.
- Helping to order product backlog items.
- Helping with the release planning.
- Being familiar with the team’s work (i.e. the product).

Big Picture:

- Bringing people together who should talk to each other.
- Keeping in touch with every stakeholder regularly.
- Helping the team to report to management.
- Helping to further the Agile community within the organization.
- Organizing exchange events like Open Spaces or World Cafés for the team, its stakeholders, and its organization.
- Sharing insights throughout the company (micro-blogging, blogging, internal conferences, etc.).
- Being a contact person for everyone in the team and their stakeholders regarding Agile.
- Giving learning opportunities to people in the organization (e.g. talks or workshops) and letting them learn important Agile concepts like e.g. technical debt.

Change:

- Helping the team to get rid of impediments.
- Suggesting new metrics for the team as catalysts for change.

Mirror:

- Reflecting Agile and Scrum values to the team.
- Reminding the team of their arrangements (e.g. policies).
- Helping the team to continuously improve their process.
- Reflecting issues to the team through observation from outside of the team.
- Asking open questions.
- Checking all the models the team uses (e.g. Sprint backlog, metrics, etc.) and show them differences between the model and the real world.

Miscellaneous:

- Helping the team to keep focus (e.g. by acting as a buffer between external distractions and the team).
- Helping the team to maintain their Scrum tools (Story board, Action board, charts, backlogs, etc.).
- Helping team and product owner to find a suitable
  - Working agreements
  - definition of done
  - Readiness Criteria

2 Scrum Master as Facilitator

Facilitation is the process of designing and conducting a successful meeting or event that has a particular objective. Facilitation serves the needs of any group, who are meeting with a common purpose. The person who facilitates the meeting is called a “Facilitator”.

A facilitator is, someone who helps a group of people understand their common objectives and assists them to plan how to achieve these objectives; in doing so, the facilitator remains ‘neutral’ meaning he/she doesn’t take a particular position in the discussion.

Key elements of a facilitator:

- Help and enable others in achieving their objectives
- Be ‘content neutral’, not taking sides
- Support everyone to do their best thinking and practices
- Promote collaboration and try to achieve synergy
- Provide charismatic authority

2.1 Characteristics of a Great Facilitator:

❖ Facilitator does not stand in front of the group and lecture
❖ Facilitator is an active unbiased member of the learning process
❖ Facilitator has to skillfully assist the group to understand their common objectives, and to help them to achieve these objectives without taking sides in any arguments
❖ Facilitator guides and helps to achieve consensus

❖ Designs and leads a meeting with the responsibility to help the team reach its goals and objectives;
❖ Asks powerful questions to provide new insights and perspectives;
❖ Listens to understand instead of listening to act
❖ Creates a strong team instead of creating strong individuals;
❖ Helps things to happen instead of making things happen.
❖ Knows how to use light-touch facilitation

2.2 Basic Skills of a Facilitator:

➔ Follows good meeting practice
➔ Time keeping
➔ Run the meeting on agreed agenda
➔ Assisting the group to brainstorm and problem solve
➔ Ability to intervene in a way that adds creativity to a discussion rather than leading the discussion

➔ Ability to understand the group dynamics include:
   - Who is dominating the group? How to stop him/her?
   - Who is withdrawn? How to involve him/her?
   - Who looks bored? How to get their attention?

A good Facilitator will design workshops/meetings that combine learning and information sharing through interactive tools for group work.

2.3 Good Facilitation techniques should:

- ❑ Help the participants to be comfortable with each other
- ❑ Create a fun and interesting learning environment
- ❑ Boost the energy levels of workshop participants
- ❑ Organize interesting and productive group work activities
- ❑ Use participatory activities which enable dynamic reviews of what has been learnt
- ❑ Increase group activity so that workshop participants can expand on the new

2.4 The misunderstanding

Quite often, when I ask people to describe the Scrum Master as a facilitator, the only answer I get is that the Scrum Master facilitates the Scrum events. Sure, the Scrum Master is responsible for the Scrum process and should support the team in optimizing their process.

The Scrum events are an important part of the Scrum process, and although the Scrum Master isn’t obligated to attend all the Scrum events personally, he should ensure:

- That the **Sprint** is used as a time-box during which a ‘done’, usable and releasable increment is created;
- That the **daily Scrum** is used for daily inspection of the team’s progress toward the sprint goal;
- That the **Sprint Planning** is used as an event for the team to discuss, plan and agree on a forecast for the Product Backlog Items they are confident they can complete in order to support the goals and strategy of the Product Owner;
- That the **Sprint Review** is used for a demonstration and inspection of the developed increment and adaptation of the product backlog if needed;
- That the **Retrospective** is used as an event during which the team inspect and adapt their practices and processes to improve key issues that are impeding the team’s progress.

The biggest misunderstanding is that facilitating the Scrum events is the only thing a Scrum Master should do as a facilitator. A great Scrum Master however understands that facilitation can be far more powerful…

2.5 How facilitation within Scrum was really meant?

As described in the definition of a facilitator, this is someone who helps a group of people understand and achieve their objectives by promoting collaboration, optimizing the process and creating synergy within the team. Given this context, facilitation encompasses far more than only hosting the Scrum events.

In his book 'Scrum Mastery' Geoff Watts describes facilitation as the underpinning skill and behavior of the Scrum Master. *"At all times Scrum Masters are of service to the goals of the team, the product owner and the organization. And, if those goals conflict, they think of the long-term implications and the messages any compromise will send."*

A Scrum Master should:

- Facilitate relationships and collaboration both within the team and the team's environment;
- Facilitate the Scrum process and the continuous improvement of the process;
- Facilitate the integration of the Scrum team into the entire organization;
- Facilitate the Scrum events to be purposeful and effective;
- Facilitate the team in achieving their (personal) objectives.

Lyssa Adkins offers a good description in her book 'Coaching Agile Teams':

"A Scrum Master should facilitate by creating a "container" for the team to fill up with their ideas and innovations. The container, often a set of agenda questions or some other lightweight (and flexible) structure, gives the team just enough of a frame to stay on their purpose and promotes and environment for richer interaction, a place where fantastic ideas can be heard. The coach creates the container; the team creates the content."

Make sure the facilitation techniques you use, should be adapted to the local cultural environments.

2.6 What great facilitation of the Scrum events looks like?

Every Scrum event has a specific purpose that answers the question "Why do we do this meeting, anyway?" A great facilitator should ensure the goal of every event is clear, a lightweight structure is offered and the team achieves the purpose of the event. The earlier described goals of the Scrum events are still relevant, but via great facilitation the Scrum Master succeeds in getting more value out of every event.

Characteristics of well-facilitated Scrum events are:

- The **daily Scrum** contains an atmosphere where healthy peer pressure occurs on delivery quality, commitment and addressing impediments;
- The **Sprint Planning** is all about collaboration between the Product Owner and the Development team and has a strong focus on delivering business value. All team members understand the work and jointly agree to achieve the sprint goal;

- The **Sprint Review** is an energizing event in which the Scrum team, sponsors and stakeholders together inspect the product increment and backlog. But also retrospect their collaboration and how this can be improved. They act as one team with the same purpose, there are no barriers between ‘client’ and ‘supplier’;
- The **Retrospective** is done in a safe atmosphere in which ‘the elephant in the room’ is addressed, discussed and turned into actionable improvements that the team members agree upon realizing in the next sprint.

2.7 General guidelines for using the Facilitation Techniques:

- **Every group is different:** some tools may not be appropriate in a specific group or situation. Don't force a tool on a group or an individual but let people decide for themselves to what extent they want to participate.
- **Be flexible:** don't let your choice of tool dictate what happens, but fit and adapt the tools to the needs of the group. Be creative and invent your own tools.
- **Use visual aids such as whiteboards:** Use them to write down instructions, questions to consider and to record responses from the participants.
- **Be aware:** People might not be happy to share everything that was said in a pair or a small group with all the people in the room.
- **Do explain:** The purpose of a tool before asking the group to use it. That way people feel in control of what they are doing, allowing them to participate more fully.

2.8 Facilitation Techniques #1 Ice Breakers

When you have a meeting or workshop or a gathering, participants often enter as strangers and / or apprehensive about what will happen during the workshop. Right from the beginning of the workshop it is important to take some time to allow the participants to get to know one another, to get to know the facilitator(s) and to create a sense of team working and camaraderie.

“Icebreakers” are techniques which can be very helpful to:

- ❑ Help participants get to know each other and become comfortable with each other at the beginning of a workshop
- ❑ Help energize participants at the beginning of a new stage of a workshop
- ❑ Encourage team working and creative problem solving

Icebreaker #1: Introduce Your partner

This icebreaker provides time for participants to get to know each other and gives them an opportunity to practice their inquiry skills.

Materials Required

Participants will need a notebook / card and a pen / pencil to record their answers. Prepare some example questions on large enough paper so that everyone can see them. Example questions could include:
What is your name?
What is your background?
Why are you involved in this workshop?
What is the best learning experience you have ever had?
What do you hope to learn from this workshop?
Do you have previous experience in the subject matter of this workshop?

Time Required
10 minutes for interviews
Each participant is given a maximum 5 minutes to introduce their partner

What to do
Divide the group into two-person teams by asking them to them find a partner that they know the least about. The pairs then interview each other for about 10 minutes. After the interviews, reassemble the group into a big circle and have each participant introduce their partner to the group. Ask both participants to stand up for the introduction.

Icebreaker #2: Circle of Friends

This is a great greeting and departure exercise for large groups of participants who are attending a short seminar or a workshop (for example, release planning or a training) where the chance of everyone meeting everyone at the same time again is unlikely.

What to do
1. Form two large circles, one outer circle and one inner circle - the participants in the inner circle should be facing participants in the outer circle
2. Ask the participants in each circle to take one step in opposite directions - ie. the outer circle participants step to the right while the inner circle step to the left
3. The participants greet each new person as the circle continues to move around
4. The participants can greet each other by simply saying one word that they think expresses something they feel, right now, or something that is important to remember

This facilitation technique does not take much time and it depends on the number of participants. Also, there is no special material required for this activity.

Icebreaker #3: Name Game
This icebreaker can be used for introduction of the participants in a meeting, workshop or gathering quickly and interactively.

Material Required:
A lightweight beach volley ball or a smiley ball.

Time Required:
5 to 15 minutes for 10 to 30 people group

What to do:
The group stands in a circle facing each other. Everyone needs to think of a verb (action word) that begins with the same letter as their name. Have an initial go round where everyone says what their name is (e.g. Jumping James). When everyone has said what they're called, start off by throwing a lightweight ball to someone while saying their name and acting out the verb (so you throw a ball to Jumping James, and jump while you say his name). James then introduce himself with little more quick information about himself and throws the ball to the next person, while saying and acting out their name (Laughing Lindsay)... Of course you can run the same game without the verb. In large groups you can add to the challenge and keep everyone on their toes by using several balls at the same time.

Here in the activity the people will easily remember others by their action word linked to their name. So good rapport can be developed during this activity. The action part will create fun and removes the inhibitions.

Icebreaker #4: Picture Your Team
When you have too huge crowd (around 100) and you cannot have individual or paired introductions, you can go with this facilitation technique.

Material Required:
Flip charts (probably with different colors). Number of flip charts should be equal to the number of groups.
Color sketches, markers or sharpies

Time required:
Around 30 minutes for a group of 100

What to do:
First you need to group them into small sized around 6 to 8 members. Handover them flip charts and colored sketches/markers. Give them 10 minutes time to discuss the individual character of every member in the team and then come up with a picture that covers the entire team. So in first 10 minutes all teams will complete this part and ready. Then you give every team 2 minutes to come forward to all the members and explain the chart.
Here one person from each team can come and one more person can help and the rest of the members can just stand at their table OR All the members along with the chart can come forward and one person can explain.

This saves time for introductions of individuals for 100 members.

2.9 Facilitation Technique #2: Forming Groups

Group work is especially useful with large workshops, creative thinking exercises and brainstorms. Group work will also make workshops more manageable. Unless it is culturally inappropriate, groups should be established with gender and age balance.

Note: If the facilitator notices that in any group there are dominant participants while the others are not taking an active role in discussions and activities, then the facilitator may form new groups or swap some of the participants around.

Forming Groups #1: Form group by a given criteria

Material Required:
Create small flip charts (6 by 4 size) with some symbols or signs printed on them and folded.

Time required:
Around 10 minutes for a group of 40 to 50

What to do:
First decide how many groups you would like to form. For example, you have 50 members and you want them to group them into 5 groups. So you have to have 5 different symbol or animal printed sets with 10 in each set. You have to put them in a bowl and ask the participants to grab one from the bowl and keep it closed. No one should open it until everyone have one card in their hand. Once everyone have one card in their hand, ask them to open at a time. Based on the card they have, they need to identify other who have the same type and join as a group.

You can do this activity with different variants like:

- Numbers printed 1 to 5 (for 5 groups)
- Birth stars such as Aries, cancer etc
- Animals such as cow, tiger, lion etc (careful about using some animals that may bring objection in the group such as pig, dog)

Note: If you have uneven number of participants, then the leftover participants can form a separate group or they can join other groups at the end of the activity
Also, you can define some criteria such as below:

- No colleagues in same group
- There should not be more than 2 managers in one group
- Average age group should be between 25 to 30

Forming Groups #2: Picture Puzzles

Material Required:

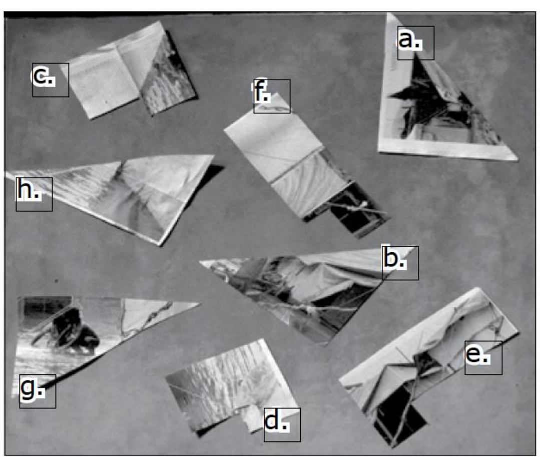
- Work out how many groups you want to form
- Create ‘Picture Puzzles - as many different puzzles as work groups needed for the exercise. For example, if you need 5 groups you will need to make 5 different picture puzzles. The total number of all of the puzzle pieces should match the total number of participants.
- Pictures that could be used to make the puzzles could be:
    - Pictures that are relevant to the workshop material cut into pieces, or
    - 4 or 5 frames of a comic - IDEP Community Based Disaster Management comics can be used or other comic strips from newspapers
- Place all of the puzzle pieces in a bag, basket or box

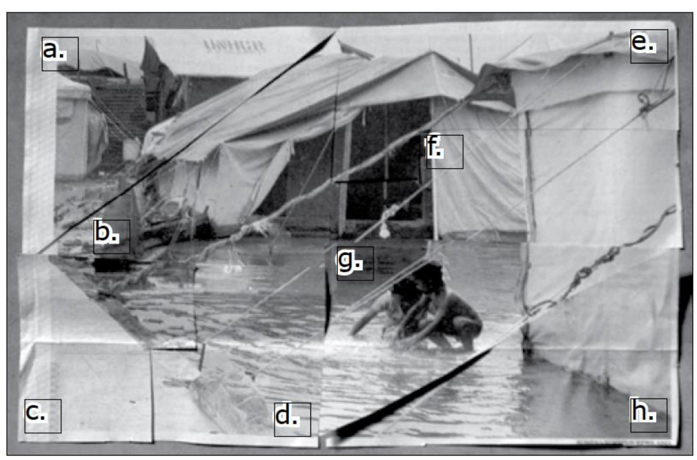
Time required:

depending on the crowd size it may take 15 to 20 minutes

What to do:

1. Each participant takes a turn picking a puzzle piece out of the container.
2. After each person has chosen one, the participants begin to search for others with puzzle pieces that can be joined to make the picture or comic strip.
3. After the participants have found everyone in their group, they need to re-create the pictures and / or put the comic strip story back in order.
4. Once they are done, the newly formed group can sit down to work together on a creative thinking exercise or design project.





2.10 General Facilitation Techniques:

Sometimes, as a scrum master or coach, you may have to keep the audience engaged before a meeting starts or in the middle of the meeting to get energy back etc. Below facilitation techniques will help you to address those scenarios:

2.10.1 Working agreements:

Working agreements helps you to build consensus based guidelines to conduct a meeting, gathering or seminar. In this you will get agreement within the group for usage of cell phones, break times, how to handle questions and answers, parking lots etc.

2.10.2 Rock Paper Scissors

This is a game where members will be grouped into 3 member teams. They count 1, 2, 3, and show a symbol of Rock (Closed fist), Paper (Open palm) and scissors (two fingers making scissor symbol). Here the order is, Scissor can cut the paper, Paper can cover up the rock and rock can smash the scissor. So after a few rounds one person wins from the 3.
So this will continue with all members in 3 members teams and finally one person wins.

2.10.3 Chinese Whispers

This is to promote the direct communication. The facilitator asks the members to form a circle. Facilitator whispers a phrase such as “This ecosystem is in danger due to lot of pollution, but we can save it if we work together”. And ask that person to whisper to next person. Like this it should continue till the last person in the circle and the last person should tell it loud. Generally, the message will change as it passes through various ears. So direct communication is better.

2.10.4 Post workshop summarization (Quiz)

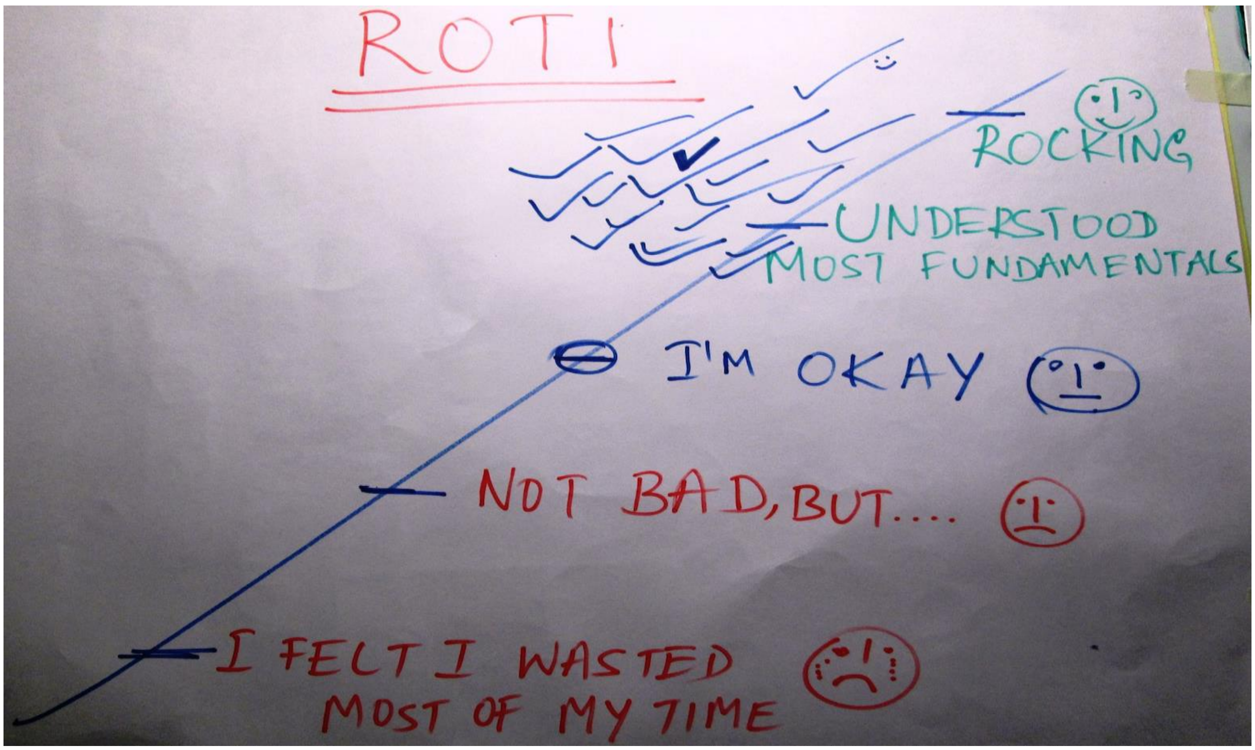
This technique helps to create a quick summary or recap to the participants at the end of a training program. Facilitator asks everyone to stand up and takes a smiley ball, he/she throws that to one of the participants. Whoever gets the ball, should tell one point that they learned in the session and then pass on the ball to others. None can hold the ball more than two seconds, if they cannot tell anything then pass on the ball to others in this case all others should shout “better luck next time”. Whoever tells one point correctly, others have to shout “good job”.

2.10.5 Fist of Five

This is a quick feedback technique. At the end of any program such as training, workshop, meeting, you can collect participants feedback using this technique very quickly. In this, you will ask participants to raise their hand with 5 fingers open if the program is excellent, 4 fingers for very good, 3 for good and 2 for average. This helps you to get a feel on the feedback quickly.

2.10.6 ROTI

ROTI full form is Return On Time Investment. This is also a quick feedback technique. At the end of the training/meeting/gathering/workshop, facilitator to keep ROTI feedback flip chart at the exit of the room and keep markers/sharpies available there. While leaving the room every participant makes a mark on the flipchart as per their feedback. Refer the following diagram as an example.



3 Scrum Master as Impediments Remover

The role of a Scrum Master is one of many stances and diversity. A great Scrum Master is aware of them and knows when and how to apply them, depending on situation and context. Everything with the purpose of helping people understand and apply the Scrum framework better.

3.1 What is an Impediment?

- "An impediment in Scrum is a factor that blocks the Development Team in its creation of a valuable piece of software in a Sprint, or that restricts the team in achieving its intrinsic level of progress [1]."
- "Problems that go beyond the self-organization of the Development Team."
- "An event that impedes any of the developers from working to their anticipated sprint capacity

Some nice quotes about impediments are:

- "A good Scrum Master creates an environment where raising impediments can occur. A great Scrum Master creates an environment where creativity can occur."
- "A good Scrum Master will push for permission to remove impediments to team productivity. A great Scrum Master will be prepared to ask for forgiveness."

Impediments are very common during agile project execution and the transformation. These impediments are revealed generally during the change. Most of the times the impediments are at team level and at times they are at organization level too. At an enterprise level, impediments are magnified in the cost and scope of their impact. Frequent complaints, challenges or less than desired outcomes are often indications of larger/deeper organizational impediments that need to be exposed and addressed in the change strategy over compromising agility.

Team level impediments are low impactful because they can be rectified within the team through proper collaboration and effective communication. Scrum Master should educate the team to be self-organized and work on the team level impediments to be resolved on their own instead of waiting for Scrum Master's intervention.

Awareness of the different types of impediments including strategic, structural, cultural and educational are important to identifying and addressing them effectively.

Strategic impediments may include misaligned goals, vision, or business drivers for change, lack of product visioning, or organizational visioning, etc. Structural impediments may include roles and responsibilities, departments, locations, physical or technical infrastructure, performance measures and rewards, compliance and financial controls. Cultural impediments may include leadership values and principles, collaboration and competition, team vs. individual drivers, process richness, focus on deadlines over all else, etc. Educational impediments may include understanding of new roles, processes, structures and leadership competencies to drive an effective agile approach.

Scrum Master should have the following characteristics to tackle the impediments:

- Courage
- Soft skills
- Innovation
- Patience

Examples of Impediments:

- Illness of team members
- Unforeseen and undesired changes in team composition
- Issues with the tooling of the Development Team
- Scarcity of skills
- Lots of technical debt
- Problems with suppliers
- Unavailability of the Product Owner
- Undesired pressure from management
- Conflict between team members
- Lots of unimportant meetings the Development Team has to attend
- Restrictions to the team environment
- An indecisive Product Owner

3.2 How Scrum Master Tackles Impediments

According to the Scrum Guide one of the Scrum Master services to the Development Team is removing impediments to the Development Team’s progress. As a servant leader, the Scrum Master guides the Development Team towards self-organization and cross-functionality. The Scrum Master encourages, supports and enables the team to reach their full potential and abilities.

To achieve all this, the Scrum Master should make conscious decisions about removing impediments. Questions to consider are:

- Is it really an impediment or is it something the Development Team can resolve themselves?
- Do we actually need remove this impediment?
- What is the real problem here?

It’s important to realize that the given examples of possible impediments don’t have to be impediments. Something will only become an impediment when it exceeds the self-organizing capabilities of the team.

Scarcity of skills might be become an impediment, but trust the self-organizing character of the Development Team to think off other options themselves. Maybe a team member is eager to learn the desired skills and sees this as a great opportunity. Also a conflict between team members doesn’t have to be an impediment. Let them have an intense discussion with each other. It’s up to the Scrum Master to lead the team through healthy conflict and debate. Eventually this will lead to an even stronger team.

A Scrum Master should create an environment where the Development Team feels safe to raise impediments. Respecting the self-organizing capabilities of the team, the Scrum Master should encourage the team in trying to solve their own problems. Or even better, preventing something to become an impediment at all.

3.3 Tactics for Removing Impediments

Removing impediments can be a challenge. Below I’ve shared some tactics and ideas that a Scrum Master can consider when facing impediments.

- **Don’t wait until the Daily Scrum to raise an impediment!** Sure, one of the suggested Daily Scrum questions is “Do I see any impediment that prevents me or the Development Team from meeting the Sprint Goal?” But that doesn’t mean the Development Team can only discuss impediments during the Daily Scrum.
- **Use a Sprint Goal.** A clear Sprint Goal is an useful instrument to determine if something is truly an impediment. If something prevents the team from achieving the Sprint Goal, then it’s definitely an impediment.
- **Understand the difference between ‘blocks’ and ‘impediments’.** A block affects only a single task, whereas an impediment acts like a parachute, slowing down overall progress. Quite often the Development Team can fix ‘blocks’ themselves whereas impediments need to be fixed by the Scrum Master [Scrum Shortcuts, I. Goldstein].
- **Improve transparency by using an ‘Impediment Board’.** This can be a simple flip-over where the impediments are visualized. Add some swimming lanes like ‘to do, in progress, done’ and the status is transparent for everyone. Of course you can also add the impediments to the existing Scrum board. Visualizing the status and increasing the transparency hereby is the most important.
- **Keep track of fixed impediments.** This will provide great input for the Sprint Review and Sprint Retrospective.
- **Understand the organization.** A Scrum Master should understand the organizations culture. He should understand how things get done in the organization. By choosing the right approach, difficult impediments can be tackled easier.
- **Be brave and creative in removing impediments.** Be prepared to ask for forgiveness afterwards when you need to take bold decisions to ensure the Development Teams productivity.
- **Collaborate with the Product Owner.** Quite often impediments will be related to product management and collaboration with stakeholders and suppliers. The Product Owner is a key player on this area. Therefore, ensure a healthy relationship with the Product Owner.
- **Stop spending time and effort in solving the wrong problem.** With impediments, Scrum Masters need to resist the desire to fix it, solve it and offer solutions. They should focus on the real problem, not the first problem. Ask questions to understand the situation. Check if it’s really an impediment or a learning opportunity for the Development Team.

4 Scrum Master’s Support to Product Owner

4.1 Product Backlog Prioritization Techniques

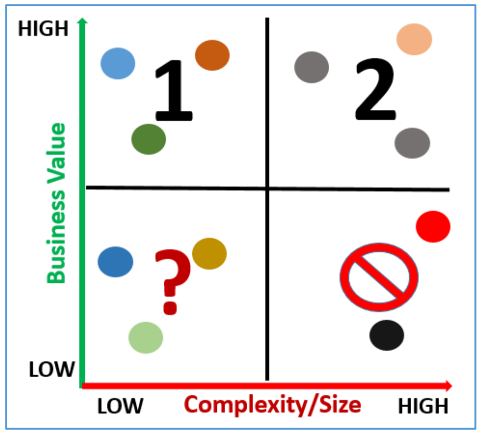
Scrum Master should help Product Owner in terms of making Product Owner understand the Product management related activities, such as backlog creation, backlog prioritization etc. Scrum Master should have thorough understanding on the prioritization models so that he/she can support the Product Owner as and when it is required. In this section, we will discuss few most commonly used prioritization techniques.

4.1.1 MoSCoW Model:

		Should			Won’t
M	o	S	C	o	W
Must			Could		

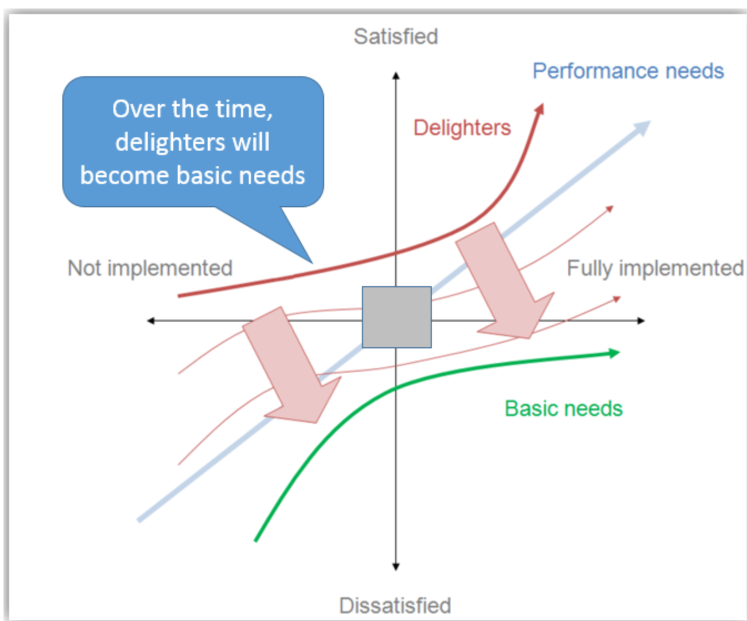
M – Must be part of the product release
S – Also equally important but if time permits we will include in the release if not later release
C – Nice to have features
W – Won’t be part of the release

4.1.2 Value Vs Complexity Model:



Focus on high Value Low complex items in the beginning because they can be done quickly and also provide value to customer. Remember the 20 – 80 rule here.

4.1.3 Kano Model:



Identify what would be the basic needs (must haves) and then satisfiers then delighters. Also be careful about in-differentiators (the center part of above picture).

4.1.4 Feature Screening:

- Identify 3 – 7 (approximately) selection criteria for what is important in the next release
- Select a baseline feature:
  - ✓ Likeley to be included in next release
  - ✓ Understood by most team members
- Assess each candidate feature relative to the baseline feature

	FEATURES						
Selection Criteria	Feature 1	Feature 2	Feature 3	Baseline Feature	Feature 5	Feature 6	Feature 7
Important to existing customers	+	+	+	0	0	+	0
Competitiveness with Product XYZ	-	0	-	0	0	0	-
Makes maintenance easier	+	+	0	0	+	-	0
Generates revenue in Q3	0	+	0	0	+	0	0
Net Score	1	3	0	0	2	0	-1
Rank	3	1	4	4	2	4	5
Continue?	Y	Y	N	Y	Y	N	N

+ = Better than
0 = Same as
- = Worse than

4.1.5 Feature Scoring:

Similar to Feature Screening, but selection criteria are weighted

- Select a baseline feature for each criteria
- Each feature is assessed against baseline for each selection criteria

Much worse than reference	1
Worse than reference	2
Same as reference	3
Better than reference	4
Much better than reference	5

		FEATURE 1		FEATURE 2		FEATURE 3	
Selection Criteria	**Weight**	**Rank**	**Weighted Score**	**Rank**	**Weighted Score**	**Rank**	**Weighted Score**
Important to existing customers	20	1	0.20	3	0.60	4	0.80
Competitiveness with Product XYZ	10	3	0.30	2	0.20	3	0.30
Makes maintenance easier	20	4	0.80	3	0.60	4	0.80
Generates revenue in Q3	50	2	1.00	5	2.50	3	1.50
Net Score			**2.30**		**3.90**		**3.40**
Rank			3		1		2
Continue?			NO		YES		YES

4.1.6 Wiegers Model:

Prioritization is done based on Value, Cost, Risk

Wiegers' Prioritization Process	
Step – 1	List All of the Requirements (features) that you wish to prioritize in a spreadsheet (must be at the same level of abstraction/detail)
Step – 2	Estimate the Relative Benefit ranging from Low 1 - 9 High
Step – 3	Estimate the Relative Penalty (customer would suffer if the feature is not included) (Low 1 - 9 High)
Step – 4	Total Value = Sum of the relative benefit and penalty
Step – 5	Estimate the Relative Cost implementing each feature (Low 1 - 9 High)
Step – 6	Estimate the Relative Degree of technical or other risk associated (Low 1 - 9 High)
Step – 7	Calculate Priority = Value %/ (Cost % * Cost Weight + Risk % * Risk Weight)
Step – 8	Sort the List of Features in descending order by calculated priority
The features at the top of the list have the most favorable balance of value, cost, and risk, so they should have higher implementation priority.	
The key customer and developer representatives should review and agree on the priority.	

5 Scrum Master as a Coach

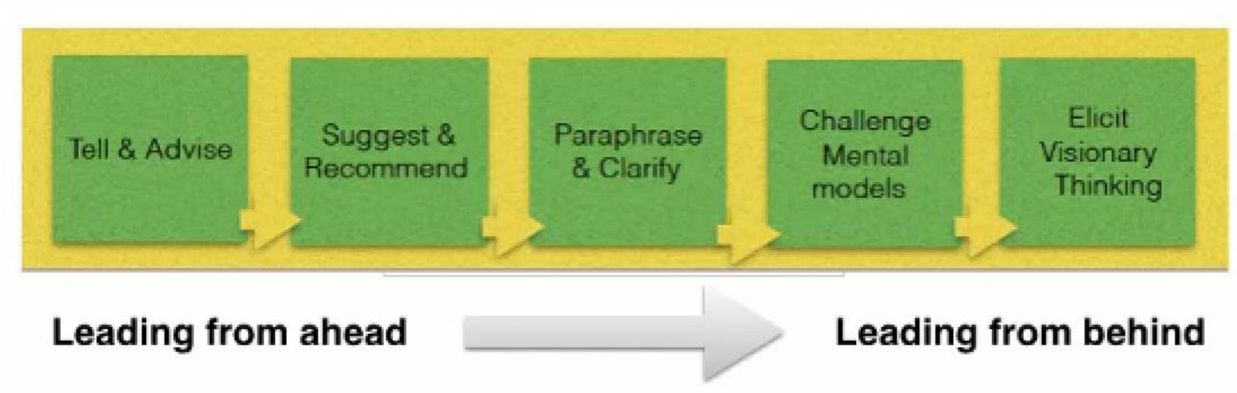
5.1 What is coaching?

According to Tim Gallwey “*Coaching is unlocking a person’s potential to maximize their own performance. It’s helping them to learn rather than teaching them*”

Other good definitions are:

- “The ultimate goal of coaching is to help the client understand themselves better so that they can find ways to make the most of their potential.”
- “Effective coaching is guiding without prescribing.”
- “The art of facilitating the performance, learning and development of another. “
- “Coaching closes the gap between thinking about doing and actually doing.

Coaching is leading from behind as shown below.



Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems.

A coaching session will typically take place as a conversation between the coach and the coachee (person being coached), and it focuses on helping the coachee discover answers for themselves.

Occasionally, *coaching* may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns

Coaching is clearly different from consulting. Here are some key differences between Coaching and Consulting:

- Consultants usually identifies and corrects the problems. Coaches help to find solutions.

- Consulting is treated like a silver bullet whereas Coaching helps the organizations to change for the better
- Consulting is often short term based and Coaching is long term and sustainable results
- Consulting may give sudden spike in improvement and Coaching gives progressive elaboration
- Consulting is more of implementing some other’s (Consultant) solution but Coaching helps you to review and refine your own solution to make it work

5.2 Coaching competencies

Setting the foundation:

- ✓ Meeting ethical guidelines and professional standards
- ✓ Establishing the coaching agreement

Co-creating the relationship:

- ✓ Establishing the trust and intimacy with the client
- ✓ Coaching presence

Communicating effectively:

- ✓ Active listening
- ✓ Powerful questioning
- ✓ Direct communication

Facilitating, Learning & Results:

- ✓ Creating awareness
- ✓ Designing actions
- ✓ Planning and Goal setting
- ✓ Managing progress and accountability

5.3 What is effective coaching?

In Portia Tung’s website ‘Selfish Programming’ you can find the 7 habits of highly effective coaches. A Scrum Master can use these habits to check if (s)he is doing coaching in a way the chances of success will be the highest. The habits she describes are:

- **Lead by example.** This means living by the values and principles they espouse as well as applying the tools and techniques they know to themselves and to their work. You have to practice how to be agile for yourself first. Practice the agile values and principles first before telling the team to follow.
- **Begin with the end in mind.** A coach works backwards from the goal to figure out the most effective and efficient way of getting from A to B.

- **Set a sustainable pace.** A coach stays calm when others around them lose their heads. Don't expect results overnight. Remember, changes take time and they get results slowly. Don't ever blame the team if their learning is slow.
- **Think with your head and feel with your heart.** A coach balances thinking and feeling. They apply logical thinking as well as empathy when solving problems.
- **Pull, not push.** A coach waits and is always ready when someone asks for help. A coach creates and offers learning opportunities instead of thrusting their ideas, advice and views onto others.
- **Talk less, listen more.** A coach postpones judgment on what they hear and lets others talk while they listen with care. There are 3 levels of listening:
    - **Level 1:** Internal dialogue/Self-referential/own framework – formulate opinion/advice
    - **Level 2:** Focus intently on what the client (coachee) is saying
    - **Level 3:** Hear what is not being said
- **Flow like a stream.** A coach is patient, pragmatic and present.
- **Keep up the balance:** When team overreacts for change be patient and keep the balance. Never take criticism personally and do not incline towards consulting to get quick results.
- **Be cautious about your language:** Make yourself part of the team. Do not ever use "I/You/They" rather use "We/our/Us" so that you will get quick buy-in with your team and then will be open to listen.
- **Open to learn:** Don't be panic if things do not work they way you want. Take time, retrospect and identify gaps. Most powerful lessons are learned from mistakes. Let the teams experiment, if they fail help them to learn from those failures.
- **Accept feedback:** You have to be open to receive feedback as and when it comes through. It helps you to become more robust coach.

5.4 What is the role of Scrum Master as an Agile coach?

As an agile coach, your goal is to develop productive agile teams that think for themselves rather than relying on you to lay down the path for them. You need to help them understand the agile from the value point of view rather than practice point of view. You need to help them change the way they work, communicate, collaborate and understand team based value delivery. During this process you need to help them unlearning some of their old habits, using your coaching skills, tools and techniques.

You need to understand, each team is different as they have different levels of skills, attitude, knowledge. That means your coaching strategy depends on what the teams need from you.

As an Agile coach you may have to concentrate on the following topics:

Feedback:

Give feedback about what you noticed to the team. Help them incorporate feedback into the way they work so they spot problems themselves. This feedback has to be given based on key observation of patterns. Feedback includes: verbal to the entire team, verbal one-on-one, showing some charts and let them know the improvement areas, highlight some metrics etc.

Training:

As a coach you may need to educate your teams by trainings at various occasions. You have to concentrate on promoting how to be agile rather than how to do agile (the latter is easy but for former is not!). You can achieve this by conducting training sessions, telling stories or sharing your past experiences, playing some games that ignite the thinking in the teams.

Facilitate:

You need to help the teams in facilitating their meetings, help them understand the value of time boxing, collaborative discussions, respect others views, encouraging open communication etc.

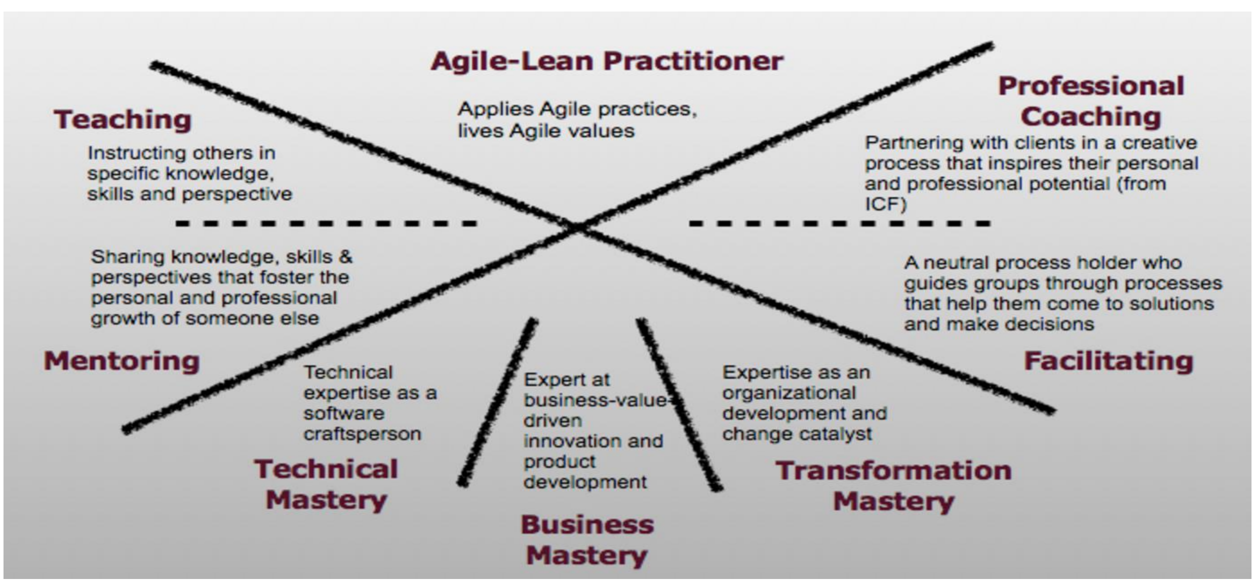
Support:

You have to very closely work with your teams during their initial stage as they may have stuck somewhere and may need your help. You need to help them finding ways to go forward and at times you need to encourage them as and when needed. As part of this process you have to energize the team, challenge them, protect and feed.

Observe:

You need to keep your eyes and ears open and keep watching the way they work and interact. This will help you identifying some anti-patterns and accordingly you can have some coaching techniques to address them

5.5 Agile coaching competency framework:



Reference: http://www.agilecoachinginstitute.com/agile-coaching-resources/

5.6 How Scrum Master can become a good coach?

To describe the Scrum Master as a coach three different perspectives can be used, the individual, the team and the organization. Coaching the individual with a focus on mindset and behavior, the team in continuous improvement and the organization in truly collaborating with the Scrum teams.

Coaching the individual

- Explain the desired mindset and behavior, help individuals see new perspectives and possibilities;
- Influence the individual team members to use Scrum well;
- Help each person take the next step on his or her agile journey.[7]

Coaching the team

- Stimulate a mindset of continuous improvement, create a learning culture;
- Support the team in problem solving and conflict resolution;
- Coach the team to develop "to the point that members learn how to best learn from one another";
- Change the attitude, mindset and behavior that restrict the team of doing Scrum well;
- Coach the team in giving each other open and honest feedback.

Coaching the organization

- Help the organization achieve astonishing results by delivering high quality, valuable products;
- Coach the entire organization in doing product management with a focus on continuously adding business value;
- Support and encourage collaboration and cooperation with the Scrum teams.

Here are some tips to consider during your coaching:

 # 1 Ask open questions: If you ask closed questions, it prevent people from thinking. Open questions help them to think for themselves.

 # 2 Make your coachee think: Ask open questions that demand your coachee to focus more than usual to give accurate answers. Here's an example: 'Can you summarise in three headlines the added value of awareness and responsibility for your coaching activities in the future?' rather than 'What do you remember from the previous chapter?'

Coaching tips. # 3 Don't be judgmental

Ask open questions that demand descriptive, non-judgmental answers. This way, you avoid causing self-criticism or damaging your coachee's self-esteem.

Coaching tips. #4 Resist the Why? question

Asking why often implies criticism and triggers the coachee's analytical thinking process. And analysis (thinking) and awareness (observing) are two different mental processes that are virtually impossible to combine to full effect. So aim for questions that start with words such as what, when, who, how much and how many.

Coaching tips. #5 Keep it short
Make your coaching questions clear and unambiguous. It helps when you limit yourself to one brief question. And listen for the response before launching a new question.

Coaching tips. #6 Go on a trip
A useful metaphor for the GROW model is the plan you might make for an important journey. First, you start with a map that helps your coachee decide where they are going (their Goal) and establish where they currently are (their current Reality). Then you explore various ways (the Options) of making the journey. In the final step, establishing the Will, you ensure your coachee is committed to making the journey.

Coaching tips. #7 Go undercover
You don't need a formal coaching session to raise someone's awareness and responsibility. In fact, most coaching takes place unsolicited, with the coachee unaware of the process. The coached individual will simply think that you were being particularly helpful and considerate. This means that every conversation you have becomes a potential testing ground – a learning experience – to improve your coaching skills.

Coaching tips. #8 Ask for, and be open to feedback
Everybody learns, even the best coaches. So do ask for feedback from your coachee. Besides the positive learning experience for you, it has the extra benefit for improving the relationship. You increase the chances that your coachee will be more open to feedback when s/he is next on the receiving end as feedback is becoming part of the way you interact.

Coaching tips. #9 Set goals at the start with a self-evaluation form
I have mentioned before how important it is to begin the coaching process, formal or informal, with a clear definition of what your coachee would like to achieve. Using a self-evaluation form helps this process tremendously. There are many lists on the internet, or if you can't find one that suits your needs, build one. With as few as 10 questions you can offer your coachee your first added value.

Coaching tips. #10 Don't let the good guys get away
When coaching for performance, you aim to improve certain performance shortcomings of your coachee. But remember, it's not all bad all of the time. I'm sure you can find several good, even great, behaviors that your coachee possesses. But without the proper attention, s/he might not be aware of them, or even worse, adds them to the list of behaviors that need to change. Make sure you identify those positive behaviors and help your coachee leverage them. It's a great way to stress the positive *and* help your coachee reach goals faster by building on existing strengths at the same time.

Coaching tips. #11 Coach only on first-hand data

When you know the coachee, you probably have more information available. You might, for example, have heard something from a colleague. And I know it’s tempting to use that information, but be aware that using it will often have a negative impact on your coaching relationship – whether the information is correct or not. So stick to what you hear directly from your coachee.

Coaching tips. #12 Dig deeper, coach better

Ask your coachee open questions that will make him reflect. You should be able to detect it from their body language such as a pause before answering or a raising of the eyes. When you ask questions solely from the normal, conscious level of awareness, you may be helping your coachee to structure his thoughts but you are not probing for deeper levels of awareness. But when your coachee has to really dig deep to find the answer, new awareness is created. And once found, the input becomes conscious and readily available for the coachee to use.

Coaching tips. #13 Coach or tell?

Whether or not to opt for a coaching approach depends on your situation at a given moment. If timing is the most important criterion in a specific situation, such as in a crisis, doing the job yourself or telling someone exactly what to do is probably your best option. If quality matters most, you will get the best results with coaching for high awareness and responsibility. If learning and retention are crucial, coaching is again your best choice.

Coaching tips. #14 Before you start, ask yourself what you want to get out of it

Don’t confuse or fool yourself by pretending to coach when you are actually doing something different. If you want to teach, then go and teach. If you want to sell, then do so. But don’t use coaching as a means to something other than for what it is intended. It might give you the desired outcome in the short-term but will always backfire and create more problems at a later stage.

Coaching tips. #15 Understand what makes people tick

There is no need to complete a psychology degree before you can start coaching. But as coaching is all about human interaction, it’s useful to have a basic understanding of what drives human behavior.

Coaching tips. #16 Use homework for your coachee

It gives your coachee more time to collect high-quality input and creates responsibility. And it will give you more coaching time and a solid starting base for your next session.

Coaching tips. #17 Delegate coaching

Evaluate carefully the amount of time you allocate to coaching. In some situations, you can delegate particular coaching jobs to others.

Coaching tips. #18 Coach the coach

When delegating a coaching job to someone else, you are stimulating that individual to apply and build their own coaching skills. It further enriches your own coaching practice as you are approaching coaching from a new perspective.
Even after years of coaching, I still find it refreshing and rewarding to coach coaches.

Coaching tips. #19 Don’t feel guilty about providing input

Just because you read somewhere that a coach should not delve into the content, doesn’t mean that you can’t provide some input. You just need to be careful with your timing and delivery method. A good time to offer your knowledge or experience is when you recognize that the coachee has exhausted all possibilities during the Option phase – the ‘O’ from GROW.

Ask the following question: ‘I have some more options and ideas. Maybe you would like to hear them?’ You can style the question to your liking, but do make sure that it’s clear to your coachee that you are momentarily stepping out of your facilitating role.
When providing your input, make it as short as possible. Try to put it all into one phrase. You don’t want to be talking for the next 10 minutes.
If you have more than one session and know the topic, you can write your tips on paper and get a feeling for the tone and directness of the message. Remember to make it clear to your coachee that your input should be treated in the same way as his own options and ideas.

Coaching tips. #20 When you don’t know the answer, admit it

A no-nonsense approach will help your build a relationship of trust. It is extremely damaging to that relationship to go back on something that you supported during a previous session. If you don’t have the answer, say so and offer to find it by the next session or possibly earlier.

Coaching tips. #21 Two might be better than one

You may find it easier to coach two people at the same time. It might sound strange as, like most people, you probably have the image of coaching as a strictly one-to-one process. But it’s rewarding to look beyond that preconception. I found that coaching two people at the same time can reduce tension and provide a great opportunity for role-playing.

Coaching tips. #22 Describe vs Evaluate

You should use, and encourage your coachee to use descriptive, rather than evaluative words. The more specific and descriptive words and phrases become, the less criticism they tend to carry, and the more productive the coaching will be. So don’t just tell a speaker his presentation was poor or inadequate – this will only make him feel bad. He wants to know that the presentation was clearly structured, brief but rather monotonous and pitched at too low a level for the audience. Remember that description adds value, criticism detracts.

Coaching tips. #23 Coach your boss

You probably won’t get very far by telling your boss what to do. But applying some of the coaching principles and coaching upwards can increase your success rate dramatically.

Coaching tips. #24 Go back and forth

The GROW methodology helps you structure your coaching conversation. It gives a proven, logical sequence to your questions. But even though there is a sequence, you need to go back and forth between the different steps. You might start with a vague Goal that only becomes clear after examining the Reality in some detail. It will then be necessary to go back and define the Goal more precisely before moving to the Options. Even a clearly defined Goal might prove itself wrong or inappropriate once the Reality is clear. Similarly, when listing the Options, it’s important to check back if they help to move towards the desired Goal or not. And finally, before the Will is finalized, it’s crucial to see if the action plan, once realized, achieves the Goal.

Coaching tips. #25 Don’t over prepare a coaching session

Too much preparation destroys your flexibility. Develop a general road map for your next session rather than a detailed, step-by-step instruction manual.

Coaching tips. #26 Build your communication skills

These are crucial. Coaching is all about human interaction. Make sure you master a basic communication model. It’s better to have a thorough understanding of one model that you can actually apply in practice rather than have only a theoretical background on a few of them.

Coaching tips. #27 Don’t strive to put everything into a single session

If your coachee is motivated for the next session, it’s often a first sign that something positive has been put in motion.

Coaching tips. #28 Just do it

Often your coachee will say something like ‘When I started the presentation I gave a short introduction. Then it all blocked’. Instead of talking about something, I often find it useful to ask the coachee to replay a certain situation. It makes it more concrete and offers a great opportunity to test out some of the Options. When your coachee is able to do a successful role play exercise, the motivation, self-belief and learning curve receive a huge boost.

Coaching tips. #29 Provide quick and easy feedback

Here’s a simple but effective feedback method you can use all the time. It’s called LCS – which stands for Like, Concern, Suggestion. Start by saying something you liked, then add your concern and end with one or more suggestions. Here’s an example: ‘I’m happy you have almost finished reading all these tips. But by only reading them, I’m concerned it will not boost your coaching skills as it is more important to actually put them into practice. So I would suggest picking your three favorite ones and thinking about how best you could use them in the assignment I gave you earlier’.

Coaching tips. #30 Everything your coachee says is important.

It's your job to find out how it is important.

5.7 Coaching Techniques

5.7.1 ADKAR:

This model, developed by Jeff Hiatt, CEO of Prosci® Change Management (www.prosci.com), and first published in 2003, focuses on 5 actions and outcomes necessary for successful **individual change**, and therefore successful organizational change. The five parts of ADKAR are:

1. Awareness
2. Desire
3. Knowledge
4. Ability
5. Reinforcement

They show the milestones an individual must achieve for change to be successful.

What really gives this model the edge is its emphasis on individual change.

While many change management projects focus on the steps necessary for organizational change, ADKAR emphasizes that successful organisational change occurs only when *each person* is able to transition successfully.

1. **Awareness of the need for change.**
   Understanding **why** change is necessary is the first key aspect of successful change. This step explains the reasoning and thought that underlies a required change. Planned communication is essential. When this step is successfully completed the individual (employee) will fully understand why change is necessary.

2. **Desire to participate in and support the change.**
   In this step the individual is able to reach a point where they make a personal decision to support the change and participate in the change. Naturally a desire to support and be part of the change can only happen after full awareness of the need for change is established. Building desire is partly achieved by addressing incentives for the individual and creating a desire to be a part of the change.

3. **Knowledge on how to change.**
   The third building block of the model, providing knowledge about the change, can be achieved through normal training and education methods. Other methods of transferring knowledge, such as coaching, forums and mentoring, are equally useful, so don't limit this process to formal

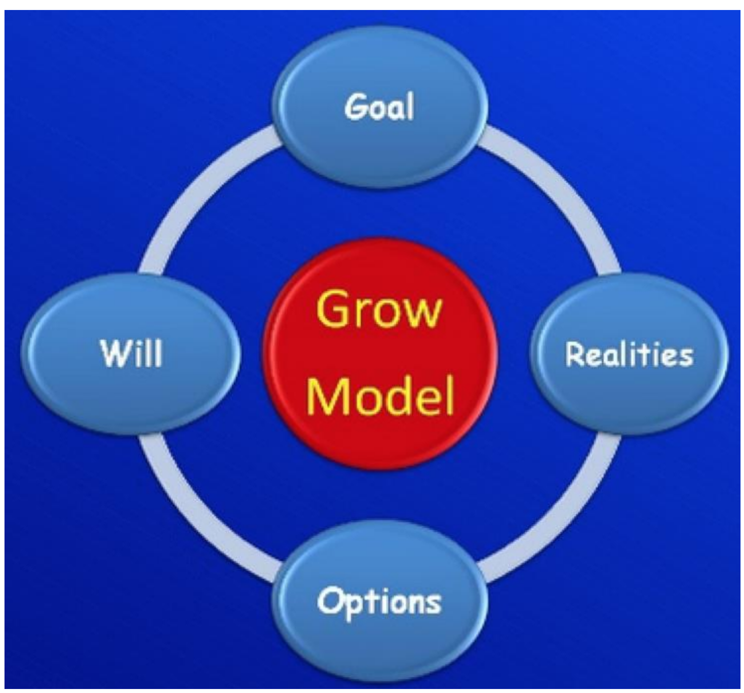
training. Two types of knowledge need to be addressed: knowledge on how to change (what to do during the transition) and knowledge on how to perform once the change is implemented.

4. **Ability to implement required skills and behaviors.**
In this model Ability is understood to be the difference between theory and practice. Once knowledge on how to change is in place (theory) the practice, or actual performance of the individual, needs to be supported. This can take some time and can be achieved through practice, coaching and feedback.

5. **Reinforcement to sustain the change.**
This final stage of the model is an essential component in which efforts to sustain the change are emphasized. Ensuring that changes stay in place and that individuals do not revert to old ways can be achieved through positive feedback, rewards, recognition, measuring performance and taking corrective actions.

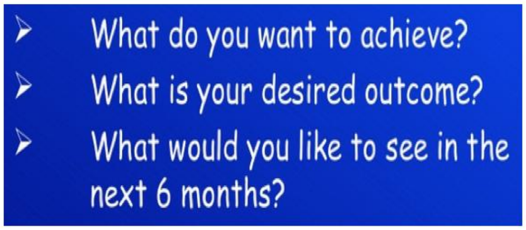
5.7.2 GROW:

The GROW model (or process) is a simple method for goal setting and problem solving. It was developed in the United Kingdom and was used extensively in corporate coaching in the late 1980s and 1990s.tting and problem solving. It was developed in the United Kingdom and was used extensively in corporate coaching in the late 1980s and 1990s. People significantly contributed for GROW model were: Graham Alexander, Alan Fine, and Sir John Whitmore



GOAL:

It could be a performance goal, a development goal, a problem to solve, decision to make, or a goal for the coaching session.



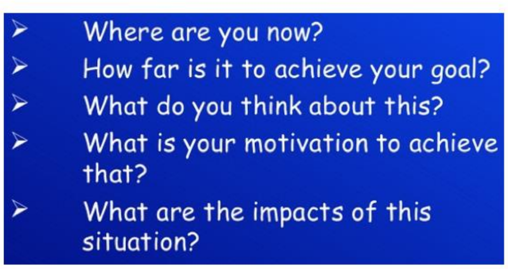
Sample questions for “Goal”:

1. What do you want to achieve from this coaching session?
2. What goal do you want to achieve?
3. What would you like to happen with ______?
4. What do you *really* want?
5. What would you like to accomplish?
6. What result are you trying to achieve?
7. What outcome would be ideal?
8. What do you want to change?
9. *Why* are you hoping to achieve this goal?
10. What would the benefits be if you achieved this goal?

REALITIES:

This step in the GROW model helps you and the employee gain awareness of the current situation – what’s going on, the context, the magnitude of the situation, etc.

The key is to take it slow and easy – it’s not a rapid-fire interrogation. Let the employee think and reflect. Use active listening skills – this is NOT the time to jump to solution generation or share your own opinions.



Sample Questions for “Reality”:

1. What is happening now (what, who, when, and how often)?
2. Have you already taken any steps towards your goal?
3. How would you describe what you did?

4. Where are you now in relation to your goal?
5. On a scale of one to ten where are you?
6. What has contributed to your success so far?
7. What progress have you made so far?
8. What is working well right now?
9. What is required of you?
10. Why haven't you reached that goal already?
11. What do you think is stopping you?
12. What do you think was really happening?
13. Do you know other people who have achieved that goal?
14. What did you learn from ______?
15. What have you already tried?
16. How could you turn this around this time?
17. What could you do better this time?
18. If you asked _____, what would they say about you?
19. On a scale of one to ten how severe/serious/urgent is the situation?
20. If someone said/did that to you, what would you think/feel/do?

OPTIONS:

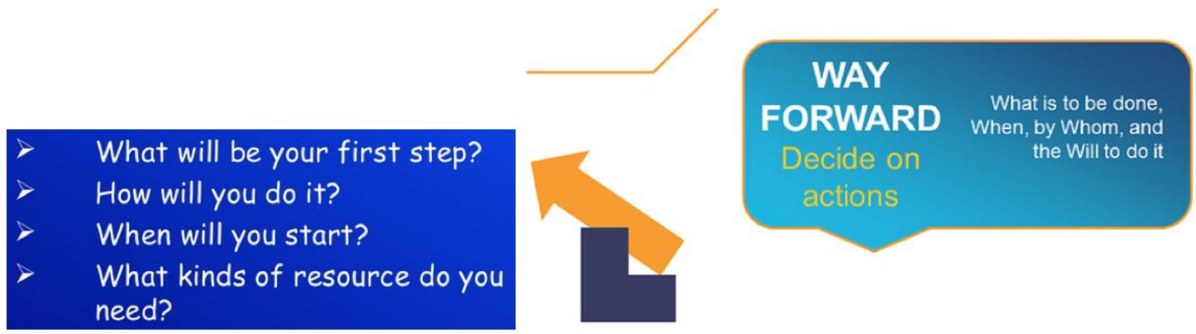
Once you both have a clear understanding of the situation, the [coaching] conversation turns to what the employee can do to reach their goal.

Sample questions for Options:

1. What are your options?
2. What do you think you need to do next?
3. What could be your first step?
4. What do you think you need to do to get a better result (or closer to your goal)?
5. What else could you do?
6. Who else might be able to help?
7. What would happen if you did nothing?
8. What has worked for you already? How could you do more of that?
9. What would happen if you did that?
10. What is the hardest/most challenging part of that for you?
11. What advice would you give to a friend about that?
12. What would you gain/lose by doing/saying that?

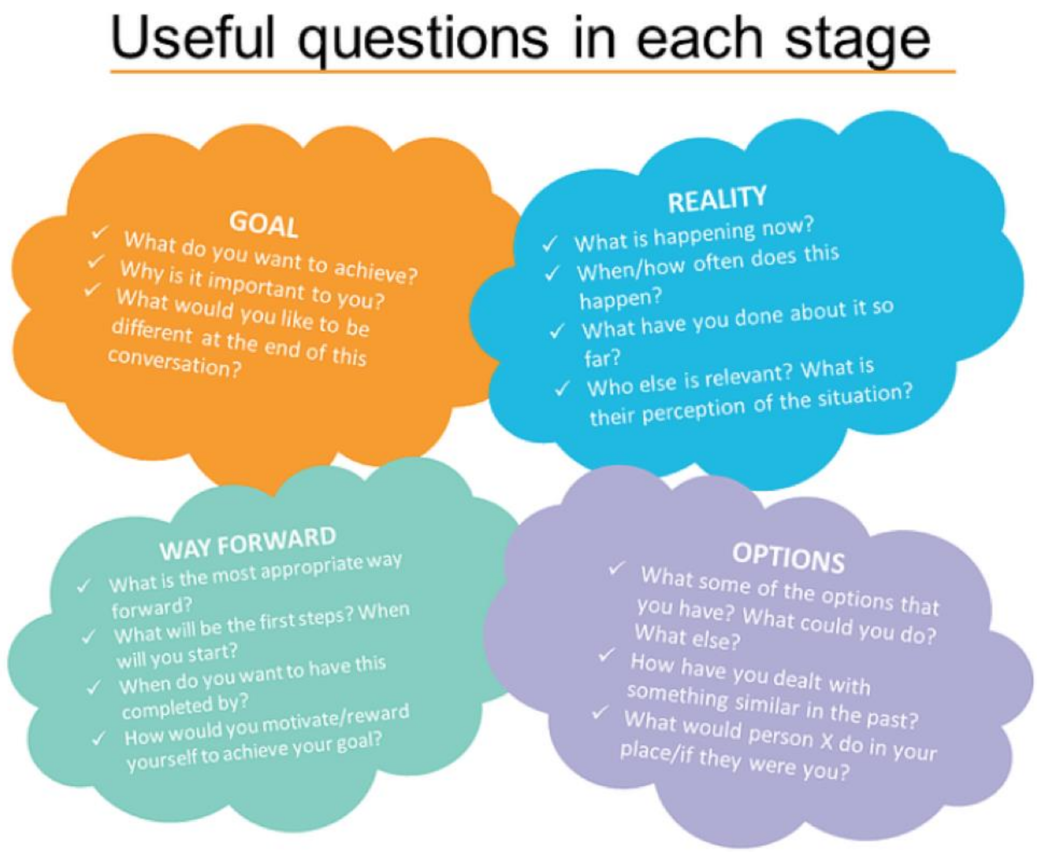
13. If someone did/said that to you what do you think would happen?
14. What's the best/worst thing about that option?
15. Which option do you feel ready to act on?
16. How have you tackled this/a similar situation before?
17. What could you do differently?
18. Who do you know who has encountered a similar situation?
19. If anything was possible, what would you do?
20. What else?

WILL/WRAP-UP:
Is the last step in the GROW model. In this step, the coach checks for commitment and helps the employee establish a clear action plan for next steps.



Sample questions for Will/Wrapup:
1. How are going to go about it?
2. What do you think you need to do right now?
3. Tell me how you’re going to do that.
4. How will you know when you have done it?
5. Is there anything else you can do?
6. On a scale of one to ten, what is the likelihood of your plan succeeding?
7. What would it take to make it a ten?
8. What obstacles are getting in the way of success?
9. What roadblocks do you expect or require planning?
10. What resources can help you?
11. Is there anything missing?
12. What one small step will you take now?
13. When are you going to start?
14. How will you know you have been successful?
15. What support do you need to get that done?
16. What will happen (or, what is the cost) of you NOT doing this?
17. What do you need from me/others to help you achieve this?
18. What are three actions you can take that would make sense this week?
19. On a scale of one to ten, how committed/motivated are you to doing it?

20. What would it take to make it a ten?



Example:

You're helping a team member, Julie, achieve her goals using the GROW Model.

Julie says that she would like a promotion to team leader within the next two years. This is a SMART goal – it's specific, measurable, attainable (as she already has one year of experience, and there are several team leader positions in her department), relevant (both to Julie's overall career aspirations and the team's mission), and time-bound.

You and Julie now look at her current reality. She's in an entry-level position, but she already has some of the skills needed to be team leader. You brainstorm the additional skills that she'll need in order to be successful in a team leader role: She needs more experience of managing other people, and experience dealing with overseas customers. she also needs to continue performing well in her role, so that she'll be considered for a promotion when one is available.

You then both review her options. To get the experience she needs she could lead a small team on a small project. She could also spend time in the overseas team.

Finally, you establish the will. As her manager, you offer to let her lead a small team on a minor project. If she performs well, she can take on additional projects with more responsibility in the future. Julie must also approach the overseas team to arrange to spend time in that department, and continue performing well in her current role. You agree to review her progress in three months time.

5.7.3 Powerful Questions:

Powerful Questions is a great coaching technique. You as a coach focus more on the ***asking*** rather than telling. Asking helps the coachee to start thinking. While you are asking questions, focus more on open ended questions rather than closed ended.

Effective Coaches always start with **Open ended questions** that encourage the Client to share his mind, thoughts, feeling and emotions freely. In the process the Client gets information about “Where is the Client coming from”.

Why Questions !

Avoid asking questions starting with **“Why"** since they tend to give an impression of blame and criticism and are capable of shutting down the client.

For example, asking, “Why did you park your car here?” seems to convey as if, he has done a mistake!! Changing this question to something like, “What made you park your car here?” disconnects the person from the reason and makes it safe for the person to answer.

Convert the below WHY questions to WHAT.

WHY Questions	WHAT Questions
Why did you skip dinner?	
Why were you late for the meeting?	
Why is the report delayed?	
Why did you forget our anniversary?	
Why did you wake up in time?	
Why did not you apply for the loan?	
Why did you speak to him rudely?	

You can use following questions as reference to improve your questioning skills.

GETTING STARTED RIGHT

Establishing Coaching Session Topic

- "So, how have you been?" *(Great open-ended question to drill down from)*
- "What would a home run in your life look like this week?" *(Make a list)*
- "What's been working for you since our last session?"
- "What hasn't been working for you?"
- "What do you need most from me today?"
- "So, what have been your 'highlights' since our last session?" "And your 'lowlights'?"
- "I'm curious, how do you think I can help you this week?"

Establishing Session Goals

- "What, if you got it finished this week, would make you jump for joy?"
- "What is the biggest change you are willing to make today?"
- "What would you love to have happen by the end of this session?"
- "What would you most like to get out of the next 30/45/60 minutes?"
- "What would be the most helpful thing for you to take away from this session?"
- "What if you worked on it right NOW, would REALLY put a smile on your face?"
- "Imagine you've just had an ideal week. What 3 things did you complete?"
- "What could we work on that would help you the most over the next few weeks?"
- "What would you be disappointed we didn't work on today?"

The First Session

- "Tell me about yourself…"
- "What specific goals would you like to meet by working with a coach?"
- "What have you already done towards your goals?"
- "How will we evaluate the success of the coaching at the end?"
- "What kind of coach would you like me to be for you?"
- "What are you expecting from the coaching?"
- "What do you need most from me during our coaching?"
- "What is the one thing I should not do/say to you?"
- "What is the most exciting part of working with a coach?"
- "What is the scariest part of working with a coach?"
- "What is the biggest change you are willing to make today?"
- "What is one thing you will do immediately after our session today?"

GOALS

Setting Coaching Goals

- "What are you tolerating/putting up with?" *(Make a list)*
- "What do you love?" *(Make a list)*
- "What do you hate?" *(Make a list)*
- "What are your current issues?" *(Make a list)*
- "What's bugging you right now?" *(Make a list)*
- "What excites and inspires you?" *(Make a list)*
- "What would you like as a goal if you knew you could not fail?"
- "What bothers you the most right now?"
- "What's one/three/five things you would love to do before you die?"
- "If you were to FULLY live your life, what is the first change you would start to make?"
- "What do you secretly yearn for?"
- "What is missing in your life right now?"
- "What areas of your life could be upgraded or tweaked?"
- "What are the 3 things that would make the biggest difference in your life?"
- "What do you really, really want?"
- "If you dared say it aloud, what would you make happen in your career/life?"
- "If you won the lottery, what would you do?"
- "If you could do anything at all, what would be your ideal career/life?"

- "If there was an outcome you were secretly looking for, what would it be?"
- "What could we work on that would make the biggest difference to your life?"
- "What are three things you are doing regularly that don't serve or support you?"
- "For your life to be perfect, what would have to change?"
- "What's one change you could make that would give you more peace/calm?"
- "If you are 90 years old and looking back over your life, what have you done to make you feel proud?"
- "What's your dream for this lifetime?"
- "If you were to FULLY live your life, what is the first change you would start to make?"
- "What would have happened in 6 months that your life/career/business is doing better than you could have expected?"
- *And why not stretch your clients?* "How would you feel about doubling that goal?"

GETTING UNSTUCK

When a client feels stuck, they still have a goal - to get unstuck, make a decision or a change.

- "How important is ________ to you really?"
- "What's the pay-off for being stuck?"
- "What if you LOWERED your expectations and got moving that way?"
- "How's that working for you? *(from the wonderful Carol Pressnall Leek)*
- "Who will be the 'winners' and 'losers' if you achieve your goal?" *(explore how this could be getting in the way)*
- "Who are you now, and who will you need to become to complete your goal?"
- "What happens if you continue with your present behaviour?"
- "What do you get out of having this difficulty?"
- "What are you avoiding?"
- "What do you gain from staying stuck?" *(There must be a 'benefit' or they wouldn't be stuck!)*
- "If you secretly knew what was holding you back, what would it be?"
- "What are you not seeing or acknowledging?"
- "What do you NOT want me to ask you?"
- "Imagine for a moment that your issue is resolved. How did you get there?"
- "So, what do you think you're SECRETLY afraid of, that's getting in the way of ________?"
- "What do you think you're afraid of, that's getting in the way of living the life you want?"
- "What are you ready to change?"
- "What are you NOT ready to change YET?"
- What would you suggest I ask you to move this forwards?
- "What haven't you admitted out loud yet?"
- "What's the problem in a nutshell?"
- "Now, what's the problem in one sentence?"
- "And what's the problem in one word?"
- "How important is this to you REALLY?"
- "What would YOU suggest I ask you to move this forwards?"
- "What EXCITES and INSPIRES you?" *(Make a list)*
- "What are you TOLERATING and Putting up with?" *(Make a list)*
- "Imagine for a moment that your issue is resolved. How did you get there?"
- "What *could* make a difference?" Then ask, "What *would* make a difference?"
- "If, overnight a miracle happened and you got unstuck, who would you be?"
- "What research could you do to help you find the first step?

- "Who could you talk to who would illuminate this issue?"
- "What do you NOT want me to ask you?"

Making Decisions and Moving Forwards

- "What will you think about this 1 month, 1 year, 10 years from now?"
- "What would you do if you didn't have to live with the consequences?"
- "Name someone who has done what you want to do. What would ________ do if they were in your position?"
- "So which choice do you like best?"
- "So which choice do you like least?"
- "What's the EASY way forward here?"
- "Which choice or decision are you avoiding?"
- "Which decision is the cheapest?"
- "Which decision would be the quickest to complete?"
- "Which decision moves you closest to your life goals?"
- "What would happen if you didn't make that choice?"
- "Would you still make that decision if you won the lottery?"
- "How will this decision affect others in your life?"
- "Which decision might surprise you?"
- "What do you gain by making that decision?"
- Then ask, "What will you lose by making that decision?"
- "How do you feel in your body about that option?"
- "What is your body telling you about that decision?"

ACTIONS

Brainstorming Action Options

- "What could you do as the very first step towards meeting your goal?"
- "What could you STOP doing? Do LESS of? Do MORE of? CONTINUE doing? START doing?" *(Make a list)*
- "Have you ever done this or something similar before?" Then, "What did you do last time?"
- "Do you personally know anyone who already has your goal?"
- Then ask, "What could you learn from them?"
- "If you had a choice, what could you do?"
- "What hasn't worked yet?"
- "Let's imagine it's a year from now and you've accomplished your goal. What steps have you taken to achieve it?"
- "What are all the crazy and wacky things you could do to meet your goal?"
- "Suppose, just for a moment, you live in a world where fear and anxiety do not exist. What could you do now?"
- "Suppose you had all the information you needed, what would be the next step/s?"
- "Let's imagine you're really excited about this. What would you do?"
- "If you were at your best, what would you do right now?"
- "If you (secretly) knew what you had to do, what would it be?"
- "What if you were an expert in the area of your goal? What would you advise yourself to do?"
- "What would you do if you knew you couldn't fail?"
- "What could you do if you didn't care what other people thought?"

- "Imagine you had all the time you needed what would you do?"
- "Imagine you're fully confident in your abilities, what could you do?"
- "Imagine you're fully confident that others will support you. Now what could you do?"
- "Imagine having a chat with the wisest person you can think of (whether you know them or not). What would they tell you to do?"
- "What if money were not an issue?"
- "If there was no 'history' or 'politics' to this what could you do?"
- "If you were rich beyond your wildest dreams how would you approach things differently?"
- "What would you do if you didn't have to live with the consequences?"
- "What would you advise your best friend to do if they were in your situation?"
- "What would your best friend advise you to do?"
- "What would you advise your son/daughter/child to do in this situation?"
- "What is an impossible option?"

Choosing Actions to Move Forwards With

- "From where you are now, what would be a first step that you could feel good about?"
- "Think of someone successful you admire. What would they do next?"
- "If I were to snap my fingers and you knew what you needed to do?" *(snap your fingers)*
- "What do you need to do before you do anything else?"
- "So, if that seems a bit of a stretch from where you are now, give me a couple of stepping stones along the way?"
- "What are you NOT ready to do just yet?" Then, "What could you do in the meantime?"
- "What MUST you do going forwards?"
- "What one small step could you take to move forwards?"
- "Which action leaps out at you?"
- "Which action grabs you'?"
- "Which action is calling you?"
- "What's an action you could take straight after this phone call/session?"
- "What can you do today?"
- "What will you do in the next 24 hours?"
- "Which action/s can you see yourself taking this week?"
- "What are three actions you could take that would make sense this month?"
- "Imagine you've just had an ideal week. What 3 things did you complete?"

Identifying and Removing Obstacles

- "Do you really want to complete this action? How much? Give it a score out of 10."
- "What would stop you from doing that? What could go wrong?"
- "What is the most challenging part of this for you?"
- "If you were going to sabotage yourself, how would you do it?"
- "If you secretly knew what might get in the way, what would it be?"
- "What's good about your CURRENT situation?" *(In other words, what's the benefit to staying as they are?)*
- Then ask, "How can you keep those good aspects while STILL making this change?"
- "How might you get yourself off track?"
- "What obstacles do you expect to meet?"
- "What if something comes up this week, then what?"

- Then ask, "And if that doesn't work, what will you do?"
- "What other problems might there be?", "And what else?", "And what else?"
- "What's your FAVOURITE way of sabotaging yourself?"
- "What is standing in the way of you achieving the success you want?"
- "What 3 things could you do to support yourself and make sure this gets done?"
- "What might you have to give up or stop doing to achieve this goal?"
- "What's the price of making this change – and are you willing to pay it?"
- "If there was something important around achieving this goal (to help you succeed, or that could get in the way) that you haven't mentioned yet, what would it be?"
- "What stops you from doing more towards your goal?"
- "In a nutshell, what's got in the way?"
- "What is holding you back from this goal?"
- "If you secretly didn't want to achieve your goal, what would you do?"
- "What is your back up plan?"

Reviewing Why Actions Have Not Been Completed

- "How did you prevent yourself from completing your action?"
- "What did you choose to do instead of your action?"
- Then ask, "How did that benefit you?"
- And finally, "Looking back, would you make the same choice again?"
- "What did you achieve instead of doing your action?"
- "What was your competing priority?" *(from the awesome Judy Frabotta)*
- "If the same obstacle came up again, what would you do?"
- "What can you learn from this?"
- "What's underneath that is not being said?"
- "What REALLY stopped you from completing your action here?"

COMMITMENT and ACCOUNTABILITY

Establishing Inner and Outer Resources

- "What resources will you need to achieve your goal?"
- "Who are you now? Who do you need to be?"
- "Who could you ask for help in achieving your goal?"
- "Who should you be hanging out with so that achieving your goals becomes natural?"
- "Who else has achieved your goal?"
- "What resources do you already have to achieve this goal?"
- "What could move you towards your goal right now?"
- "What would happen if we doubled your self-belief?"
- "What skills and resources do you already have?"
- "What skills and resources do you need to develop?"
- "What keeps you going?"
- "Where are you the solution?"
- "What are some useful qualities that would move you towards that goal?"
- "Perhaps remember a time when you did something similar to this goal. How did you accomplish that?"
- "What resources have you used in the past that you could bring to the present time?"

- "Who could you tell about your goal that would support you in achieving it?"
- "What resources do you already have (eg. skills, contacts, favours owed) that could move you forwards?"
- "What research could you do to help you find the first (or next) step?"

Gaining Commitment

- "What would it take for you to MAKE this happen?"
- "What would you be willing to give up to achieve your action?"
- "How could you break this down into smaller, more manageable steps?"
- "What is the PAIN for you of NOT achieving this goal?"
- "When SPECIFICALLY will you do your action/s? Tell me the day AND time."
- "On a scale of 1 to 10, how likely are you to complete each action?" - If it's below an 8, then ask "What is stopping you from completing the action?" - Then make resolving this obstacle their first action!
- "How do you normally sabotage yourself - and what will you do differently this time?"
- "Tell me how you'll feel once you have completed your actions?"
- "How will you reward yourself when you complete your actions?"
- "On a scale of 1 to 10, how excited do you feel about taking these actions?"
- Then ask , "What would increase that score?"
- And then, "What could you do to make that a 10?"

REVIEWING PROGRESS and REFOCUSING

- "What has worked so far, and what hasn't?"
- "What did you learn from that?"
- "What else do you need in order to reach your goal?"
- "What choices do you need to make to achieve your goal?"
- "What are my 3 biggest priorities for the rest of the year?"
- "Are your goals still inspiring? What might need to change?"
- "What could you do to make sure the goals get completed easily?"
- "What are my 3 biggest priorities for the rest of the year?"
- "What could inspire me AND is reasonable! to get finished this year?"
- "What is the MOST important thing I want to complete right now?"
- "What do I need to let go of (a goal or something else) to ensure I achieve my goals?"
- "What were your big achievements this past year?" *(personal, spiritual and professional)*

WRAPPING UP

Wrapping up a Session

- "What that we've learned here today, can you take forwards?"
- "What do you feel the most beneficial part of the session was?"
- "So, what have you taken away from this session/call/week?"
- "What was your biggest 'win' of the session?"

Wrapping up the Coaching

- "Thinking broadly, what have you achieved during the coaching period?"
- "What specifically have you achieved or are doing differently as a direct result of the coaching?" *(Review goals here)*
- "What are your top 3 goals and dreams in life right now?"
- "What are your top 5 priorities in life as you now understand them?"
- "What limiting beliefs have you let go of - eg. about yourself, life, others?"
- "What positive new beliefs do you have - eg. about yourself, life, others?"
- "What specifically have you learned about yourself?"
- "How is your life different as a result of the learnings you've made during the coaching period?"
- "What have you learned that you will carry forwards in life?"
- "What has been the best bit of the coaching for you?"
- "What are the best things about your life?"
- "What else would you like to note down that would be useful to you going forwards?"

6 Scrum Master as a Servant Leader

It's a philosophy and a set of practices that enrich the lives of individuals, to build better organisations, and ultimately create a more just and caring world. It's a transformational approach to life and work that has the potential for creating positive change throughout or society. Servant-leadership focuses on collaboration, trust, empathy and the usage of power ethically.

While servant leadership is a timeless concept, the phrase "servant leadership" was coined by Robert K. Greenleaf in "*The Servant as Leader*", an essay that he first published in 1970. In that essay, Greenleaf said:

"The servant-leader *is* servant first… It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions…The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature."

Servant-leadership is about:

- Serving others, not yourself
- Not leading by title
- Leadership that endures
- Helping people develop and perform as highly as possible
- Selfless management of team members
- Promoting genuine team ownership
- Harnessing the collective power of a team

6.1 What is a Servant Leader?

The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived?”

The servant-leaders objective is to enhance and increase teamwork and personal involvement. They create a participative environment, empowering ’employees’ by sharing power and decision-making.

A servant-leader:

- Focuses on building a foundation of trust
- Stimulates empowerment and transparency
- Encourages collaborative engagements
- Is an un-blocker and empathic person able to truly listen
- Shows ethical and caring behavior, putting others needs first
- Is humble, knowledgeable, positive, social and situationally aware

6.2 How can Scrum Master become a Servant Leader?

The Scrum Guide describes the Scrum Master as the servant-leader for the Scrum team. A Scrum Master is not master of the team, but a master at encouraging, enabling, and energising people to gel as a team and realise their full potential. A Scrum Master is a servant-leader whose focus is on the needs of the team members and those they serve (the customer), with the goal of achieving results in line with the organisation’s values, principles, and business objectives. The Scrum Master leads by example, by respect, and by the ability to influence the organisation for the Scrum team and its effectiveness. The Scrum Master should also lead by values, by courage and commitment, but also by stubbornness. Stubborn by having strong believes and the intention to change the organisation.

As a servant-leader, the Scrum Master is responsible for:

- Setting up Scrum as a servant process, not a commanding process;
- Guiding the Development team towards self-organization;
- Leading the team through healthy conflict and debate;
- Teaching, coaching and mentoring the organization and team in adopting and using Scrum;
- Shielding the team from disturbance and external threats;
- Helping the team make visible, remove and prevent impediments;
- Encouraging, supporting and enabling the team to reach their full potential and abilities;
- Creating transparency by radiating information via e.g. the product and sprint backlog, daily Scrum, reviews and a visible workspace;
- Ensuring a collaborative culture exists within the team.

Ask yourself the following questions:

1. Do team members believe that you want to hear their ideas and value them?
2. Does your team believe that you have a strong awareness of what is going on and why?

3. Does everyone follow your direction because they want to, as opposed to because they “have to”?
4. Do others on your team communicate their ideas and vision for the organization when you are around?
5. Do people believe that you are committed to helping them develop and grow?
6. Do people come to you when the chips are down, or when something traumatic has happened in their lives?
7. Does everyone have confidence in your ability to anticipate the future and its consequences?
8. Does the team believe you are leading the organization to make a real difference in the world?
9. Do people believe that you are willing to sacrifice your own self-interest for the good of the team?
10. Does everyone feel a strong sense of community in the group that you lead?
11. Are the people in your group growing thanks to your leadership?

7 Scrum Master as Trainer

7.1 Content must be relevant:

Adults learn to solve their current issues. Make sure that the topic of the training is directly relevant to the participants' current situation. You need to understand what they are looking for: what types of solutions and what types of problems. State course's objectives clearly. During the course, always relate the new knowledge to situations your participants are trying to solve. No abstract solutions – you need to use concrete examples.

7.2 Use easy to understand language:

No matter what you train about – use a simple, everyday language. Your content must be user-friendly. Remember, training is for participants, not for the trainer to show how much knowledge they have. You want your message to get through, so make sure you don't get too technical or use too many details. Keep in mind that not many adults will admit they don't understand you. It's been proven in various researches that when a person uses simple language they are perceived as experts, people trust them more and are more willing to follow their ideas. Using complicated and complex language causes opposite reactions.

7.3 Use humor in your training:

Humor is a perfect way to help participants relax, which is essential for adults to learn effectively. Generally, it is advised to avoid any jokes related to sports, politics and religion. You need to be extra careful when you train people from different cultures as sense of humor can significantly differ from one country from another. Avoid racist or any other stereotype-based jokes. You goal is to ease the atmosphere, not to put someone down or disrespect them.

7.4 Consider Participants' experience and knowledge:

Adults who come into a training bring a vast range of experiences and knowledge. They weren't born yesterday – they know things, they have been doing them for years. When you train adults ask them to recall their own experience and train from there.

Ask participants to share their knowledge. When training adults, every participant is also a trainer. Very often people decide to take part in a training not because they want to learn new skills from a trainer, but because they want to meet other people and learn from their experience. Allow and facilitate that in your training.

7.5 Use interactive techniques:

The average adult's attention span is about 30 minutes. That means that no matter how interesting your topic is, you are likely to lose your participants after half an hour.

Solution? Activities. Incorporating activities in your training will help participants stay focused and attentive. Make sure you plan something every 30 minutes. It can be something as easy as asking everybody to stand up and jump 10 times, or something directly relevant to the agenda of the training (team work, presentation, etc).

7.6 Use graphics instead of lengthy text:

A picture is worth of 1000 words. So try to keep your presentation filled with graphics, animated icons etc instead of packing slides with lengthy text. Also when you have to use text, make sure you use simple and short bullet points.
Keep some food for thought in between slides.

7.7 Seating arrangement matters:

You need to decide a suitable seating model (classroom style, cluster etc) based on your training or conference or workshop. This helps people to move around and communicate effectively.

7.8 Use writing tools:

To take your participants along with you, it will be good to use tools such as flip charts, whiteboards, different color markers, write bigger letters so that people sitting at the end can read them properly.

Scrum Guide – 2016 Version

The Scrum Guide™

The Definitive Guide to Scrum:

The Rules of the Game

July 2016

Purpose of the Scrum Guide

Scrum is a framework for developing and sustaining complex products. This Guide contains the definition of Scrum. This definition consists of Scrum’s roles, events, artifacts, and the rules that bind them together. Ken Schwaber and Jeff Sutherland developed Scrum; the Scrum Guide is written and provided by them. Together, they stand behind the Scrum Guide.

Definition of Scrum

Scrum (n): A framework within which people can address complex adaptive problems, while productively and creatively delivering products of the highest possible value.
Scrum is:

- Lightweight
- Simple to understand
- Difficult to master

Scrum is a process framework that has been used to manage complex product development since the early 1990s. Scrum is not a process or a technique for building products; rather, it is a framework within which you can employ various processes and techniques. Scrum makes clear the relative efficacy of your product management and development practices so that you can improve.

The Scrum framework consists of Scrum Teams and their associated roles, events, artifacts, and rules. Each component within the framework serves a specific purpose and is essential to Scrum’s success and usage.

The rules of Scrum bind together the events, roles, and artifacts, governing the relationships and interaction between them. The rules of Scrum are described throughout the body of this document.

Specific tactics for using the Scrum framework vary and are described elsewhere.

Scrum Theory

Scrum is founded on empirical process control theory, or empiricism. Empiricism asserts that knowledge comes from experience *and* making decisions based on what is known. Scrum employs an iterative, incremental approach to optimize predictability and control risk.

Three pillars uphold every implementation of empirical process control: transparency, inspection, and adaptation.

Transparency

Significant aspects of the process must be visible to those responsible for the outcome. Transparency requires those aspects be defined by a common standard so observers share a common understanding of what is being seen.

For example:

- A common language referring to the process must be shared by all participants; and,
- Those performing the work and those accepting the work product must share a common definition of “Done”.

Inspection
Scrum users must frequently inspect Scrum artifacts and progress toward a Sprint Goal to detect undesirable variances. Their inspection should not be so frequent that inspection gets in the way of the work. Inspections are most beneficial when diligently performed by skilled inspectors at the point of work.

Adaptation
If an inspector determines that one or more aspects of a process deviate outside acceptable limits, and that the resulting product will be unacceptable, the process or the material being processed must be adjusted. An adjustment must be made as soon as possible to minimize further deviation.

Scrum prescribes four formal events for inspection and adaptation, as described in the *Scrum Events* section of this document:

- Sprint Planning
- Daily Scrum
- Sprint Review
- Sprint Retrospective

Scrum Values

When the values of commitment, courage, focus, openness and respect are embodied and lived by the Scrum Team, the Scrum pillars of transparency, inspection, and adaptation come to life and build trust for everyone. The Scrum Team members learn and explore those values as they work with the Scrum events, roles and artifacts.

Successful use of Scrum depends on people becoming more proficient in living these five values. People personally commit to achieving the goals of the Scrum Team. The Scrum Team members have courage to do the right thing and work on tough problems. Everyone focuses on the work of the Sprint and the goals of the Scrum Team. The Scrum Team and its stakeholders agree to be open about all the work and the challenges with performing the work. Scrum Team members respect each other to be capable, independent people.

The Scrum Team

The Scrum Team consists of a Product Owner, the Development Team, and a Scrum Master. Scrum Teams are self-organizing and cross-functional. Self-organizing teams choose how best to accomplish their work, rather than being directed by others outside the team. Cross-functional teams have all competencies needed to accomplish the work without depending on others not part of the team. The team model in Scrum is designed to optimize flexibility, creativity, and productivity.

Scrum Teams deliver products iteratively and incrementally, maximizing opportunities for feedback. Incremental deliveries of “Done” product ensure a potentially useful version of working product is always available.

The Product Owner

The Product Owner is responsible for maximizing the value of the product and the work of the Development Team. How this is done may vary widely across organizations, Scrum Teams, and individuals.

The Product Owner is the sole person responsible for managing the Product Backlog. Product Backlog management includes:

- Clearly expressing Product Backlog items;
- Ordering the items in the Product Backlog to best achieve goals and missions;
- Optimizing the value of the work the Development Team performs;
- Ensuring that the Product Backlog is visible, transparent, and clear to all, and shows what the Scrum Team will work on next; and,
- Ensuring the Development Team understands items in the Product Backlog to the level needed.

The Product Owner may do the above work, or have the Development Team do it. However, the Product Owner remains accountable.

The Product Owner is one person, not a committee. The Product Owner may represent the desires of a committee in the Product Backlog, but those wanting to change a Product Backlog item’s priority must address the Product Owner.

For the Product Owner to succeed, the entire organization must respect his or her decisions. The Product Owner’s decisions are visible in the content and ordering of the Product Backlog. No one is allowed to tell the Development Team to work from a different set of requirements, and the Development Team isn’t allowed to act on what anyone else says.

The Development Team

The Development Team consists of professionals who do the work of delivering a potentially releasable Increment of "Done" product at the end of each Sprint. Only members of the Development Team create the Increment.

Development Teams are structured and empowered by the organization to organize and manage their own work. The resulting synergy optimizes the Development Team's overall efficiency and effectiveness.

Development Teams have the following characteristics:

- They are self-organizing. No one (not even the Scrum Master) tells the Development Team how to turn Product Backlog into Increments of potentially releasable functionality;
- Development Teams are cross-functional, with all of the skills as a team necessary to create a product Increment;
- Scrum recognizes no titles for Development Team members other than Developer, regardless of the work being performed by the person; there are no exceptions to this rule;
- Scrum recognizes no sub-teams in the Development Team, regardless of particular domains that need to be addressed like testing or business analysis; there are no exceptions to this rule; and,
- Individual Development Team members may have specialized skills and areas of focus, but accountability belongs to the Development Team as a whole.

Development Team Size

Optimal Development Team size is small enough to remain nimble and large enough to complete significant work within a Sprint. Fewer than three Development Team members decrease interaction and results in smaller productivity gains. Smaller Development Teams may encounter skill constraints during the Sprint, causing the Development Team to be unable to deliver a potentially releasable Increment. Having more than nine members requires too much coordination. Large Development Teams generate too much complexity for an empirical process to manage. The Product Owner and Scrum Master roles are not included in this count unless they are also executing the work of the Sprint Backlog.

The Scrum Master

The Scrum Master is responsible for ensuring Scrum is understood and enacted. Scrum Masters do this by ensuring that the Scrum Team adheres to Scrum theory, practices, and rules.

The Scrum Master is a servant-leader for the Scrum Team. The Scrum Master helps those outside the Scrum Team understand which of their interactions with the Scrum Team are helpful and which aren't. The Scrum Master helps everyone change these interactions to maximize the value created by the Scrum Team.

Scrum Master Service to the Product Owner
The Scrum Master serves the Product Owner in several ways, including:

- Finding techniques for effective Product Backlog management;
- Helping the Scrum Team understand the need for clear and concise Product Backlog items;
- Understanding product planning in an empirical environment;
- Ensuring the Product Owner knows how to arrange the Product Backlog to maximize value;
- Understanding and practicing agility; and,
- Facilitating Scrum events as requested or needed.

Scrum Master Service to the Development Team
The Scrum Master serves the Development Team in several ways, including:

- Coaching the Development Team in self-organization and cross-functionality;
- Helping the Development Team to create high-value products;
- Removing impediments to the Development Team’s progress;
- Facilitating Scrum events as requested or needed; and,
- Coaching the Development Team in organizational environments in which Scrum is not yet fully adopted and understood.

Scrum Master Service to the Organization
The Scrum Master serves the organization in several ways, including:

- Leading and coaching the organization in its Scrum adoption;
- Planning Scrum implementations within the organization;
- Helping employees and stakeholders understand and enact Scrum and empirical product development;
- Causing change that increases the productivity of the Scrum Team; and,
- Working with other Scrum Masters to increase the effectiveness of the application of Scrum in the organization.

Scrum Events

Prescribed events are used in Scrum to create regularity and to minimize the need for meetings not defined in Scrum. All events are time-boxed events, such that every event has a maximum duration. Once a Sprint begins, its duration is fixed and cannot be shortened or lengthened. The remaining events may end whenever the purpose of the event is achieved, ensuring an appropriate amount of time is spent without allowing waste in the process.

Other than the Sprint itself, which is a container for all other events, each event in Scrum is a formal opportunity to inspect and adapt something. These events are specifically designed to enable critical transparency and inspection. Failure to include any of these events results in reduced transparency and is a lost opportunity to inspect and adapt.

The Sprint

The heart of Scrum is a Sprint, a time-box of one month or less during which a “Done”, useable, and potentially releasable product Increment is created. Sprints best have consistent durations throughout a development effort. A new Sprint starts immediately after the conclusion of the previous Sprint.

Sprints contain and consist of the Sprint Planning, Daily Scrums, the development work, the Sprint Review, and the Sprint Retrospective.

During the Sprint:

- No changes are made that would endanger the Sprint Goal;
- Quality goals do not decrease; and,
- Scope may be clarified and re-negotiated between the Product Owner and Development Team as more is learned.

Each Sprint may be considered a project with no more than a one-month horizon. Like projects, Sprints are used to accomplish something. Each Sprint has a definition of what is to be built, a design and flexible plan that will guide building it, the work, and the resultant product.

Sprints are limited to one calendar month. When a Sprint’s horizon is too long the definition of what is being built may change, complexity may rise, and risk may increase. Sprints enable predictability by ensuring inspection and adaptation of progress toward a Sprint Goal at least every calendar month. Sprints also limit risk to one calendar month of cost.

Cancelling a Sprint

A Sprint can be cancelled before the Sprint time-box is over. Only the Product Owner has the authority to cancel the Sprint, although he or she may do so under influence from the stakeholders, the Development Team, or the Scrum Master.

A Sprint would be cancelled if the Sprint Goal becomes obsolete. This might occur if the company changes direction or if market or technology conditions change. In general, a Sprint should be cancelled if it no longer makes sense given the circumstances. But, due to the short duration of Sprints, cancellation rarely makes sense.

When a Sprint is cancelled, any completed and “Done” Product Backlog items are reviewed. If part of the work is potentially releasable, the Product Owner typically accepts it. All incomplete Product Backlog Items are re-estimated and put back on the Product Backlog. The work done on them depreciates quickly and must be frequently re-estimated.

Sprint cancellations consume resources, since everyone has to regroup in another Sprint Planning to start another Sprint. Sprint cancellations are often traumatic to the Scrum Team, and are very uncommon.

Sprint Planning

The work to be performed in the Sprint is planned at the Sprint Planning. This plan is created by the collaborative work of the entire Scrum Team.

Sprint Planning is time-boxed to a maximum of eight hours for a one-month Sprint. For shorter Sprints, the event is usually shorter. The Scrum Master ensures that the event takes place and that attendants understand its purpose. The Scrum Master teaches the Scrum Team to keep it within the time-box.
Sprint Planning answers the following:

- What can be delivered in the Increment resulting from the upcoming Sprint?
- How will the work needed to deliver the Increment be achieved?

Topic One: What can be done this Sprint?

The Development Team works to forecast the functionality that will be developed during the Sprint. The Product Owner discusses the objective that the Sprint should achieve and the Product Backlog items that, if completed in the Sprint, would achieve the Sprint Goal. The entire Scrum Team collaborates on understanding the work of the Sprint.

The input to this meeting is the Product Backlog, the latest product Increment, projected capacity of the Development Team during the Sprint, and past performance of the Development Team. The number of items selected from the Product Backlog for the Sprint is solely up to the Development Team. Only the Development Team can assess what it can accomplish over the upcoming Sprint.

After the Development Team forecasts the Product Backlog items it will deliver in the Sprint, the Scrum Team crafts a Sprint Goal. The Sprint Goal is an objective that will be met within the Sprint through the implementation of the Product Backlog, and it provides guidance to the Development Team on why it is building the Increment.

Topic Two: How will the chosen work get done?

Having set the Sprint Goal and selected the Product Backlog items for the Sprint, the Development Team decides how it will build this functionality into a “Done” product Increment during the Sprint. The Product Backlog items selected for this Sprint plus the plan for delivering them is called the Sprint Backlog.

The Development Team usually starts by designing the system and the work needed to convert the Product Backlog into a working product Increment. Work may be of varying size, or estimated effort. However, enough work is planned during Sprint Planning for the Development Team to forecast what it believes it can do in the upcoming Sprint. Work planned for the first days of the Sprint by the Development Team is decomposed by the end of this meeting, often to units of one day or less. The Development Team self-organizes to undertake the work in the Sprint Backlog, both during Sprint Planning and as needed throughout the Sprint.

The Product Owner can help to clarify the selected Product Backlog items and make trade-offs. If the Development Team determines it has too much or too little work, it may renegotiate the selected Product Backlog items with the Product Owner. The Development Team may also invite other people to attend in order to provide technical or domain advice.

By the end of the Sprint Planning, the Development Team should be able to explain to the Product Owner and Scrum Master how it intends to work as a self-organizing team to accomplish the Sprint Goal and create the anticipated Increment.

Sprint Goal

The Sprint Goal is an objective set for the Sprint that can be met through the implementation of Product Backlog. It provides guidance to the Development Team on why it is building the Increment. It is created during the Sprint Planning meeting. The Sprint Goal gives the Development Team some flexibility regarding the functionality implemented within the Sprint. The selected Product Backlog items deliver one coherent function, which can be the Sprint Goal. The Sprint Goal can be any other coherence that causes the Development Team to work together rather than on separate initiatives.

As the Development Team works, it keeps the Sprint Goal in mind. In order to satisfy the Sprint Goal, it implements the functionality and technology. If the work turns out to be different than the Development Team expected, they collaborate with the Product Owner to negotiate the scope of Sprint Backlog within the Sprint.

Daily Scrum

The Daily Scrum is a 15-minute time-boxed event for the Development Team to synchronize activities and create a plan for the next 24 hours. This is done by inspecting the work since the last Daily Scrum and forecasting the work that could be done before the next one.

The Daily Scrum is held at the same time and place each day to reduce complexity. During the meeting, the Development Team members explain:

- What did I do yesterday that helped the Development Team meet the Sprint Goal?
- What will I do today to help the Development Team meet the Sprint Goal?
- Do I see any impediment that prevents me or the Development Team from meeting the Sprint Goal?

The Development Team uses the Daily Scrum to inspect progress toward the Sprint Goal and to inspect how progress is trending toward completing the work in the Sprint Backlog. The Daily Scrum optimizes the probability that the Development Team will meet the Sprint Goal. Every day, the Development Team should understand how it intends to work together as a self-organizing team to accomplish the Sprint Goal and create the anticipated Increment by the end of the Sprint. The Development Team or team members often meet immediately after the Daily Scrum for detailed discussions, or to adapt, or replan, the rest of the Sprint's work.

The Scrum Master ensures that the Development Team has the meeting, but the Development Team is responsible for conducting the Daily Scrum. The Scrum Master teaches the Development Team to keep the Daily Scrum within the 15-minute time-box.

The Scrum Master enforces the rule that only Development Team members participate in the Daily Scrum.

Daily Scrums improve communications, eliminate other meetings, identify impediments to development for removal, highlight and promote quick decision-making, and improve the Development Team's level of knowledge. This is a key inspect and adapt meeting.

Sprint Review

A Sprint Review is held at the end of the Sprint to inspect the Increment and adapt the Product Backlog if needed. During the Sprint Review, the Scrum Team and stakeholders collaborate about what was done in the Sprint. Based on that and any changes to the Product Backlog during the Sprint, attendees collaborate on the next things that could be done to optimize value. This is an informal meeting, not a status meeting, and the presentation of the Increment is intended to elicit feedback and foster collaboration.

This is a four-hour time-boxed meeting for one-month Sprints. For shorter Sprints, the event is usually shorter. The Scrum Master ensures that the event takes place and that attendants understand its purpose. The Scrum Master teaches all to keep it within the time-box.

The Sprint Review includes the following elements:

- Attendees include the Scrum Team and key stakeholders invited by the Product Owner;
- The Product Owner explains what Product Backlog items have been “Done” and what has not been “Done”;
- The Development Team discusses what went well during the Sprint, what problems it ran into, and how those problems were solved;
- The Development Team demonstrates the work that it has “Done” and answers questions about the Increment;
- The Product Owner discusses the Product Backlog as it stands. He or she projects likely completion dates based on progress to date (if needed);
- The entire group collaborates on what to do next, so that the Sprint Review provides valuable input to subsequent Sprint Planning;
- Review of how the marketplace or potential use of the product might have changed what is the most valuable thing to do next; and,
- Review of the timeline, budget, potential capabilities, and marketplace for the next anticipated release of the product.

The result of the Sprint Review is a revised Product Backlog that defines the probable Product Backlog items for the next Sprint. The Product Backlog may also be adjusted overall to meet new opportunities.

Sprint Retrospective

The Sprint Retrospective is an opportunity for the Scrum Team to inspect itself and create a plan for improvements to be enacted during the next Sprint.

The Sprint Retrospective occurs after the Sprint Review and prior to the next Sprint Planning. This is a three-hour time-boxed meeting for one-month Sprints. For shorter Sprints, the event is usually shorter. The Scrum Master ensures that the event takes place and that attendants understand its purpose. The Scrum Master teaches all to keep it within the time-box. The Scrum Master participates as a peer team member in the meeting from the accountability over the Scrum process.

The purpose of the Sprint Retrospective is to:

- Inspect how the last Sprint went with regards to people, relationships, process, and tools;
- Identify and order the major items that went well and potential improvements; and,
- Create a plan for implementing improvements to the way the Scrum Team does its work.

The Scrum Master encourages the Scrum Team to improve, within the Scrum process framework, its development process and practices to make it more effective and enjoyable for the next Sprint. During each Sprint Retrospective, the Scrum Team plans ways to increase product quality by adapting the definition of "Done" as appropriate.

By the end of the Sprint Retrospective, the Scrum Team should have identified improvements that it will implement in the next Sprint. Implementing these improvements in the next Sprint is the adaptation to the inspection of the Scrum Team itself. Although improvements may be implemented at any time, the Sprint Retrospective provides a formal opportunity to focus on inspection and adaptation.

Scrum Artifacts

Scrum's artifacts represent work or value to provide transparency and opportunities for inspection and adaptation. Artifacts defined by Scrum are specifically designed to maximize transparency of key information so that everybody has the same understanding of the artifact.

Product Backlog

The Product Backlog is an ordered list of everything that might be needed in the product and is the single source of requirements for any changes to be made to the product. The Product Owner is responsible for the Product Backlog, including its content, availability, and ordering.

A Product Backlog is never complete. The earliest development of it only lays out the initially known and best-understood requirements. The Product Backlog evolves as the product and the environment in which it will be used evolves. The Product Backlog is dynamic; it constantly changes to identify what the product needs to be appropriate, competitive, and useful. As long as a product exists, its Product Backlog also exists.

The Product Backlog lists all features, functions, requirements, enhancements, and fixes that constitute the changes to be made to the product in future releases. Product Backlog items have the attributes of a description, order, estimate and value.

As a product is used and gains value, and the marketplace provides feedback, the Product Backlog becomes a larger and more exhaustive list. Requirements never stop changing, so a Product Backlog is a living artifact. Changes in business requirements, market conditions, or technology may cause changes in the Product Backlog.

Multiple Scrum Teams often work together on the same product. One Product Backlog is used to describe the upcoming work on the product. A Product Backlog attribute that groups items may then be employed.

Product Backlog refinement is the act of adding detail, estimates, and order to items in the Product Backlog. This is an ongoing process in which the Product Owner and the Development Team collaborate on the details of Product Backlog items. During Product Backlog refinement, items are reviewed and revised. The Scrum Team decides how and when refinement is done. Refinement usually consumes no more than 10% of the capacity of the Development Team. However, Product Backlog items can be updated at any time by the Product Owner or at the Product Owner’s discretion.

Higher ordered Product Backlog items are usually clearer and more detailed than lower ordered ones. More precise estimates are made based on the greater clarity and increased detail; the lower the order, the less detail. Product Backlog items that will occupy the Development Team for the upcoming Sprint are refined so that any one item can reasonably be “Done” within the Sprint time-box. Product Backlog items that can be “Done” by the Development Team within one Sprint are deemed “Ready” for selection in a Sprint Planning. Product Backlog items usually acquire this degree of transparency through the above described refining activities.

The Development Team is responsible for all estimates. The Product Owner may influence the Development Team by helping it understand and select trade-offs, but the people who will perform the work make the final estimate.

Monitoring Progress Toward a Goal

At any point in time, the total work remaining to reach a goal can be summed. The Product Owner tracks this total work remaining at least every Sprint Review. The Product Owner compares this amount with work remaining at previous Sprint Reviews to assess progress toward completing projected work by the desired time for the goal. This information is made transparent to all stakeholders.

Various projective practices upon trending have been used to forecast progress, like burn-downs, burn-ups, or cumulative flows. These have proven useful. However, these do not replace the importance of empiricism. In complex environments, what will happen is unknown. Only what has happened may be used for forward-looking decision-making.

Sprint Backlog

The Sprint Backlog is the set of Product Backlog items selected for the Sprint, plus a plan for delivering the product Increment and realizing the Sprint Goal. The Sprint Backlog is a forecast by the Development Team about what functionality will be in the next Increment and the work needed to deliver that functionality into a “Done” Increment.

The Sprint Backlog makes visible all of the work that the Development Team identifies as necessary to meet the Sprint Goal.

The Sprint Backlog is a plan with enough detail that changes in progress can be understood in the Daily Scrum. The Development Team modifies the Sprint Backlog throughout the Sprint, and the Sprint Backlog emerges during the Sprint. This emergence occurs as the Development Team works through the plan and learns more about the work needed to achieve the Sprint Goal.

As new work is required, the Development Team adds it to the Sprint Backlog. As work is performed or completed, the estimated remaining work is updated. When elements of the plan are deemed unnecessary, they are removed. Only the Development Team can change its Sprint Backlog during a Sprint. The Sprint Backlog is a highly visible, real-time picture of the work that the Development Team plans to accomplish during the Sprint, and it belongs solely to the Development Team.

Monitoring Sprint Progress

At any point in time in a Sprint, the total work remaining in the Sprint Backlog can be summed. The Development Team tracks this total work remaining at least for every Daily Scrum to project the likelihood of achieving the Sprint Goal. By tracking the remaining work throughout the Sprint, the Development Team can manage its progress.

Increment

The Increment is the sum of all the Product Backlog items completed during a Sprint and the value of the increments of all previous Sprints. At the end of a Sprint, the new Increment must be "Done," which means it must be in useable condition and meet the Scrum Team's definition of "Done." It must be in useable condition regardless of whether the Product Owner decides to actually release it.

Artifact Transparency

Scrum relies on transparency. Decisions to optimize value and control risk are made based on the perceived state of the artifacts. To the extent that transparency is complete, these decisions have a sound basis. To the extent that the artifacts are incompletely transparent, these decisions can be flawed, value may diminish and risk may increase.

The Scrum Master must work with the Product Owner, Development Team, and other involved parties to understand if the artifacts are completely transparent. There are practices for coping with incomplete transparency; the Scrum Master must help everyone apply the most appropriate practices in the absence of complete transparency. A Scrum Master can detect incomplete transparency by inspecting the artifacts, sensing patterns, listening closely to what is being said, and detecting differences between expected and real results.

The Scrum Master's job is to work with the Scrum Team and the organization to increase the transparency of the artifacts. This work usually involves learning, convincing, and change. Transparency doesn't occur overnight, but is a path.

Definition of “Done”

When a Product Backlog item or an Increment is described as “Done”, everyone must understand what “Done” means. Although this varies significantly per Scrum Team, members must have a shared understanding of what it means for work to be complete, to ensure transparency. This is the definition of “Done” for the Scrum Team and is used to assess when work is complete on the product Increment.

The same definition guides the Development Team in knowing how many Product Backlog items it can select during a Sprint Planning. The purpose of each Sprint is to deliver Increments of potentially releasable functionality that adhere to the Scrum Team’s current definition of “Done.”

Development Teams deliver an Increment of product functionality every Sprint. This Increment is useable, so a Product Owner may choose to immediately release it. If the definition of "done" for an increment **is** part of the conventions, standards or guidelines of the development organization, all Scrum Teams must follow it as a minimum. If "done" for an increment is **not** a convention of the development organization, the Development Team of the Scrum Team must define a definition of “done” appropriate for the product. If there are multiple Scrum Teams working on the system or product release, the development teams on all of the Scrum Teams must mutually define the definition of “Done.”

Each Increment is additive to all prior Increments and thoroughly tested, ensuring that all Increments work together.

As Scrum Teams mature, it is expected that their definitions of “Done” will expand to include more stringent criteria for higher quality. Any one product or system should have a definition of “Done” that is a standard for any work done on it.

End Note

Scrum is free and offered in this Guide. Scrum’s roles, artifacts, events, and rules are immutable and although implementing only parts of Scrum is possible, the result is not Scrum. Scrum exists only in its entirety and functions well as a container for other techniques, methodologies, and practices.

Acknowledgements

People

Of the thousands of people who have contributed to Scrum, we should single out those who were instrumental in its first ten years. First there was Jeff Sutherland working with Jeff McKenna, and Ken Schwaber working with Mike Smith and Chris Martin. Many others contributed in the ensuing years and without their help Scrum would not be refined as it is today.

History

Ken Schwaber and Jeff Sutherland first co-presented Scrum at the OOPSLA conference in 1995. This presentation essentially documented the learning that Ken and Jeff gained over the previous few years applying Scrum.

The history of Scrum is already considered long. To honor the first places where it was tried and refined, we recognize Individual, Inc., Fidelity Investments, and IDX (now GE Medical).

The Scrum Guide documents Scrum as developed and sustained for 20-plus years by Jeff Sutherland and Ken Schwaber. Other sources provide you with patterns, processes, and insights that complement the Scrum framework. These optimize productivity, value, creativity, and pride.

Reading List

1. Coaching Agile Teams - Lyssa Adkins
2. The Servant as Leader - Robert K. Greenleaf
3. Management 3.0: Leading Agile Developers, Developing Agile Leaders - Jurgen Appelo
4. The Art of Facilitation: How to create group synergy. Hunter, D., Bailey, A., & Taylor, B. (1995)
5. Agile Retrospectives - Esther Derby and Diana Larsen
6. How to change the world – Jurgen Appelo
7. Situational Scrum Mastering – Mike Cohn

