

Serious Scrum **R2M**

The Game of Scrum

ROAD TO MASTERY
VIRTUAL EDITION



FOR GUIDES



Game of Scrum

THAT'S THE SPIRIT!

The Game of Scrum

Scrum is a game. It is *played* and requires immersion, creativity, focus, interactivity, and more. The rules of this game are there to guide the relationships and interactions between individuals. It's respecting simple shared rules that make creative play possible and valuable.

When we play Scrum, we improve our practice. Players will test the rules as they learn what purpose they serve. Then they will experience what it is like to play the game as intended. This way, they can experience for themselves what good practice amounts to. Over time the play will become more intuitive as players attune to the spirit of the game.

We may also refer to our participants as players in this adventure. Our players will...

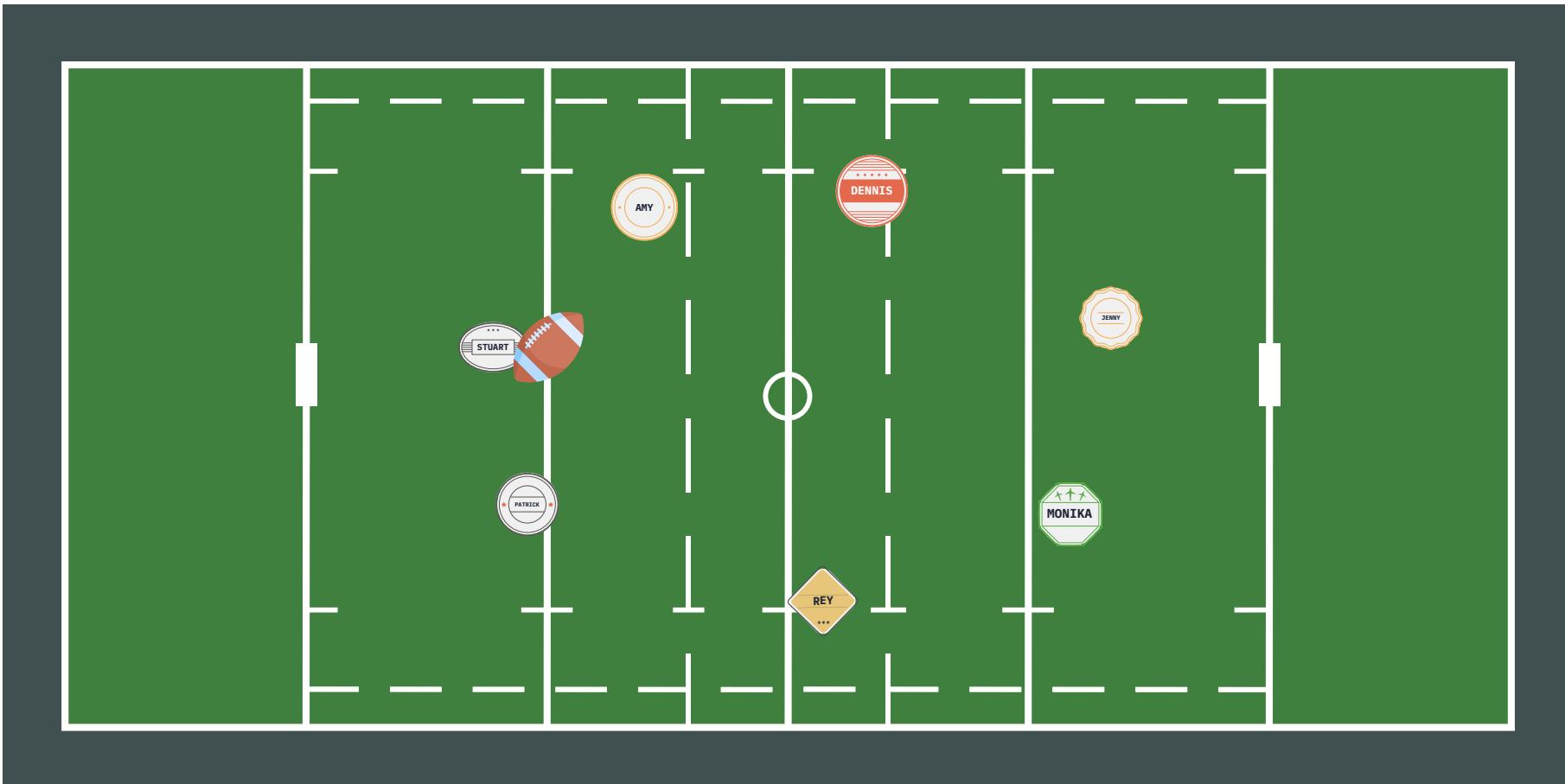
- Attune to the spirit of the game in practice;
- Share what turns a group into a team;
- Develop transparency on Scrum;
- Try plays that put the Pillars into practice.



The Spirit of the Game

3 minutes

Play a happy and upbeat song. Players pass an object. The player with the object shares one thing that is true to the spirit of Scrum. In virtual training, they can (fake) pass objects from their desks to each other, which magically transforms. Alternatively, they can pass a virtual item on the digital board between tokens.



The objectives for Scrum are simple. Everything in Scrum exists to support this.

1. Deliver every Sprint.
2. Inspect and Adapt every day.
3. Team self-manages.

Stay tuned to these objectives as the field is rarely in perfect condition.

Purpose



What is an archer without a target, or a team without a goal?

What is transferred from the archer to the arrow it sends flying?

One must act. Actions, not words, are important. Yet, mere movement is meaningless. One should have a purpose.

Even wandering has meaning, and pure play has a purpose.

What's the spirit of the game?

Short-term goals help us determine each stage of our lives and experience it completely. Long-term goals give focus to the experiences that we accumulate.

Commitment lies not in merely moving to where we are told to go.

What makes you prepared to go the distance?

What magic lies within the moment something snaps into focus?

Adaptation from "365 TAO, Daily Meditations". By Deng Ming-Dao

Warming-Up

1 minute

Play some uplifting music. Invite our players to warm up by running in place. After ten seconds, keep running in place with both arms stretched to the side. After ten more seconds, do ten imaginary rope jumps. Clap your hands over your head when you are done.





For **Scrum** to be really useful for you,
it will be **like what?**



For **Scrum** to be like ... ,
you'll need to be like what?



For **Scrum** to be really useful for you

and you to be like ... ,

what support do you need?

Clean Setup for Scrum

Clean Setup is a play to connect participants to a topic. We established a Clean Setup for this journey back at Basecamp. This version is adapted to attune players to the game of Scrum.

It contains three simple steps:

2,5 minutes

1. For Scrum to be really useful for you it would be like [...]?

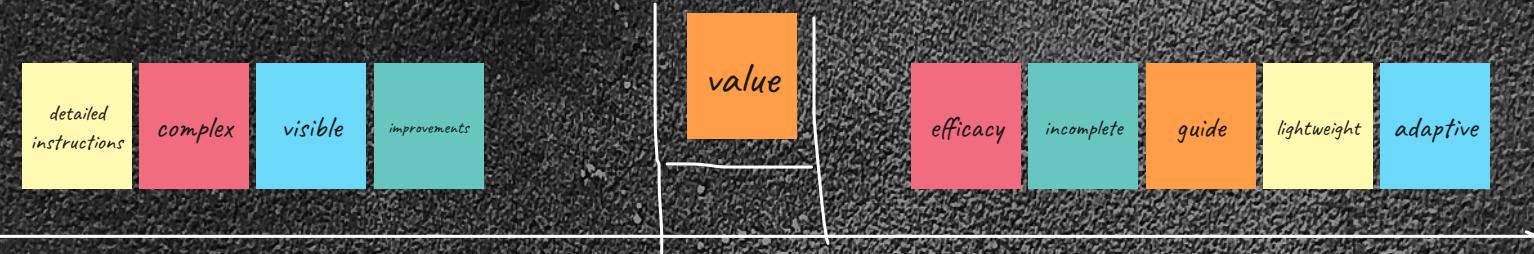
2,5 minutes

2. For Scrum to be like [an answer from step 1] you'll need to be like [...]

2,5 minutes

3. For Scrum to be really useful for you, and for you to be like [an answer from step 2], what support do you need?

The participants may not be familiar with Scrum enough to phrase what might be useful and what may be needed. That's okay. It's only a setup. This setup is like a coathanger where we can hang our learnings onto.



SCRUM IS A FRAMEWORK

THAT HELPS PEOPLE, TEAMS AND ORGANIZATIONS GENERATE

THROUGH SOLUTIONS FOR PROBLEMS.

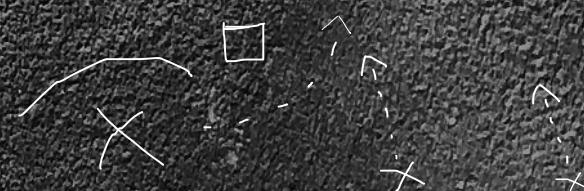
THE SCRUM FRAMEWORK IS PURPOSEFULLY

RATHER THAN PROVIDE PEOPLE WITH

THE RULES OF SCRUM THEIR RELATIONSHIPS AND INTERACTIONS

SCRUM MAKES THE RELATIVE OF CURRENT MANAGEMENT,

ENVIRONMENT, AND WORK TECHNIQUES, SO THAT CAN BE MADE.



Fill in the ...

Rather than just reading a definition, fill-in-the-blank activities trigger our brains' cognitive mapping, recognition, and construction abilities. The benefit of doing this activity with a small group is that it develops transparency: a shared understanding of the terms.

Although Fill-in-the-blank activities may initially feel childish, as they will remind us of our early school years, they are also highly effective when applied professionally. This works well for developing a professional (and shared) understanding of the Scrum Guide. The Scrum Guide is only a few pages long, yet understanding it together is tricky.

3 minutes

Without discussing, a player may either place or replace a sticky note in one of the dashed boxes. Players may not reference the Scrum Guide.

2 minutes

Ask one player to look up the definition of Scrum in the Scrum Guide and share it with the group to confirm the answers. (<https://scrumguides.org/>)

It's easy to skip the definition of Scrum without giving it any further thought. That said, there is a lot to unpack. Can the players answer these five questions in five minutes?

5 minutes

- What's a framework, and why is it lightweight?
- What does it mean for a solution to be adaptive?
- When is a problem complex?
- Why is Scrum incomplete on purpose?
- What is value?

Adaptation	Done	Focus	Scrum Master	Inspection	Sprint Review	Sprint Retrospective	Product Increment	Sprint Backlog	Cross-functional
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Sprint Goal	Respect	Courage	Developer	Sprint Planning	Self-managing	Daily Scrum	Transparency	10 or fewer
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Product Owner	Product Backlog	Commitment
Product Goal	Openness	The Sprint



Share a Raft!

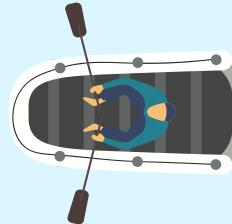
Scrum is lightweight. Each element serves a specific purpose which enables teams to maneuver quickly. Although the various aspects can be left out, they are designed to support each other. It might cover up problems and send your team adrift when they don't. Rafting is an excellent way to experience teamwork. The team has to coordinate and adapt as a unit continuously. Each stroke of the paddle influences the direction of the whole team.

In this play, the participants have five minutes to map the various elements of Scrum to their corresponding rafts. In a physical room, consider using tape to draw the outlines of the rafts on the floor.

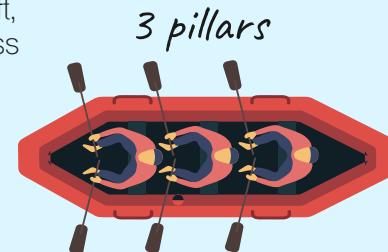
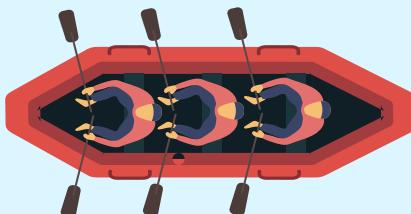
Divide participants into triads or quads and allow them to share for 5 minutes why these elements are essential in Scrum.

With a group of 20+ individuals, each individual can be assigned an element. They can then move into the matching raft, creating break-outs. Here they can discuss why they are in the same raft together.

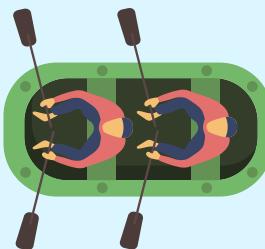
1 definition of...



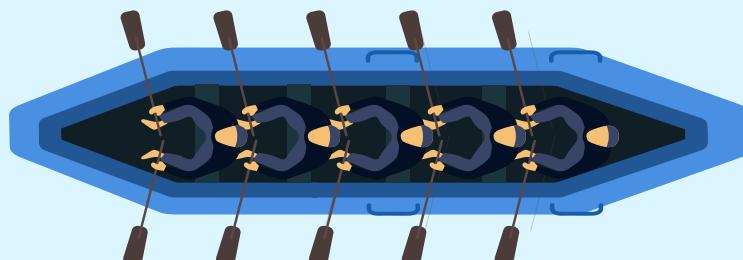
3 team characteristics



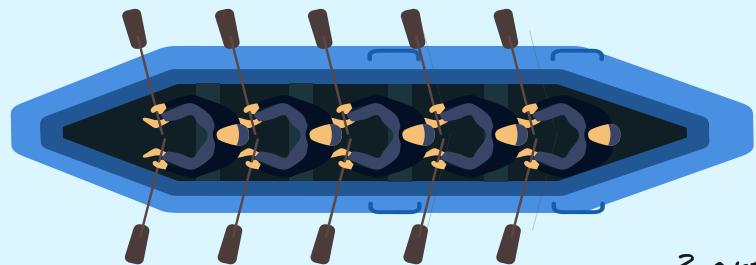
2 goals



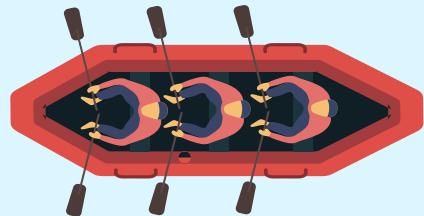
5 events



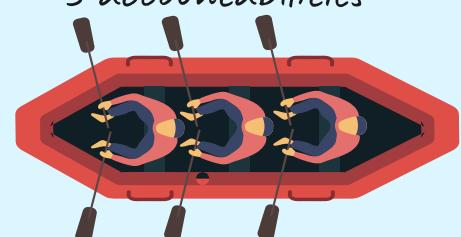
5 values



3 artifacts

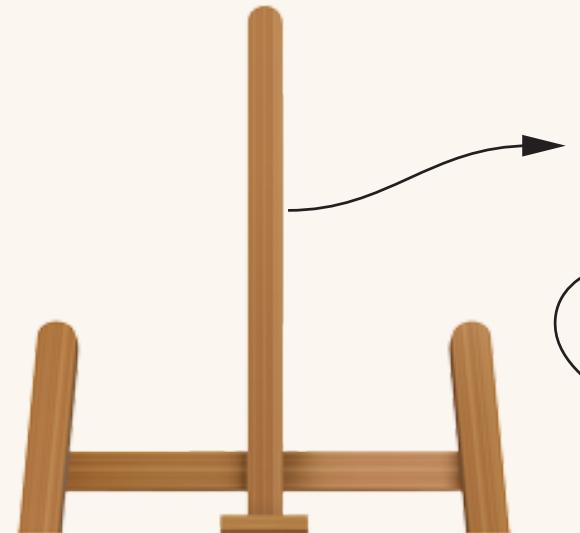


3 accountabilities





"This is your world.
You're the creator.
Find freedom on this canvas.
Believe, that you can do it,
'cuz you can do it."
— Bob Ross



Framework

Canvas

Gallery Walk

Picture a framework holding a canvas. On this canvas, teams can create a world of their own. It's their wonderland, and they can make it wonderful! The canvas leaves room to creatively and productively determine how and what they'd create. A canvas is not responsible for what the painters paint on it.

In sports, the lines of the field and a (limited) set of shared rules enable creative play.

5 minutes

Assign each player their canvas on which they can draw, picture, and write their preferred complementary patterns, tools, methods, techniques, and practices to

5 minutes

Walk the gallery. Players can now inspect the various canvases.
Do they see anything they would like to learn more about?

Ball Stretch

Let's flex those muscles. Each player locates a small object to hold. (if possible, a small ball)

2 minutes

Play some uplifting music.

Stretch out and place the ball as high over your head as possible.

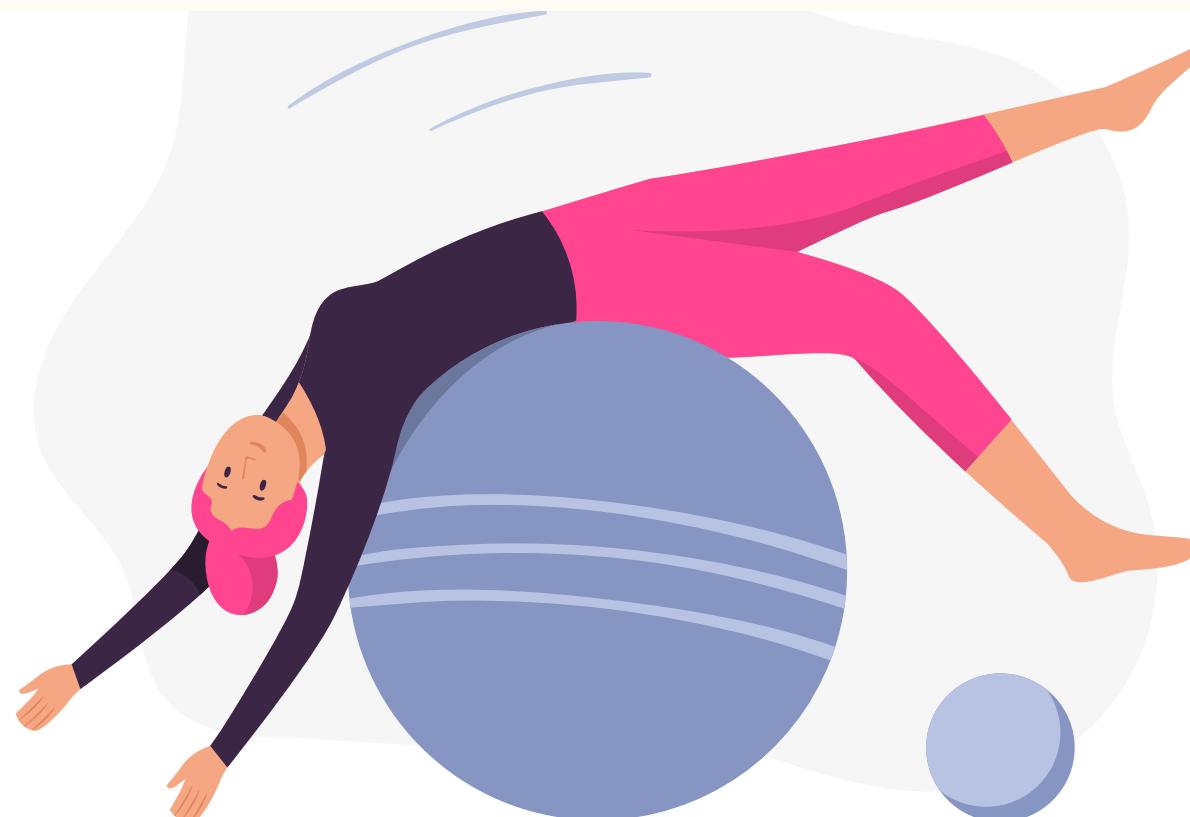
Move it to the left with your arms stretched, and then move it all the way to the right.

Pass the ball through your legs and then place it behind your head.

Move it over your head and place it on the floor in front of you.

Walk around it in a circle while holding it down on the ground.

Lift it to your chest and put it away.



Checkpoint 1

All warmed up?

We covered the spirit, definition, outlines, and composition of the Scrum Framework through various creative plays like Ball Toss, Fill-in-the-Blanks, Sharing a Raft, and performing a Gallery Walk. These may be useful to get team members and stakeholders attuned to the (spirit of) the game.



2 minutes

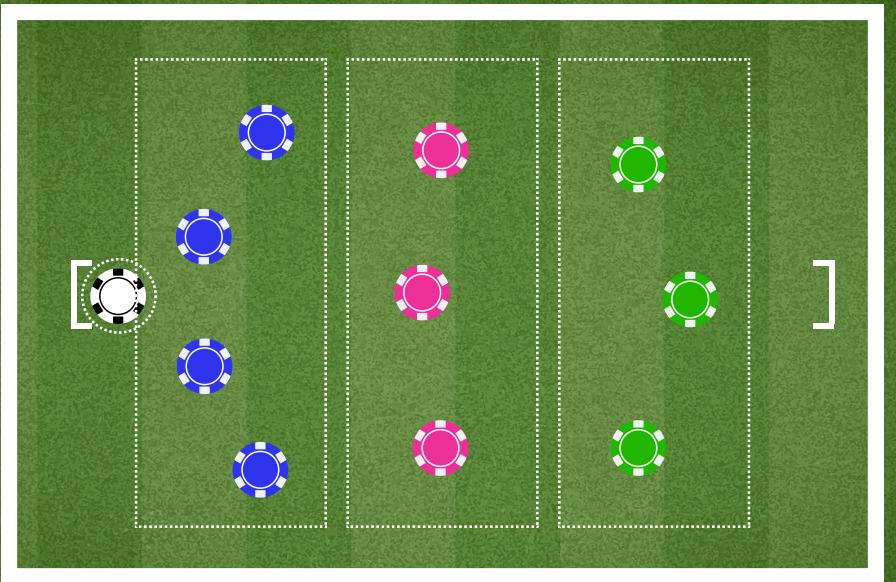
Invite travelers to reflect on what we have covered so far. They may write down one thing they learned, one play they would like to try, and one question.

now what?

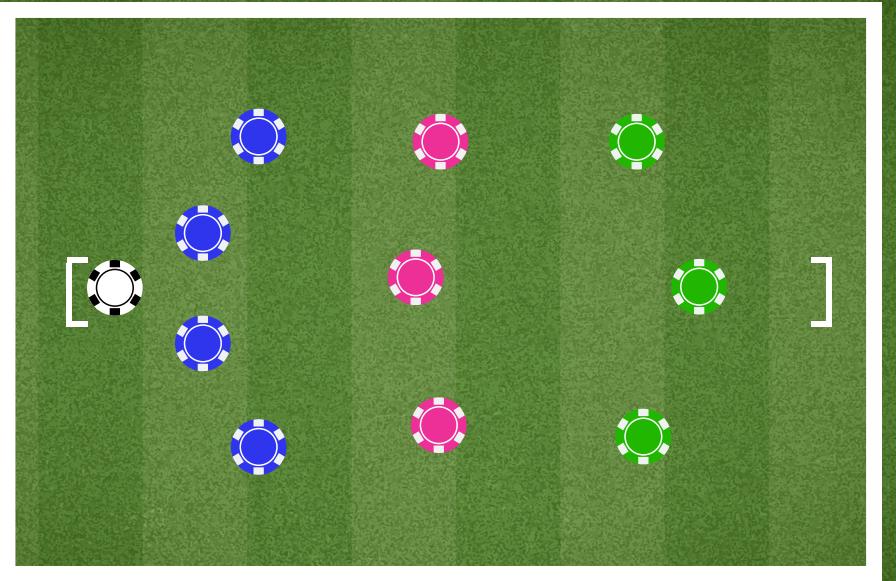
What makes a team a *team*, not just a group of individuals? What are the prerequisites to getting into a *flow* and for the *ball* to effectively reach its goal?



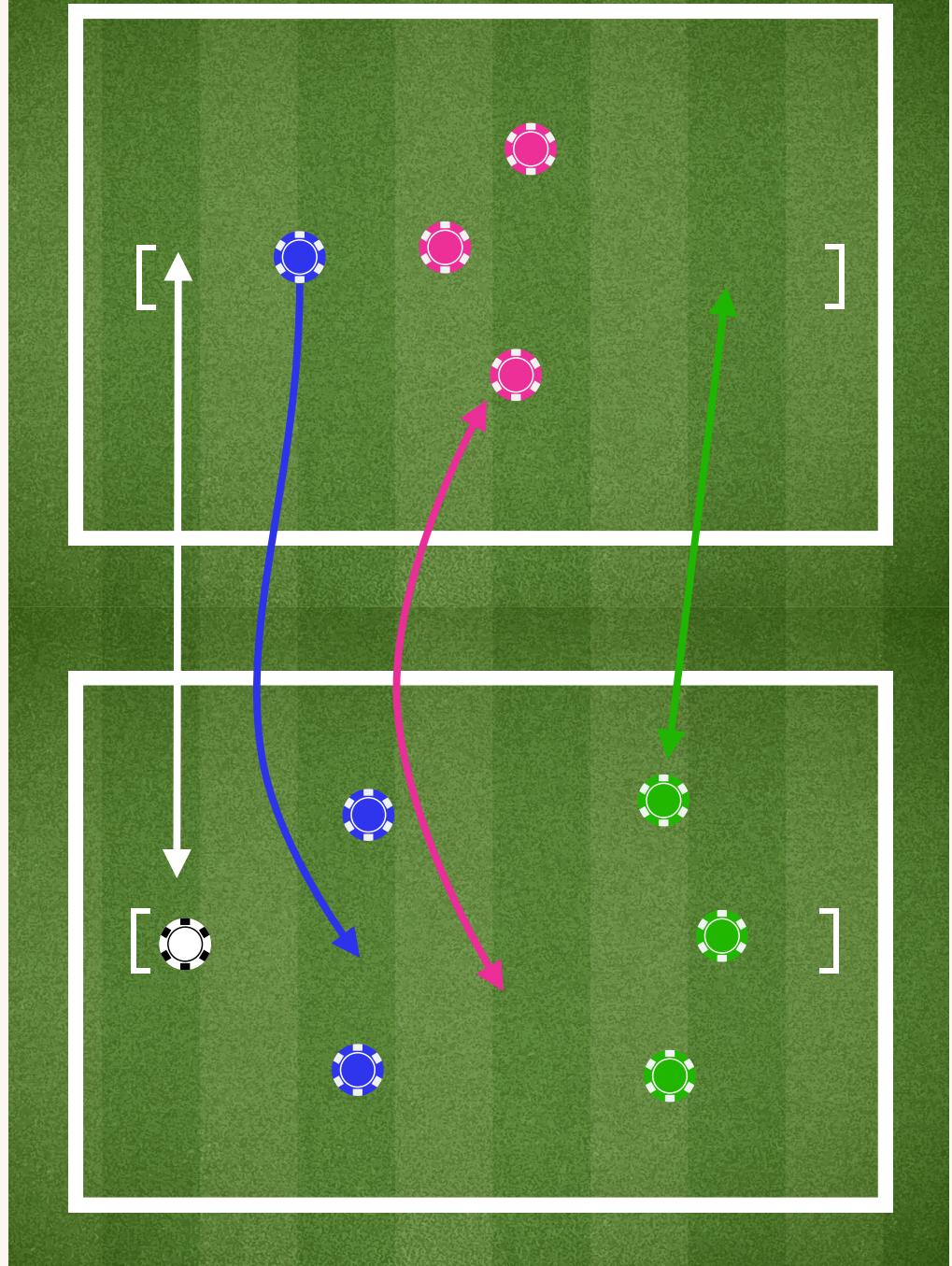
Silo



Cross-Functional



Semi / Fluid



The Field

How are the teams organized on the field?

Imagine a playing field where ideas are turned into value by adaptively resolving complex challenges. Which players and skills are generally required to pass the ball along from an idea into an actual desirable outcome? Do these players play on the same team together?

Consider preparing this activity using a canvas and (poker) chips or tokens where different colors or shapes represent other functions.

Can they draw lines on how the *ball* (work) flows through the various players toward its goal?

The players may be as creative as they like using different objects, tools, and techniques.

5 minutes

Each player draws how they are currently organized as if it were a sports

5 minutes

Pair and Share. Together with a partner review each other's visualization.
Share the key advantages and disadvantages.

Consider extending this activity by 10 minutes to review the various fields together.

NO FOCUS

WITHOUT A SHARED PURPOSE...

YOU'RE NOT A TEAM,
BUT A GROUP OF INDIVIDUALS.

MISALIGNMENT
INCREASES

PEOPLE ARE BUSY
BUT LESS GETS "DONE"

INDIVIDUALS COLLABORATE LESS

THERE ARE MORE
DISTRACTIONS

WAIT TIMES INCREASE

QUALITY DECREASES



FOCUS

WITH A SHARED PURPOSE...

THE TEAM EXPERIENCES A
COLLECTIVE STATE OF "FLOW"

THE TEAM TACKLES
EVER GREATER
CHALLENGES

INTEGRATION OF SKILL
INCREASES

TEAM MEMBERS HAVE MORE
OPPORTUNITIES TO SUPPORT
EACH OTHER

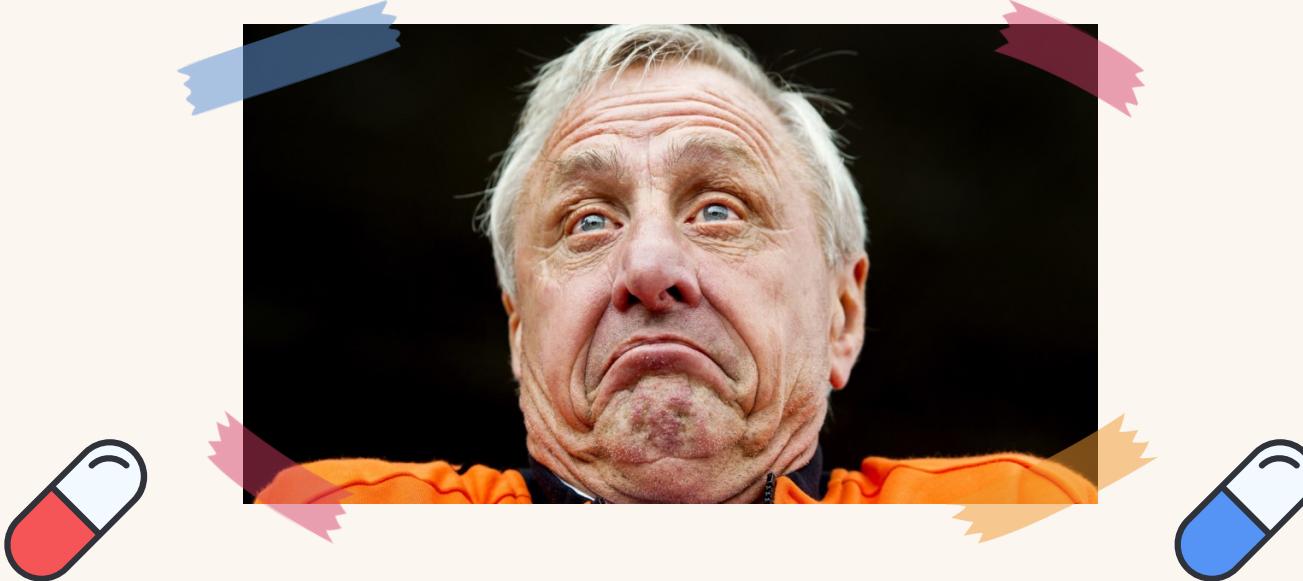


PROVIDENCE HAPPENS

THE TEAM DEVELOPS A
SENSE OF UNITY

MORE IS POSSIBLE

THE 'BALL' GETS PASSED FASTER



How long does it take for a ball to be scored?

Players need to be available to pass the ball along effectively.

Players must keep the ball moving.

How much time is a player active with a ball?

Players need to be in possession of a ball as much as possible.

Players must keep moving.

"If you want to play faster you can run faster, but essentially the ball determines the speed of the game...". -Johan Cruyff

Blue or Red Pill?

Making decisions is an active learning activity. Decisions can be simple. It gives participants control over their learning. Will participants take the blue or red pill? Why did they pick the one they did? The choice is theirs. Or is it? It's not about right or wrong. Both statements can be factual! And yes, deciding what pill to take depends on the context.

This activity builds connections and is essential to create a shared understanding over (work) flow.

2 minutes

Without influencing other players, each one writes down which pill to take for each statement. Both may be true. But if they have to choose, which pill will they take?

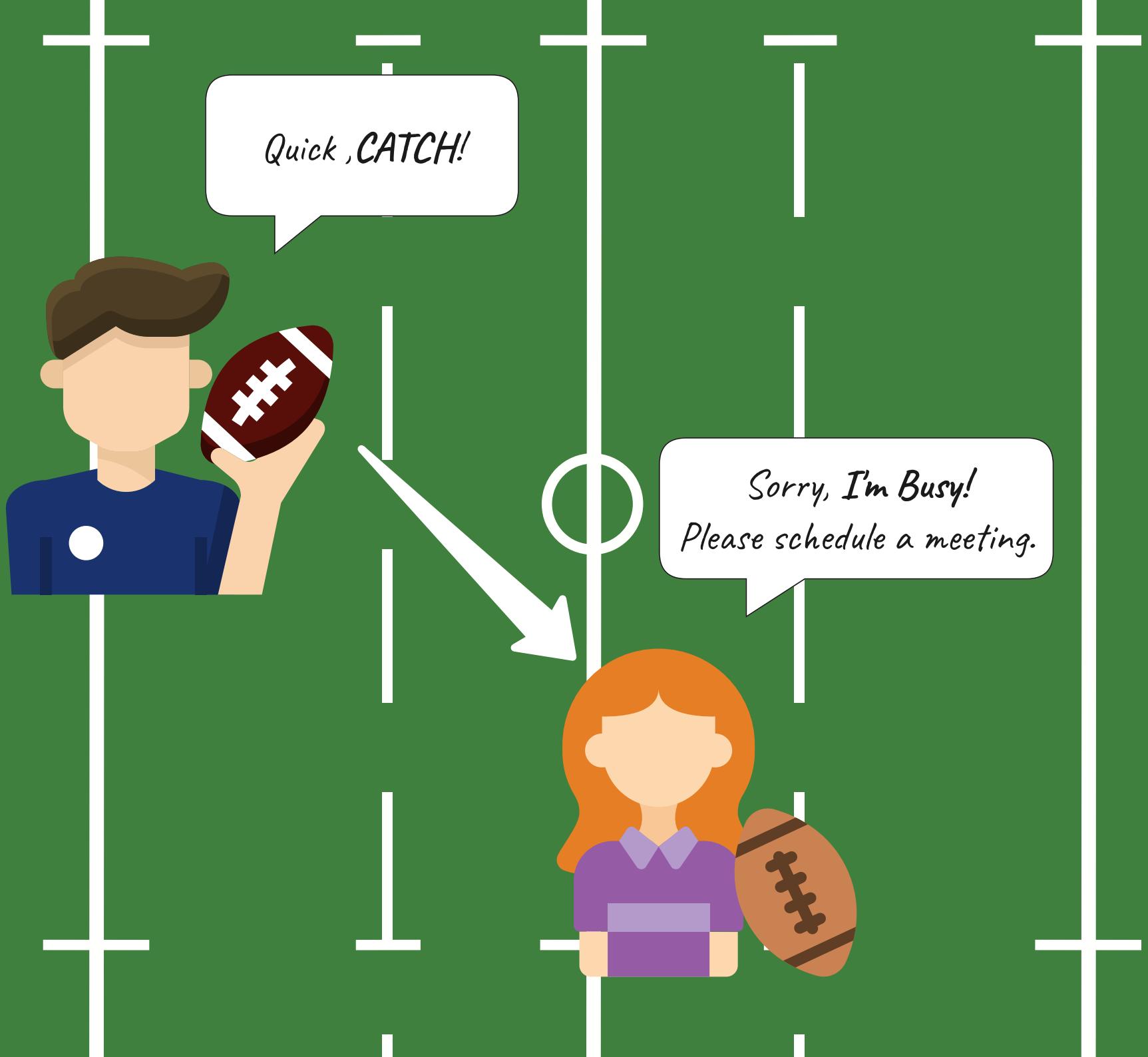
Managers may work from the assumption that the amount of work that gets done depends on how fast people can work and how busy people are. That makes sense to a degree. That said, this, too, can disrupt the flow of work itself. If everyone is busy, work cannot be passed along effectively, as we are waiting on meetings, or items are queueing in backlogs and inboxes; those items are idle on the field.

5 minutes

Players may briefly share their motivation for choosing the pills.

3 minutes

Ask players what a good balance between the two would be like.



Quick, CATCH!

Sorry, I'm Busy!
Please schedule a meeting.

In the Flow!

Flow involves the collective ability to stay focused on an objective.

Having more cars on a section of a highway doesn't mean more cars will move through that section. Picture a traffic jam: lots of cars but terrible flow. And likewise, giving people more work doesn't mean they get more work done faster.

3 minutes

Ask a team what stages (from idea to value) an item goes through. Ask them which stage takes the longest. What about the waiting stages between each step?

You can ask players to imagine a continuous video recording, focussing on one of the items moving through the workflow. Chances are it will be a very dull movie, where most of the time, nothing happens to it.

3 minutes

Players individually write down three ways that idle work impacts flow.

Ask players to imagine a continuous chain of action focused on a goal. That's where Scrum got its name. First, the individuals (who can move the item from idea to value) share the same space and time. They get together: Scrum! In rugby, a sprint follows the Scrum, and players aim to keep the ball moving to its target, maneuvering through and around impediments. The players adapt, as a team, in an agile way, to whatever comes their way.

Sometimes leadership is so focused on keeping people busy that they forget about keeping the balls moving effectively toward the goal. When everybody is engaged, nobody is playable/available. There can be no direct hand-offs because people are already too busy. Therefore, many balls sit idle, untouched, waiting for the next person to pick them up. Queues form. When everyone is focused on their own queue of balls, they will lack situational awareness; they'll lose track and interrupt each other's play.



Checkpoint 2

Sturdy spokes poorly placed make a weak wheel. Great players poorly aligned make a weak team. Good play depends on the space, harmony, and connection between players. Can they sense the field? Our players learned about the orientation towards goals, positioning, and (interruptions to) flow all impact the play.

To get into a flow, players must *feel* the field. That means understanding the rules, the feel, and the flow of the ball, aiming for the goal, awareness of the movement on the field, and being able to hear, see and interact with other players directly.



2 minutes

Invite players to reflect on what we have covered so far. They may write down one thing they learned and one play they would like to try.

now what?

Having a clear sense of the field requires *transparency*. Developing transparency takes time. It's a path we must clear together.

Let's go and clear up some of the fake news, dogmas, and misunderstandings disrupting the flow of the game.

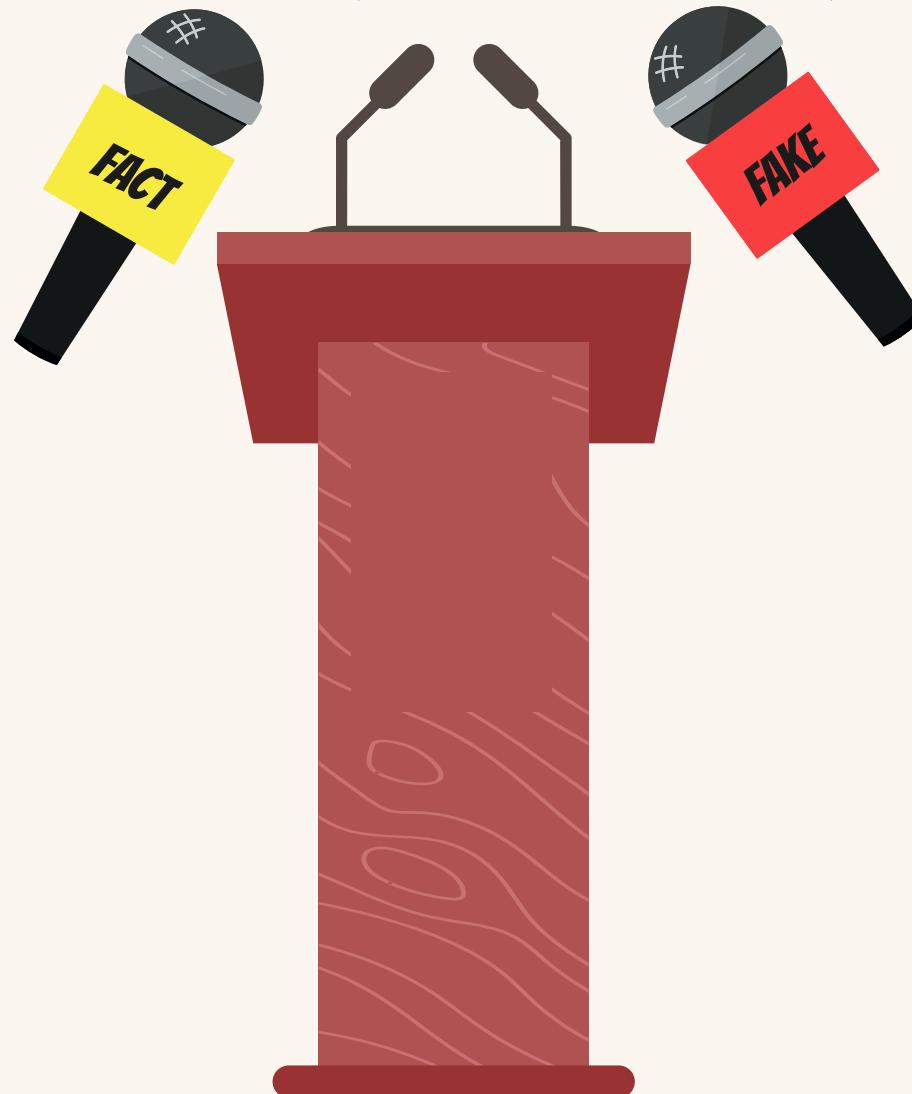


Can you tell fake from fact?

To optimize predictability, once the Sprint starts, the scope can no longer be changed.

The Scrum Team commits to all the work of the Sprint.

Multiple increments may be created during a Sprint.



Fake or Fact?

Some paradigms seem to go around forever. But they don't have to. *Fake or Fact* does not equal *Right or Wrong*. We can learn and unlearn. Something can be wrong in theory but accurate in practice (and visa versa). *Fake or Fact* is about having a respectful conversation leading to constructive action.

2 minutes

Players individually write down some common facts that they believe are true about

2 minutes

Players individually write down some myths, fakes, and misunderstandings that they believe are common in Scrum.

2 minutes

Pair up. Shuffle the facts and fakes, and limit the list to five.

4 minutes

Merge pairs. Reviews each other's list. Can you tell fake from fact?

How does fake Scrum news impact your workplace?

5 minutes

(2,5 minutes each)

Pair up. Share a misunderstanding about Scrum that exists at your company.
How does it impact you?

5 minutes

(2,5 minutes each)

Design a Mythbuster experiment with your pairing partner that can bust the myth from the organization.

DEAD?!

and...

ALIVE?!



"HOW CAN WE BE BOTH ... AND ... AT THE SAME TIME?"

Wicked Questions

Dead and Alive is a play during which the players articulate Wicked Questions. These questions phrase are paradoxical challenges. These questions reveal complexities.

Dead and Alive is inspired by a thought experiment (Schrödinger's Cat) in which a hypothetical cat is simultaneously alive and dead. The cat's fate is linked to a random subatomic event that may or may not occur.

The tribal wisdom of the Indians passed on from generation to generation says, "When you discover that you are riding a dead horse, the best strategy is to dismount." But how can you tell the horse is, in fact, dead and not just resting? Wrong assumptions about the horse's state may lead to wasteful and toxic behavior, such as:

- Buying a stronger whip;
- Blaming the rider;
- Changing the rider;
- Appointing a horse coach to encourage the horse;
- Promising a pay increase to motivate the horse.

2 minutes

Players think of a paradox in their company. Individually they write down a 'Wicked Question':

3 minutes

Share the Wicked Questions with the group.



You may share an example such as:

- How is it that we are a self-managing team and have a manager simultaneously?
- How is it that we must be adaptable to change when the roadmap is fixed?

To find out if there is a "dead cat/horse" in the paradox shared, you can follow up by asking:

- We know "the horse is alive" because | We know "we are a self-managing team" because ...
- We know "the horse is dead" because ... | We know "we are being managed" because ...
- We know "the cat is alive" because | We know "we are adaptable to change" because ...
- We know "the cat is dead" because ... | We know "the roadmap is fixed" because ...

Transparency

This is
'need to
know'

How confident
are we that we
are going to
achieve our
Sprint Goal?

A detailed Sprint
Review document
for stakeholders
who did not
attend

Can you
repeat what
you just heard
in your own
words?

tell a
personal
story to the
group

A Sprint Plan
made visible on a
Sprint Backlog
showing how the
team is planning
to achieve its goal

I assumed
you would...

long
'spaghetti'
e-mail threads
with lots op
people on CC

visualizing
impediments and
what is slowing us
down in meeting
our Sprint Goal

interacting
with users /
customers

make use of
animated slides to
make the
presentation
more 'interactive'

a 'radar' chart where
members are scoring
how well the team is
doing on various topics
like DoD, Planning,
Review, happiness,
sustainability, etc.

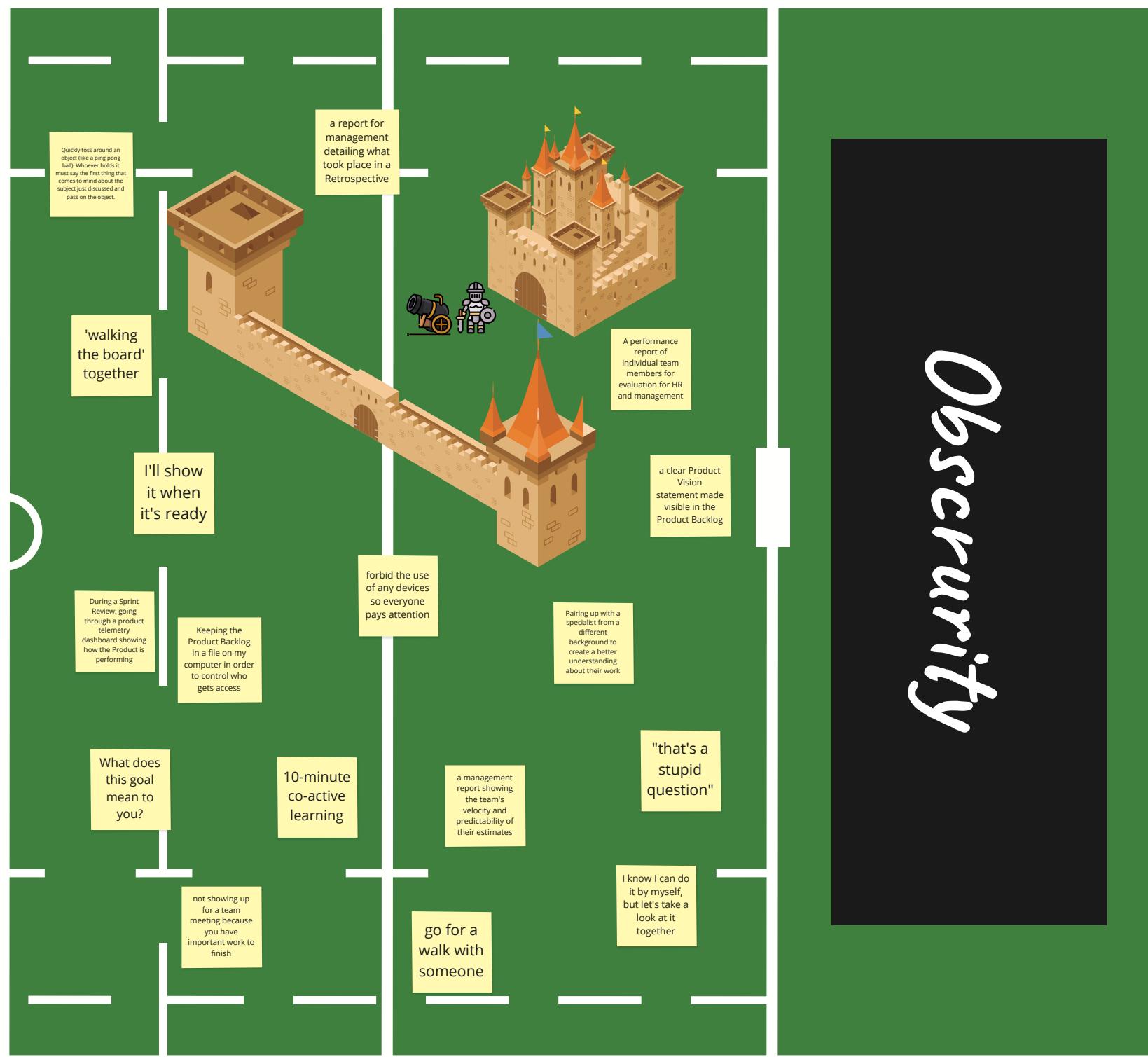
it should
have gone
without
saying that...

Let's hear 3
questions
from the
group!

reviewing the
latest updates
of the product
in practice
together

what doubts
and
concerns do
you have?

Obscurity



Information Warfare

It's game time!

You can learn a lot about an organization's (micro) culture by assessing the language individuals are using. Sometimes people use military terms like *target audience*, *fired*, *air support*, *task force*, *war room*, *shoot* (as in "tell me"), *killer idea*, *chain-of-command*, *from the trenches*, *campaigning*, *backfire*, and *resources*. Sometimes sports terms are used like *goal*, *catch-up*, *slam dunk*, *dropped the ball*, *get the ball rolling*, *kick-off*, *game plan*, *sprint*, *finish line*, *false start*, and *long shot*.

Gotcha?

Information Warfare is a term used for an operation conducted to gain an information advantage over the opponent. It consists of controlling one's own information space, protecting access to one's own information, acquiring and using the opponent's information, and disrupting the information flow. What happens when Information Warfare occurs within the team or organization?

1 minute

Divide the players into two teams: Transparency (orange) vs. Obscurity (black)

3 minutes

Each team can change the color of the sticky notes on the field to their team's color if they believe what is written on that sticky benefits either transparency (team orange)

2 minutes

For bonus points: can the team write down additional behaviors and statements supporting their team?

4 minutes

Discuss with the whole group if any of the sticky notes were disputed.

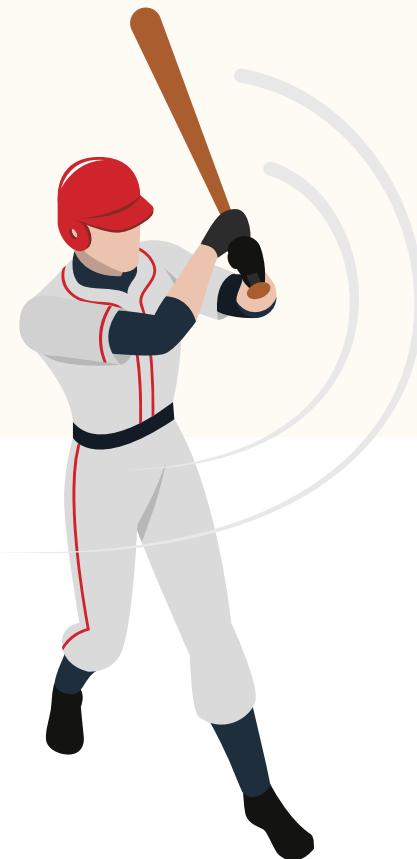
Sporty Stretch Break

2 minutes

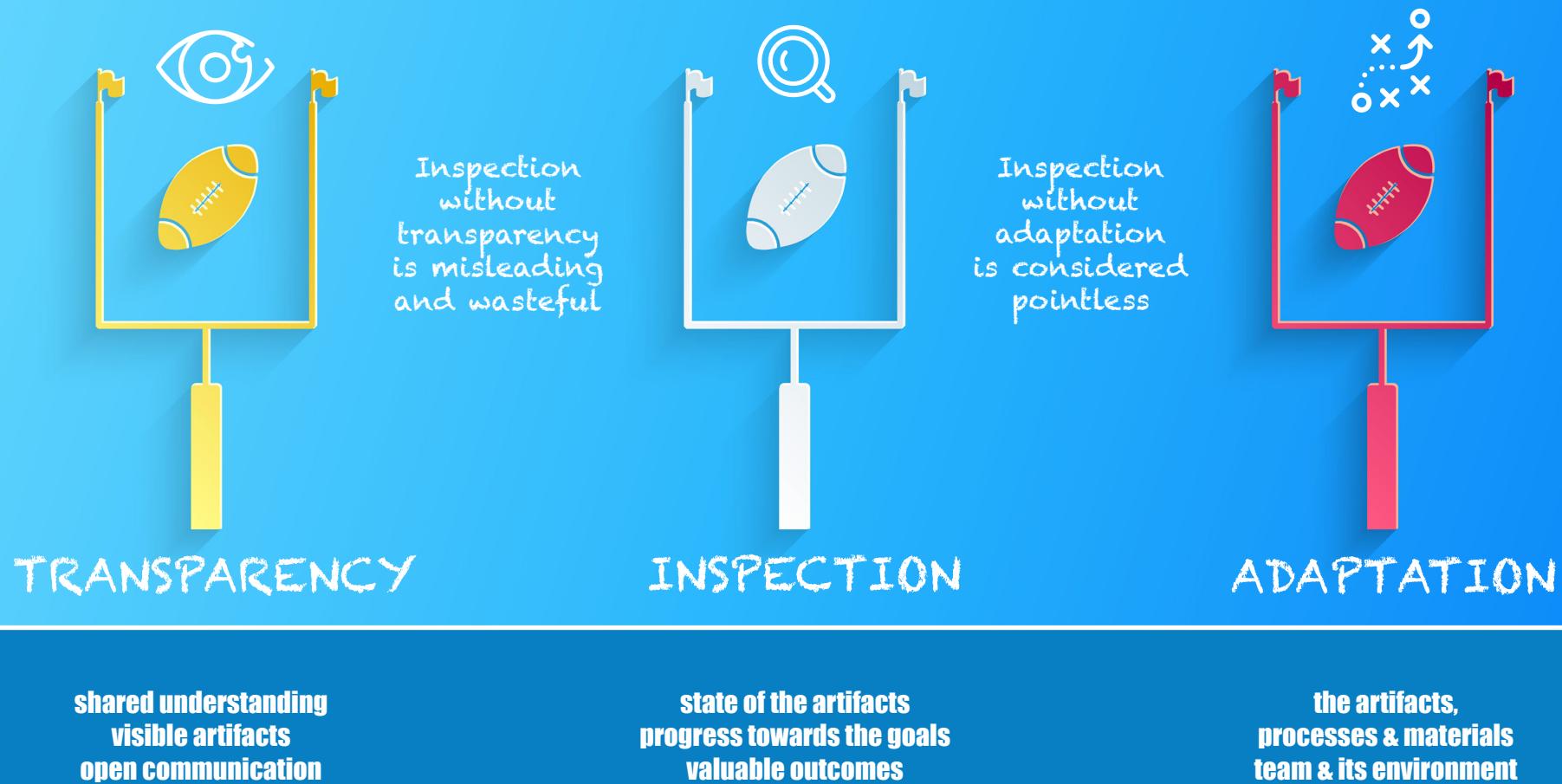
Play some uplifting music.

Invite the players to mimic the following sports moves (one by one):

1. Baseball bat swing,
2. Rugby Ball throw,
3. Golf Swing,
4. Running (in place),
5. Tennis Racket Swing,
6. Basket Ball dribble,
7. Boxing punches,
8. (virtual) High Five.



The Pillars of Scrum



Empiricism stems from the Latin empiricus (from Greek empeirikos), which can translate to experienced and skilled. Empiricism is the act of making decisions based on what is actually experienced. Scrum is built on the three pillars of Empiricism. When these aren't upheld, the framework is unsupported; thus, the play becomes unstable.

Observe what is.

Transparency requires all aspects to be commonly observed and the understanding of it to be shared. In Scrum, decisions and expectations are based on the perceived state of the artifacts: the Increment, Product Backlog, and Sprint Backlog.

When observations aren't complete, correct, or shared, decisions will be flawed, progress will not be reliable, the risk is not controlled, conflict occurs, and value goes down the drain.

5 minutes

Pair up. Ask: "How does your team make progress towards its goals visible?"

Make better decisions.

Frequent inspections enable early detection of variances so one can promptly act on them. The inspection goes deeper than just observing and dealing with symptoms. Go for the root cause! What's causing deviations? Is what you are doing achieving meaningful and valuable outcomes? How can you tell?

5 minutes

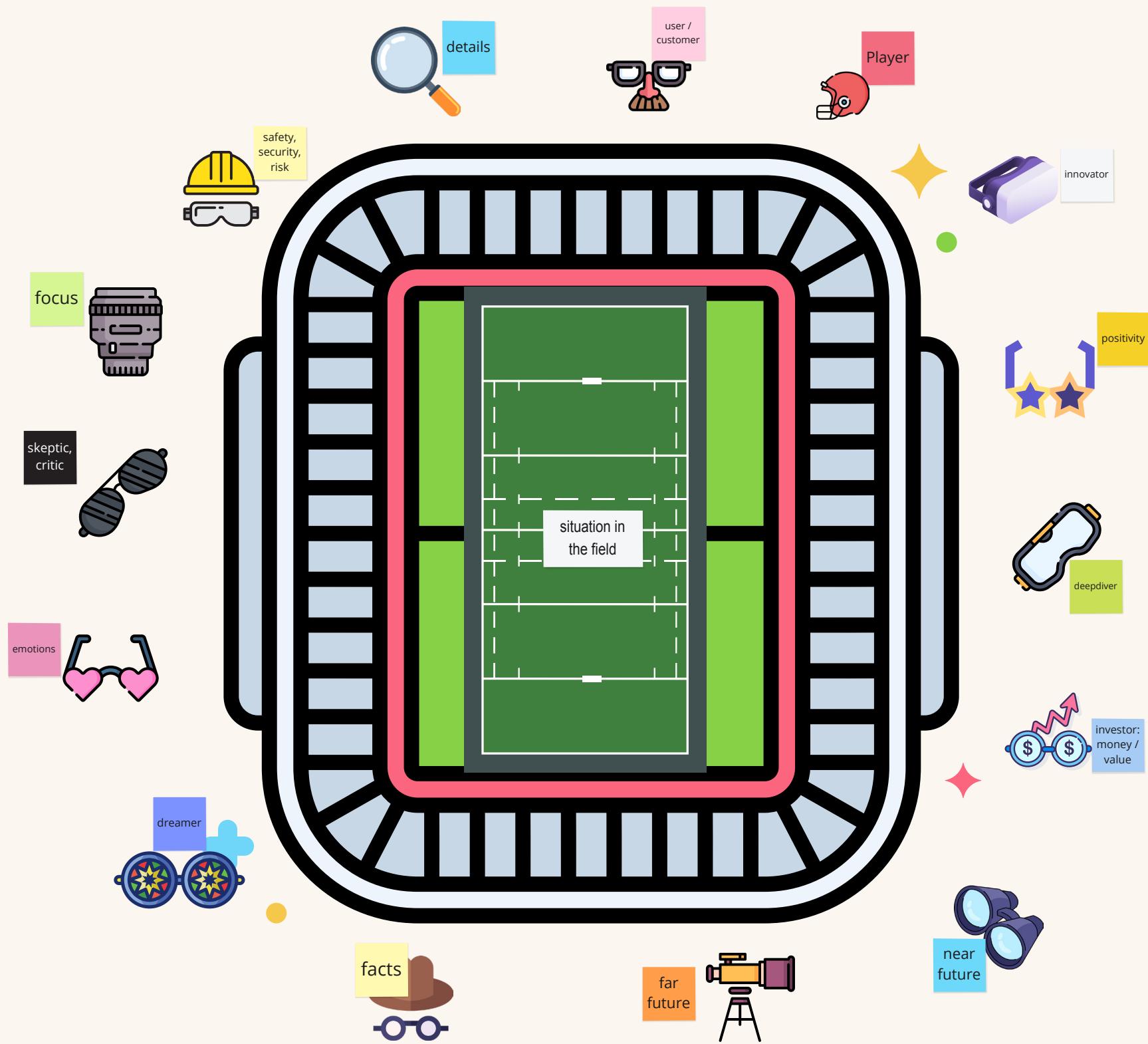
Pair up. Ask: "How does your team inspect the value realized through the product?"

Responding to change.

When a Scrum Team learns through inspection that any aspect is unacceptable, the adjustment must be made as soon as possible to minimize further deviation. Like gardeners weeding out the weeds when encountering them, a Scrum Team keeps its gardens (the artifacts) in pristine condition.

5 minutes

Pair up. Ask: "Share an example of what your team is adapting based on what it inspects."



Lenses

Lenses is a play that invites the players to look at a situation differently than conventional. It is a transparency game where individuals exchange different perspectives and viewpoints with a specific lens in mind.

Teams may develop a culture (or meta) in which situations are commonly addressed from a limited set of perspectives. Some micro-cultures encourage short-term thinking and discourage critical thinking. Some may handle problems as they have always done and thus discourage creative, playful, and innovative thinking.

Let's break away from that. Here is an example of a situation:

"Once again, the team's initiative for improving the deployment process is overruled by a stakeholder. This stakeholder is the direct manager of the Product Owner. The stakeholder stresses that the team must focus on the deliverables outlined in her roadmap. Previous Sprint, the same stakeholder agreed that if the team would meet its Sprint Goal, they could work on it. During the Sprint Review, however, the stakeholder expressed that, given a new need that emerged from what the team delivered, the team must adapt to those new needs first."

2 minutes

Introduce the situation to the players.

2 minutes

Players pick a lens through which they want to see the situation.

2 minutes

Players individually write down three key takeaways from looking at the situation from their viewpoint. Make these visible on the board to the whole group.

4 minutes

Together review the various perspectives. Expand on them if time allows.

"Some people see the glass half full. Others see it half empty. I see a glass that's twice as big as it needs to be." – George Carlin

Attribution: This play is based on Lenses for Dialog; Harvard Graduate School of Education's Project Zero.

Frog Sashimi



1. Dissect!

- First observe the Frog as a whole. What is its main purpose?
- Dissect it into various parts, pieces or components.
- Look beyond the obvious features. Dig little bit deeper.
- Invite the group to share different perspectives on the parts.



2. Inspect!

- Be hands on!
- What are the purposes of each of these parts?
- How do they add value?
- What if you were to leave them out?
- What do participants like and don't like?
- What's pretty / ugly?
- What is understood and what is not understood?



3. Unravel!

- Draw the relationships and dependencies between the parts.
- What affects the behavior of the parts?
- What conditions may change that disrupts its behavior?
- Do we detect any anomalies?
- What is still unknown about the parts?



4. Sashimi time!

- What's needed to turn it into something more desirable?
- What are the first next steps?
- What can we change right here, right now?
- What's needed to resolve the undesirable parts?



Parts, Purposes, Complexities

Frog Sashimi; how's that for a yummy title?

Frog Sashimi is a four-step activity where the Scrum Team inspects and dissects a problem, situation, bug, or challenge. The aim is to examine it together so the whole team can learn from it. It improves a group or team's ability to address the root cause, not just the symptoms. Individuals learn how to navigate complex systems. It can lead to increased collective team ownership of the product rather than just its parts or components. Ideally, these four steps are timeboxed. What that timebox is, is up to the team.

The *Frog* represents a problem, error, bug, challenge, situation, defect, or system. It stimulates curiosity, raises questions, and surfaces areas for further inquiry. This play encourages specialists to slow down and make carefully detailed observations, to look beyond the obvious.

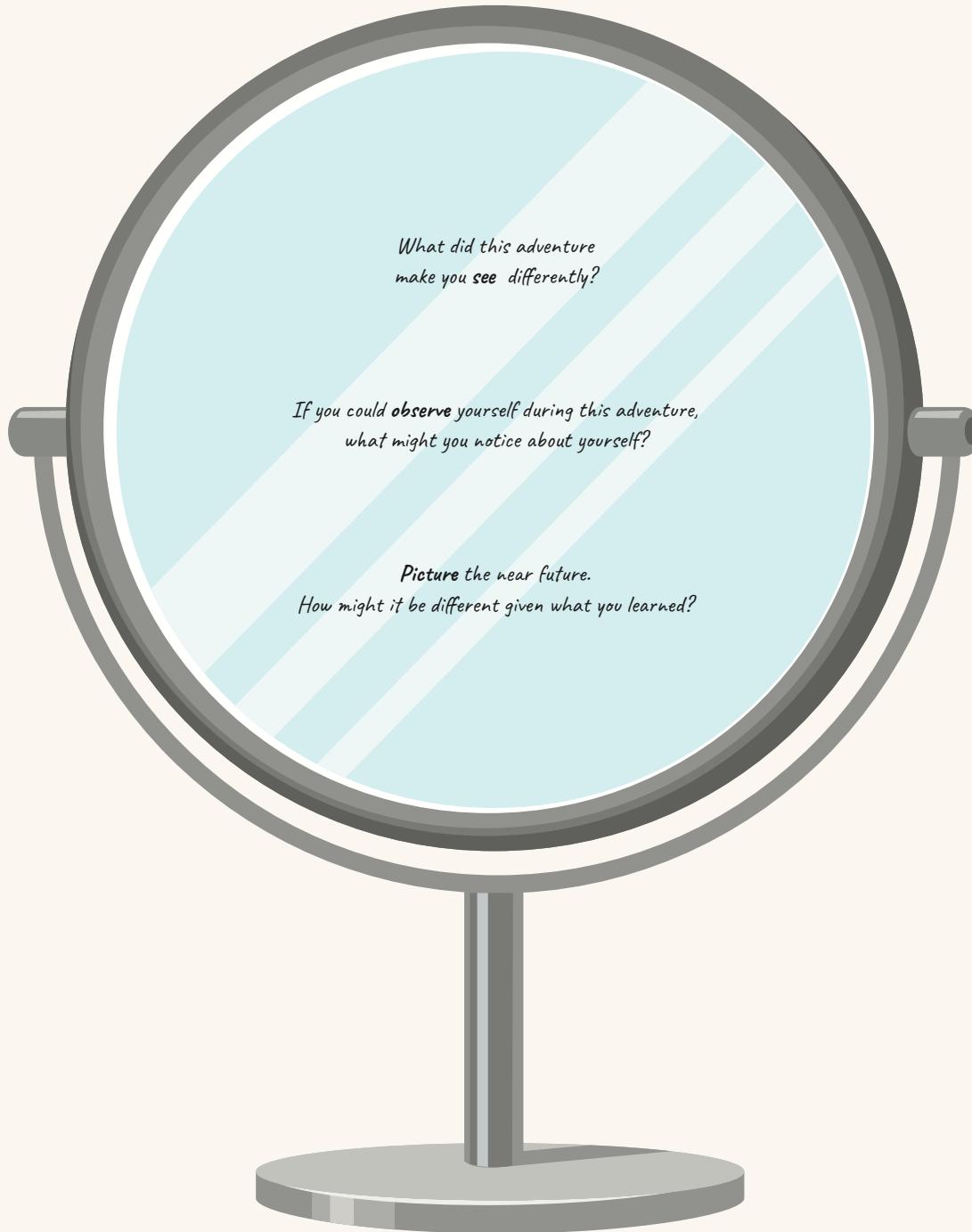
- The Frog as a problem: Frequent glitches and performance instabilities caused by routine product data updates.
- The Frog as a (part of) a system: Understanding the complexity behind the Webshop Checkout.
- The Frog as a bug: User experiences errors due to API returning unexpected responses.
- The Frog as a situation: The impact of new government policy on privacy.
- The Frog as an audit: Does the order flow meet the new anti-fraud policy?

It doesn't make sense to play Frog Sashimi when the situation and system are well understood.

2,5 minutes

Ask the players to identify potential Frogs in their organization.





*What did this adventure
make you see differently?*

*If you could observe yourself during this adventure,
what might you notice about yourself?*

*Picture the near future.
How might it be different given what you learned?*

Mirror Mirror

Our game time is up. At least for now. We'll conclude this adventure with an alternative play to the Travel Journal. Will players look into their mirror?

The mirror may show many things: things that were, things that are, and some things that have not yet come to pass.

Prepare each mirror with three questions. You can prepare different statements per mirror.

Suggested questions:

- What did this adventure make you see differently?
- If you could observe yourself during this adventure what might you notice about yourself?
- Picture the near future. How might it be different given what you learned?
- What did you see that you would really like to remember?
- What about this adventure is still unclear or obscured?
- Did you see anything in others during this adventure that you would also like to see in yourself?
- What can you see beyond what is seen?
- If you could make one illustration about this adventure and send it to your past self, what would it show?

5 minutes

Players individually look into their mirror, reflect on the questions and visualize their answers.

5 minutes

Pair up! Briefly share and reflect on what your mirrors show.

In a way, Scrum acts like a mirror. It is designed to reveal things the way they are. Some will try and break the mirror when they don't like what it reveals. It takes courage, commitment, and hard work so the mirror eventually will show what you want to see. It requires transparency, inspection, and adaptation.

Call to Adventure!

concrete practice assignment

Choose one (or more) of these plays to try out in your organization

- Clean Setup for Scrum
- Rafting
- Dead and Alive?!

- Information Warfare
- Lenses
- Frog Sashimi



R2M

All
Game of Scrum

Appendix: 4C Map

C1 Connections - C2 Concepts - C3 Concrete Practice - C4 Conclusions

The R2M-VE applies a 4C baseline from Training From the Back of the Room, Virtual Edition (TBR-VE) by Sharon Bowman.

1. Spirit of the Game

Learning Outcomes:

1. Quick on-the-feet exchange on what's the spirit of Scrum;
2. Forming a team agreement using a Clean Setup for Scrum;
3. Mapping the elements of the Scrum Framework;
4. Visualizing/drawing complementary techniques applied in your organization;
5. Performing energizing, brainboostering stretch breaks

Plays:

1. Spirit of the Game (Ball Toss) C1
2. Tao Meditation: Purpose C1
3. Warming up C1
4. Clean Setup C1/C2
5. Fill in the Blanks C2
6. Share a Raft C2
7. Gallery Walk C3
8. Ball Stretch C4
9. Checkpoint 1 C4

2. Flow

Learning Outcomes:

1. Visualize how teams are organized in 'the field' in your organization;
2. Reviewing various team configurations;
3. Making decisions about Resource Efficiency and Flow Efficiency;
4. Listing workflow stages and listing the impact of wait/idle times in your organization.

Plays:

1. The field C1
2. Focus/no Focus C2
3. Blue pill / Red Pill C2
4. In the Flow C3
5. Checkpoint 2 C4

3. Pillars to Practice

Learning Outcomes:

1. Listing facts and myths about Scrum
2. Creating an actionable plan on how to bust a myth about Scrum in your organization;
3. Writing Wicked Questions in context to Scrum in your organization;
4. Mapping behaviors that contribute to either Transparency or Obscurity;
5. Get moving with a sporty stretch break;
6. Show and tell how the pillars of Scrum are put into concrete practice in your organization;
7. Assess complex scenarios through various perspectives / lenses;
8. Identify Frogs in your organization;
9. Reflect using Powerful mirroring coaching questions.

Plays:

1. Fake or fact C1
2. Wicked Questions C3
3. Information Warfare C3
4. Sporty Stretch Break C4
5. Pillars of Scrum: Show & Tell C3
6. Lenses C3
7. Frog Sashimi C3
8. Mirror Mrror C4
9. Call to Adventure C4



The Road to Mastery (R2M) is a Scrum Learning Journey containing 12 adventures (modules) from Basecamp to Bootcamp.

1. Basecamp
2. Agile Backpacking
3. The Game of Scrum
4. Living the Scrum Values
5. Mountaineering Scrum together
6. Kayaking the Value Stream
7. Surviving Self-Management
8. Deep Diving Developer Culture
9. Exploring Artifacts
10. Smooth Sailing the Events
11. Coaching Dojo
12. Bootcamp

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- Sharon Bowman: Training from the Back of the Room (TBR);
- Evelien Roos: Training from the Back of the Room Virtual Edition (TBR-VE);
- Project Zero: a research center at the Harvard Graduate School of Education;
- Henri Lipmanowicz and Keith McCandless: Liberating Structures;
- Jeff Sutherland e.o. : Scrum Patterns;
- Freepik for vector illustrations;
- And others attributed in the various plays.

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Comment on attribution:

"I aim to diligently attribute anyone who deserves credit or reference and refer to those sources of inspiration from which the Road to Mastery emerged. Please reach out with suggestions and comments on where this can and should be improved." - Sjoerd Nijland.

Serious Scrum R2M

The Game of Scrum

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