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The Agile Mindset Design Plan

Course Rationale

Software development teams have been successfully using agile methodologies to execute projects for many years, with the "light" and "agile" designations since 2001 (Highsmith, 2001). Such keywords as Scrum, agile, XP, and Kanban are commonly used. There are many courses providing the population with vast resources for successful software development project execution, yet project delays, cost overruns, and failure still persist. The agile mindset training course presents a modern project management mindset through sustainable, functional behavioral and cultural changes.

A transition into an agile PM methodology requires a significant organizational change; a top-down cultural and behavioral change. Agility in work and organizations demands greater leadership and less management (Buchan, 2014). Prioritizing people over the traditional process calls for more self-organizing, a function of agile teams, and less bureaucracy. Within the organization, teams must be flexible and adaptable to the changing business environment, thus delivering working products rather than delays. Neither of these points negates leadership roles or the need for management, but that it is mandatory for organizations to adopt an agile mindset when implementing agile PM methodologies. The Agile Mindset training course serves the workforce in an agile working environment, agile team members, or an organization with agile PM initiatives.

Systems Management International (SMI) is sponsoring the pilot and release of this training course. A service of SMI is talent management, developing and executing training systems that influence change and deliver measurable business value. Participants and sponsors of this training course will consist of a mix of technical and nontechnical workforce from the private and public sectors, across various industries and business environments.

The Agile Mindset training course will be conducted in a one, eight-hour day. The design includes a mix of instructional methods to create an organic, interactive environment. To support the content, this training course will be technologically enhanced with a captive audience. Participants will receive a handout, learning materials, a lecture, discussion, and learning activities.

Target Population

The proposal for this course targets adults who are active in a professional project management (PM) environment, high school graduates, or equivalent degree, with no technical agile PM experience, with limited or no existing knowledge of agile methodologies. The audience can also include those with existing knowledge of agile PM methodology, and technical expertise.

Demographic profiles of the target population ignore things such as religion, marital status, race, and other limiting factors that are not applicable to the course content. Age is not limited to a range, but participants are anticipated to be 19-55 years of age. This learning event is gender neutral, nonprescriptive. In this early phase of the system design, primary language is English; future iterations will accommodate other languages and cultures. Late adopters and those "jumping on the bandwagon" of agile are also the target population. Organizations in all industries, sectors (e.g., private and public), as well social groups (i.e., meetups and clubs) are included in the target population.

The role in the organization and agile PM knowledge are two very important components of the target population demographics. Role in the organization pertains to the responsibilities of the target population – not title or rank. All roles, positions, and levels are included in the target population; this course emphasizes a top-down cultural change, beginning with the decision-making level, but is still useful for all levels. Participants should be active or aspiring PM team members, individuals exposed to a collaborative work environment, and those interested in the acquiring knowledge on new PM methodology implementation. Participants with limited or no knowledge of agile PM will benefit from a greater long-term influence. Participants with existing knowledge can be divided in two categories: individuals with broad agile PM knowledge, and individuals with specific agile PM knowledge. Individuals with broad agile PM knowledge include those who have heard of agile PM (i.e., word of mouth, reading, watching), previously attended an agile PM training courses, and those currently interested in or are using blended agile PM methods. Individuals with specific agile PM knowledge are certified at some capacity in agile PM methodology, have tangible, specific or strict agile work experience, and are training others on agile PM methodology.

Expectations of the target population describes what a participant expects from the learning event. Many participants are seeking a "silver bullet," conceptually an all-in-one solution to transition into agile PM. Organizational change expectations are divided into four categories: agile culture, speed to market (e.g., efficiency in project delivery), innovation, and soft skills. Each individual participant has specific desires to initiate an agile cultural change, which is likely the greatest challenge to long-term effect of this course content. The working environment is intentionally vague, as the course content is so widely applicable. At a minimum, the target population has some projects in process, recently completed projects, and is planning to manage project work with agile PM methodology. The target population also includes in-person (i.e. dispersed and collocated), remote, and virtual team office space.

Course Objectives

Terminal learning objective (TLO):

Given a handout, learning materials, lecture, discussion, and activities in a 7-to-8 hour training course the participants should be able to demonstrate a strategy to realize the agile mindset in any working environment, industry, and sector.

Enabling Objectives (ELO):

Given a handout, learning materials, lecture, and discussion on change management for the agile mindset transition the course participants should be able to:

1. Define the agile mindset in a 1 minute elevator speech.
2. Identify the roles and responsibilities within an organization to adopt the agile mindset.
3. Identify 4 factors that inhibit agile PM transition.
4. Differentiate between using agile PM techniques and influencing measureable behavioral and cultural change (as-is vs. to-be).
5. Illustrate the role behavioral and cultural change in the agile mindset.
6. Discuss 2 methods to measure behavioral and cultural change when using the agile mindset within an organization.
7. Identify 3 organizational challenges of a blended agile PM approach without realizing the agile mindset.
8. Describe the impact of the agile mindset on technical personnel in a project team.
9. Describe the impact of the agile mindset on nontechnical personnel in a project team.
10. Describe how nontechnical personnel can reduce group think in technical teams.
11. Identify 4 barriers to developing of the agile mindset.
12. Design a 7-step change management action plan for transitioning a team to the agile mindset.
13. Design a 10-step change management action plan for transitioning an organization to the agile mindset.
14. Apply the agile mindset in a 10 minute group activity using a top-down approach.

Course Description

This course will be delivered in one day, an eight hour session. Breaks will be moderated based on the facilitator's discretion; two 10-15 minute breaks and a one hour lunch will be accommodated. Four modules are presented during the 8 hours:

1. The history of agile PM,
2. The agile mindset,
3. Change management considerations, and
4. The future of blended agile PM.

Each of the four modules lasts 60-90 minutes, including time-boxed activities.

Module one, The history of agile PM, introduces agile PM and explores the history and the methodologies that have shaped the current practices. Participants will also receive a brief on common agile techniques, such as those used in Scrum, an agile framework. During this module, objectives are intended to prime the participants that are nontechnical, and new to the agile PM environment, the target population. Any participants that are outliers of the target population can benefit from an unbiased review of techniques that agile, but not specific to common classifications as "hybrid" or "Scrum." In this module, the topics discussed do not identify a framework for agile PM, but provide a foundational understanding of agile PM methodologies. The learning outcome of this module is a benchmark of the course, and knowledge acquisition.

In the second module, The agile mindset, participants are introduced to the mission of the course. The connection between behavior and success in agile PM will be made, detailing what is called the *agile mindset*. During this module, participants will dictate the learning flow, with great emphasis on group activity and interactive learning through discussion. As a critical function of this course, participants will practice the agile mindset through a variety of designed activities.

Module three, Change management considerations, analyzes the factors and reservations within the PM environment to success of agile techniques. To this point in the course, participants have learned the agile mindset and are aware of the agile PM methodology. The participants will have acknowledged the requirement for behavioral change in the agile mindset, but will evaluate how change can occur in their environment. This module also emphasizes group interactions and participant discussions. The agile mindset is the terminal outcome in the agile PM transition; with many barriers to the change management that workforce at all levels may face within their environment. This module will not hang on the *politics* within participants' organizations, but is designed to highlight relationships, roles, and identifying the root cause.

In the final module, The future of blended agile PM closes the course with optimism for the future agile PM environment. Participants can share their personal experiences and discuss their individual expectations of their transition to the agile mindset. The blended environment will be addressed, building on the third module and emphasizing where the new *agilists* fit into the

combination efforts of some to merge traditional (e.g. waterfall) development techniques and agile techniques.

This course uses a mix of instructional techniques. The course is technology-enhanced, utilizing a digital projection of a PowerPoint presentation to augment the hard copy resources. One facilitator for this course will have a captive audience with an in-person delivery method. Throughout the four modules the course features lecture points for the facilitator to introduce the slides, but primarily employs discussion to engage participants and stimulate the learning experience. In conjunction with the discussion method this course uses group activities such as a case study and a team-based evaluation to create an interactive learning environment.

This course will provide electronic materials and printed materials. The participants will receive the course PowerPoint in email with the option for pre-course printing, and future access. All slides in the facilitator and participant course books are used in the course, thus no extra pages or uncovered topics. Additional space will be provided for participants to take notations and illustrate discussions and group activities within the course books. The facilitator will have the same soft and hard copy versions of the course PowerPoint.

The learning environment will feature an enclosed area with ample space for group work, with seating arrangements in teams of 4-5. The course design targets 20-25 participants, with each collocated cluster, participants will be able to demonstrate their learning engagement that is initiated by their orientation. A desk or working area and computer is required for the facilitator, to record participant information, attendance, and moderate the presentation. The learning environment will utilize a projector to display the presentation, activity materials for each participant, and writing utensils for each participant (e.g., pens and pencils). Participants and the facilitator will have convenient access restrooms outside of the central learning environment, with reasonable access to break rooms, drinking fountains, or vendors for drinks and snacks. Emergency protocols will be addressed and participants and facilitators will have immediate access to safety and emergency exits.

Presentation materials:

- Flip chart or dry erase board
- Markers
- Projector accessories (i.e. remote)
- Name tent cards

Participant materials:

- Hard copy of PowerPoint presentation
- Pens and highlighters
- Group activity props (i.e. markers, tape, etc.)
- Pencils for exam

Evaluation Strategy

The course design utilizes both level one (L1) and level (L2) evaluation to confirm learning and knowledge acquisition in a two-step process. The L1 will be implemented with a discrete poll and observation of the discussions and group activities to evaluate participant reactions to the agile mindset. The L2 will be implemented with three specific learning activities. This step focuses on testing the tangible learning, beginning with the Jeopardy activity. This type of activity stimulates the group and individual engagement and reinforces new content and skills.

The case study evaluates participants and their ability to demonstrate the agile mindset. This evaluation allows the participants a live environment to safely practice their agile mindset and simulates how they will act within their own working environments. Finally, the paper exam concludes this learning event to verify acquisition of learning the content and skills. The previous activities evaluated the same concepts that this test covers, but is required to declare a participant's successful completion of the course.

Feedback will be solicited in two methods. First, participant feedback will be requested at the completion of the test, at the conclusion of the course. Second, the participant feedback and roster information will be uploaded into the learning management system paired with an email survey, and after-action evaluation.

Participant Prerequisites

The participants of this course must possess a high school degree or equivalent degree and be English literate. The abilities to speak in a public setting, as well as write and present thoughts and work in the learning environment are required for participants. Participants must also be interested in agile PM and the objectives of this course. Participants should be nontechnical personnel and working in a professional PM environment, but can include professionals with agile or technical experience. This course is delivered in-person; therefore, participants must also meet the availability requirements of the course without unnecessary accommodation. The room setting for the event will have group seating no further than 40 feet from the projection screen, and participants must be able to see, read, and interact from this distance.

It is expected of participants that they are willing to participate. The interactive learning environment requires participation in group activities, the willingness to learn, the willingness to share prior work and personal experiences that are relevant to the course topics and activities. Participants must have access to email to receive course materials prior to the schedule course date, and to exchange relevant information for the attendance and evaluation of this course.

In addition to receipt of the course materials prior to the scheduled event, participants must be able to acknowledge and agree to the prerequisites that will be emailed to them prior to the event. Finally, participants must be able to conduct themselves in a professional manner while in the learning environment. This includes and is not limited to arriving on-time for the course scheduled, minimizing distraction to the teams (e.g. other participants), obeying direction of event staff and facilitators, and corresponding with logistics staff leading up to the event.

Facilitator Prerequisites

This course is facilitator-led and encourages learner engagement and group interaction. The facilitator must be English literate, with a minimum education experience of a high school degree or equivalent degree. Facilitators must be articulate, effective communicators for this course. The facilitator must be capable of interacting with a captive audience to present the course materials without reading the PowerPoint slides or hard copy materials verbatim. The facilitator must be able to maintain a time-sensitive schedule and stand for the duration of this eight-hour course.

The course materials must be delivered in an unbiased manner, with professionalism. The facilitator must possess the KSAs required for a facilitator-led course; to name a few KSAs, they must be good active listeners, able to direct interactions, conduct activities, moderate discussions, aid learning through the connected course topics and participant experiences.

The facilitator also must have basic computer competency, able to operate the computer for the course execution by entering participant data and navigating PowerPoints. The facilitator must have email access prior to the scheduled event, able to correspond with event staff and participants, and able to meet the schedule of learning events without unnecessary accommodations. This course requires facilitators to understand andragogy and their role in the learning environment. The facilitator must have a conviction for learning that leads to affecting change in the participant's environment. Finally, the facilitator must be able to conduct themselves in a professional manner while in the learning environment. This includes and is not limited to arriving on-time for the course scheduled, minimizing distraction to the participants, obeying direction of event staff, and corresponding with logistics staff leading up to the event.

Deliverables

1. Facilitator Guide
2. Participant Guide
3. PPT slide deck
4. Video snippets, modules

Lesson Plan for Module 3: Change Management Considerations

Course Materials

Presentation materials:

- Flip chart or dry erase board
- Markers
- Projector accessories (i.e. remote)
- Name tent cards

Participant materials:

- Hard copy of handbook, PowerPoint presentation with notes section
- Pens and highlighters
- Group activity props: markers, highlighters, tape
- Scrap paper
- Pencils for exam

Module Description

Duration: 85 minutes

This lesson plan details the third module of this course, *Change Management Considerations*. This module explores success factors for agile techniques within the PM environment. The previous two modules introduced Agile PM and the agile mindset. Group interactions and participant discussions are the focus of this module. Discussion topics include behavioral change in the agile mindset, factors that inhibit change, barriers to agile techniques, and how to evaluate change in their environment. Participants will develop a change management action plan to combat the identified barriers to change.

Instructional methods:

- Lecture
- Discussion
- Group activities

Orientation of room:

Participant seating will be arranged in clusters around the table formations; five seats to each table, and four tables for the 20 participants. Adapt table formations to groups larger than three and no larger than seven if there are more than 20 participants.

Gaining attention

Duration: 5 minutes

Advance the PPT to display the Module 3 title page. Participants will be returning from their lunch break soon. Once the participants return by the mutually agreed upon end time for the the lunch break, bring the participant's attention to the next module – Change Management Considerations.

In This Module...

Change Management Considerations

▸ **Becoming an Agile Change Champion**
  - ▸ The Roles of Agile Change
  - ▸ Measuring Change
  - ▸ Blended Agile
▸ **The Problem with Governance**
  - ▸ Barriers to the Transition
  - ▸ Action Planning
  - ▸ A Top-down Approach
▸ **Module Closing**

▸ 5   The Agile Mindset – M. deGuzman

Figure 1 Module 3 Title Page - Participant Handbook

In your own words:

In the last module we developed the foundation of *the Agile Mindset*. This module takes the behavioral change concept and bridges this with the agile concepts. We will also explore some strategies to facilitate this transition period. As you can imagine, there are too many challenges to address in this course while transitioning to a standard of Agile PM as an organization. With that said, what do you think are some challenges and barriers to acquiring the agile mindset?

Ask the participants: *What do you think are some barriers to harnessing the agile mindset?*

Record all responses on the flip chart. Organize all suggested barriers as relevant, possible, and not relevant. Welcome all participant responses, even when not relevant. Facilitate the Gain Attention stage by providing sample barriers presented in the module, if not suggested, and call attention to those that were identified prior to this module.

If possible, combine some of the discussion points to recall points from the previous module as a primer to the new module.

Direction

Duration: 5 minutes

Direct the participants: *Please turn to the objectives page of Module 3 in your participant handbook.*

Facilitator note: The participant handbook includes the following slide of the module objectives. The facilitator's PPT will not include this slide.

Module Objectives

Change Management Considerations

‣ Identify the roles and responsibilities within an organization to adopt the agile mindset.
‣ Identify 4 factors that inhibit agile PM transition.
‣ Differentiate between using agile PM techniques and influencing measureable behavioral and cultural change (as-is vs. to-be).
‣ Illustrate the role of behavioral and cultural change in the agile mindset.
‣ Discuss 2 methods to measure behavioral and cultural change when using the agile mindset within an organization.
‣ Identify 3 organizational challenges of a blended agile PM approach without realizing the agile mindset.
‣ Describe the impact of the agile mindset on technical personnel in a project team.
‣ Describe the impact of the agile mindset on nontechnical personnel in a project team.
‣ Describe how nontechnical personnel can reduce group think in technical teams.
‣ Identify 4 barriers to developing of the agile mindset.
‣ Design a 7-step change management action plan for transitioning a team to the agile mindset.
‣ Design a 10-step change management action plan for transitioning an organization to the agile mindset.
‣ Apply the agile mindset in a 10 minute group activity using a top-down approach.

‣ 4   The Agile Mindset – M. deGuzman

Figure 2 Course Objectives - Participant Handbook

In your own words:

Reviewing the objectives stated you'll notice that we will be discussing various challenges, considerations from the team level and organizational level. We will also explore some strategies to manage risk, assets, and how best to apply your new mindset during this period. In the group activities you will practice some of the techniques that will facilitate *The Agile Mindset* transition.

Recall

Duration: 10 minutes

In your own words (reading the recall case from the PPT):

A team has just been formed consisting of an illustrator, engineer, and marketing admin. They are creating a state of the art dinner plate. This dinner plate will render all existing dinner plates on the market useless, it's that good! Who is the developer? Who is the designer? Who could be the facilitator? Take five minutes to consider this scenario. Determine which role is most appropriate for each individual. Then, take two minutes to discuss this in your group and select a group spokesperson for this scenario. The spokesperson will present the results, and any variations among the group's responses. After seven minutes, we will present and discuss the results.

Display the scenario slide. After announcing the activity, set the timer for five minutes. Then, begin the timer. Announce the conclusion of the five-minute period. Reset the timer to two minutes, then direct the participants to use the two minutes to discuss the scenario as groups. At the conclusion of the two-minute period, announce it, and then use the remaining three minutes to discuss the scenario and the group's responses.

Facilitator note: The participant handbook includes the following two PPT slides, but the facilitator's PPT only includes the scenario slide.
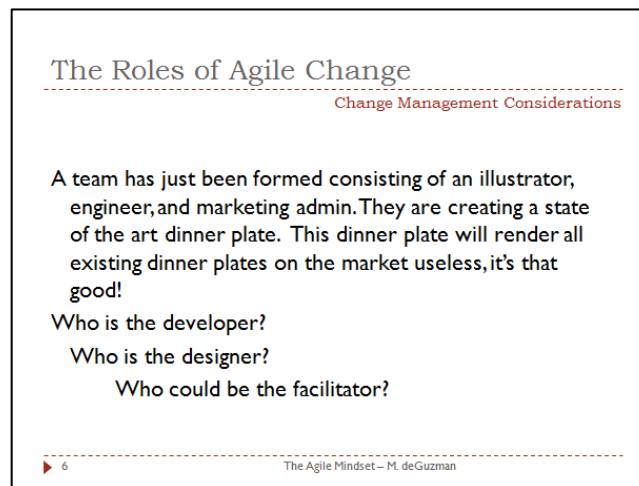

Figure 3 Recall Scenario - Participant Handbook

The Roles of Agile Change

Change Management Considerations

Who are the players?
▸ Facilitator(s)
▸ Developers
▸ Designers

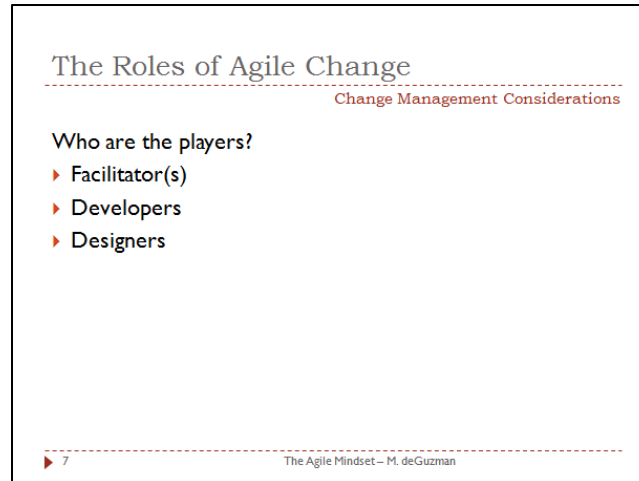▸ 7   The Agile Mindset – M. deGuzman

Figure 4 Recall Scenario Questions - Participant Handbook

Ask the participants: *Who is the developer?*

Ask the participants: *Who is the designer?*

Ask the participants: *Who could be the facilitator?*

Make any further connections that the participants did not arrive at immediately. This recall scenario asks the participants to identify the three many roles in an agile project.

In your own words:

This brief recall scenario is important for harnessing The Agile Mindset. Recall that Agile PM is traditionally used for software development, but is suitable in any work environment, industry, etc. Store this concept as this will ease the transition on any project. We will explore this more as we progress through this module, especially the how the roles relate to governance and traditional PM.

Content

Duration: 10 minutes
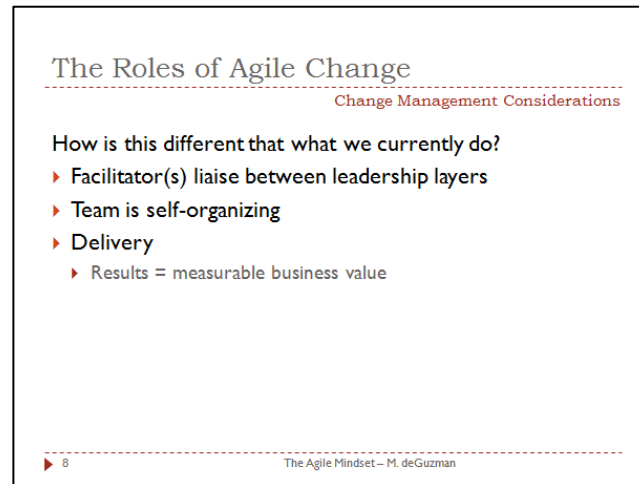
Advance the PPT to the next The Roles of Agile slide.

Figure 5 The Roles of Agile Change - Participant Handbook

In your own words:

Recall the roles once again. In Agile, the facilitators are the offensive lineman of team, blocking the quarterback (the team) from threats and barriers to work. They liaise between layers of management, communicating with leaders so that the team can focus on work. Some barriers are announced in the daily scrums, but there are always hidden challenges. The facilitator can learn of these or discover them on their own. The team is self-organizing. What does that mean to you? And to your organization? Sometimes management doesn't like this concept, it can remove roles or layers within the organization. While this may be true, we'll examine this later. And the results of these roles? Deliverables. There will be measurable business value at the completion of the sprint.

Facilitator note: Advance the slides during this lecture.

Figure 6 The Supervisor's Role in Agile Change - Participant Handbook

In your own words:

Leadership is the sole source of vision for the project. The team receives the vision and does not deviate, modify, or ignore this vision. Leadership is still the primary source of resources for the project. The agile facilitator will coordinate with the leadership to guarantee the resources the team needs.
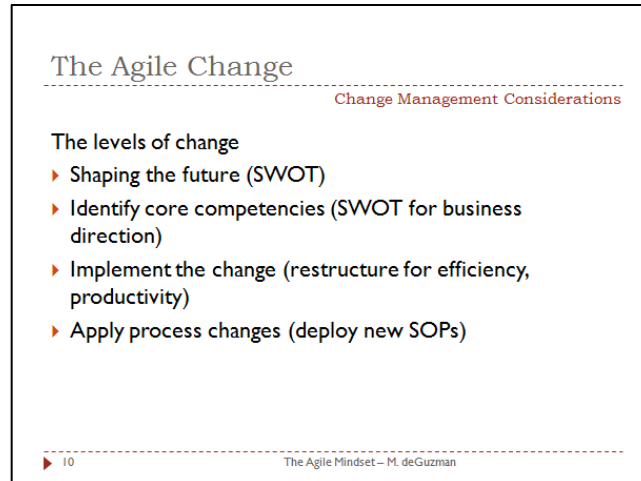
Facilitator note: Advance the slides during this lecture.

The Agile Change

Change Management Considerations

The levels of change
▸ Shaping the future (SWOT)
▸ Identify core competencies (SWOT for business direction)
▸ Implement the change (restructure for efficiency, productivity)
▸ Apply process changes (deploy new SOPs)

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Figure 7 The Levels of Change - Participant Handbook

In your own words:

There are four levels of change, as related to the agile and project transition. Using the leadership vision, a SWOT analysis will aid in shaping the future. Using these results will provide business direction and business justification for the agile project. Restructuring the team, environment, and possibly the organization may be required to implement the change. Finally, the process changes will be employed. At the team level, this may mean individuals and groups are moved to a new office, or office arrangements are reorganized for higher efficiency.

Ask the participants: *Does anyone have an example of this change in your organization?*

Facilitator note: Advance the slides during this lecture.
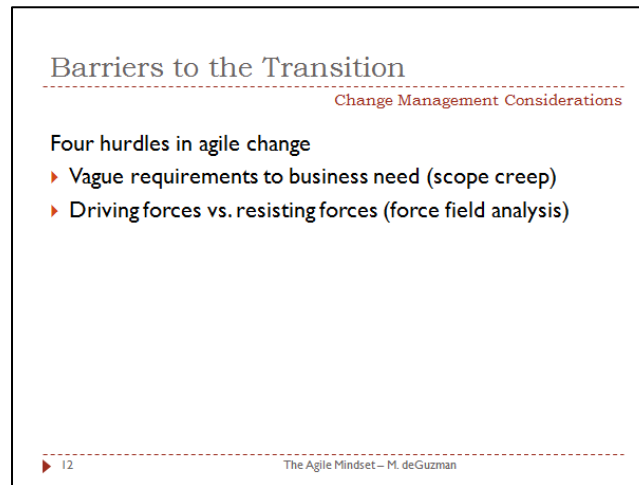
Duration: 10 minutes

Figure 8 Four Factors Inhibiting Change - Participant Handbook

In your own words:

These are the four factors that inhibit agile change that this course covers. Those of you familiar with traditional PM understand the perils of scope creep. Vague requirements create this downward spiral. Scope creep can also be its own challenge, often due to vague requirements and other patterns. This will be addressed further in the blended section. Drill down on this further and you'll find that there are driving forces and resisting forces which require a level of root-cause analysis called force field analysis. While this is just one technique, awareness of the threats and forces is a must!

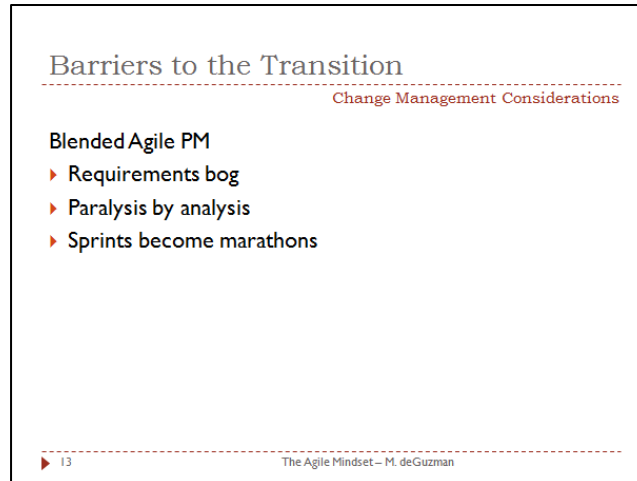Facilitator note: Advance the slides during this lecture.

Figure 9 Blended PM in Agile Change - Participant Handbook

In your own words:

Some concerns with blended or hybrid agile PM lead to a team being bogged down by requirements. Agile's feature-focus and iterations better manage risk on the complex requirements. As you recall, feature priority can be changed within the backlog to avoid this. Another severe concern for agile change is losing control of the team schedule. The self-organized team should never let the sprint become a marathon!

Facilitator note: Advance the slides during this lecture.
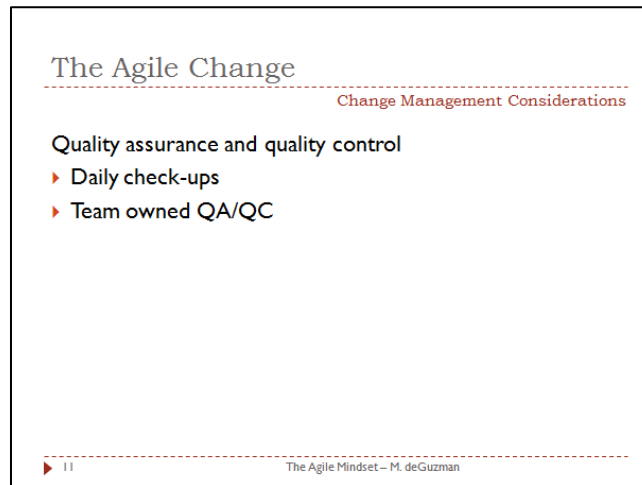
Duration: 3 minutes

The Agile Change

Change Management Considerations

Quality assurance and quality control
▸ Daily check-ups
▸ Team owned QA/QC

▸ ❚❚   The Agile Mindset – M. deGuzman

Figure 10 QA/QC in Agile Change - Participant Handbook

In your own words:

Recall from module 1 that there are daily events (i.e., scrums). This is where we do check-ups and quality testing is continuous, concurrent, and ongoing. There is never a "wait until we are done with the project" to hand over testable work. Stay focused on highly effective features-based development.

Facilitator note: Advance the slides during this lecture.

Duration: 10 minutes

Action Planning

Change Management Considerations

Team management action plan
1. Establish a sense of urgency
2. Create a guiding coalition
3. Develop a clear shared vision
4. Communicate the vision
5. Empower people to act on the vision
6. Consolidate and build on the gains (small wins into large ones)
7. Institutionalize the change

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Figure 11 Team Change Management Action Plan - Participant Handbook

In your own words:

This 7-step action plan is very straight forward. You can use this as a job-aid going forward. The team and organization can both be responsible for creating a guiding coalition. This depends purely on the situation, nature of change, nature of project, and the level of agile change within the organization. The guiding coalition develops a group that pioneers the agile change, taking responsibility for the change and continues executing of the rest of the plan. One tip for acknowledging success: start small. Focus on the small wins and grow them!

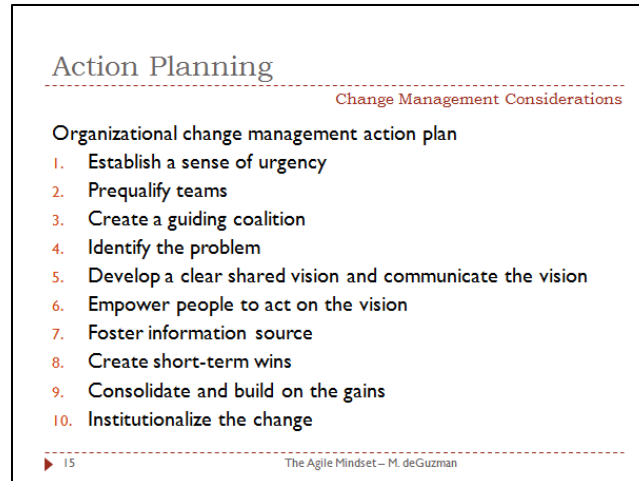Facilitator note: Advance the slides during this lecture.

Action Planning

Change Management Considerations

Organizational change management action plan
1. Establish a sense of urgency
2. Prequalify teams
3. Create a guiding coalition
4. Identify the problem
5. Develop a clear shared vision and communicate the vision
6. Empower people to act on the vision
7. Foster information source
8. Create short-term wins
9. Consolidate and build on the gains
10. Institutionalize the change

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Figure 12 Organizational Change Management Action Plan - Participation Handbook

In your own words:

As you can see, the organization change plan is very similar to the team-level change plan. The key to an organizational change is information, many levels of information sources. The leadership must be confident with the information they receive and have the conviction to share this information to help sell the vision. At the organizational level, the plan includes acknowledging change and success. Praise strategies will facilitate this plan operation.

Facilitator note: Advance the slides during this lecture.

Application – Feedback 1
Alternative #1

Duration: 15 minutes

Figure 13 Fresh Foods Scenario - Participant Handbook

In your own words:

In the following scenario your teams will self-organize and develop an action plan to manage the agile transition. You have 10 minutes to brainstorm and develop your action plans. The ScrumMaster will present your plans and we will discuss these plans.

Facilitator note: Before beginning the activity, go around the room to each group and identify one participant as the ScrumMaster. Set the timer for 10 minutes. Start the timer after each group has a ScrumMaster. Announce the end of the 10-minute time period.

As a group, use the next five minutes to discuss the strategies presented. Record each group's strategy on the flip charts, bulleted, and post so that the room can view each plan.

Facilitator note: Advance the slides after this discussion.

Application – Feedback 2
Alternative #2

Duration: 15 minutes

Figure 14 Planning Poker Group Activity - Participant Handbook

In your own words:

Using your scrap paper make 5 sheets to represent your planning poker cards. Number each sheet, using one through five. You are to use the planning poker technique we learned in module 1. Recall that the number one is the highest priority, and the number five is the lowest priority. Your teams will have 10 minutes to evaluate the statements, and then rank them. Reach consensus as a team on each statement and record your scores. After 10 minutes your ScrumMaster will present your scores.

Facilitator note: Before beginning the activity, go around the room to each group and identify one participant as the ScrumMaster – a participant that was not previously the ScrumMaster. Set the timer for 10 minutes. Start the timer after each group has a ScrumMaster. Announce the end of the 10-minute time period.

Use the next five minutes for discussion. Record each group's strategy on the flip charts, separated by team, and post so that the room can view each plan.

Facilitator note: Advance the slides after this discussion

Application – Feedback 3
Alternative #3

Duration: 15 minutes

Action Planning

Change Management Considerations

Software integration scenario

Time to put your chief hats on! You're a C-level in a non-profit organization that is still using hard copy record keeping. There is a strong team under your leadership that has been yearning for a more efficient computerized solution. The executive team has determined that a CRM software for your computers will be the best solution. This software also has a cloud storage feature that will increase your company's efficiency. To initiate this change you and your executive team understand there is a long road ahead to complete this project. Your COO recently read an article about agile PM and wants to use it to manage the project. Your task: develop a change management action plan for your agile transition in the next 10 minutes.

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Figure 15 Software Integration Scenario - Participant Handbook

In your own words:

At your tables, create an action plan to manage the transition using agile PM. Your organization has historically managed projects using a waterfall method. The project is a major change as well as the change in PM methods. You'll have 10 minutes to craft an action plan. When time is up, the ScrumMaster will present the action plan. We will discuss everyone's plans after the presentations.

Facilitator note: Before beginning the activity, go around the room to each group and identify one participant as the ScrumMaster– a participant that was not previously the ScrumMaster. Set the timer for 10 minutes. Start the timer after each group has a ScrumMaster. Announce the end of the 10 minute time period.

Use the next five minutes for discussion. Record each group's strategy on the flip charts, bulleted, and post so that the room can view each plan.

Facilitator note: Advance the slides after this discussion
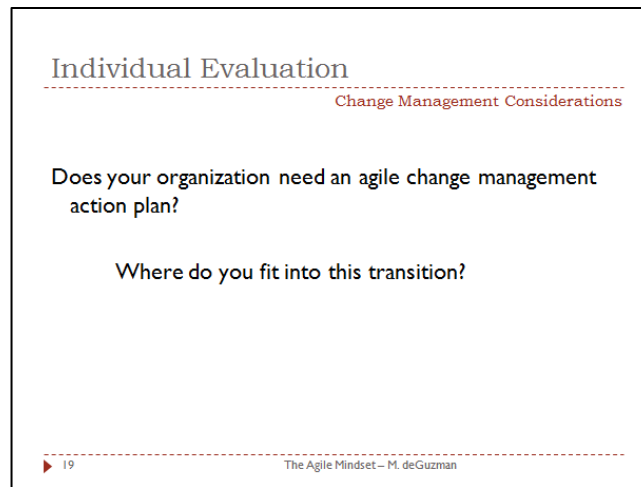
Evaluation

Duration: 5 minutes

Figure 16 Evaluation - Participant Handbook

In your own words:

Conduct a brief evaluation of your working environment. Do you experience these challenges at work? Are you making the top-down change or are you suggesting a bottom-up transition? If you are in a position to affect change, are you supporting the change by being an agile champion?

Ask the participants: *Would anyone like to share how their organization can benefit from some of these team or organizational planning strategies?*

Facilitator note: Advance the slides after this discussion
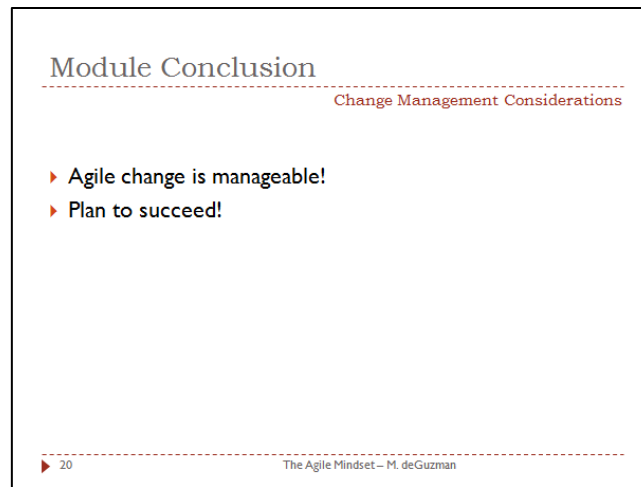
Closure

Duration: 2 minutes

Figure 17 Module Closing - Participant Handbook

In your own words:

As we progress to the final module, are you ready for the agile transition? What else do you need to confirm *The Agile Mindset*?

Facilitator note: Advance the slides after this discussion

References

Buchan, M. (2014). Agile Behaviour and Culture: Dealing with managers losing power. *Media Planet, Project Management Report*. Retrieved from http://dsdm.org/sites/default/files/PM%206.pdf

Highsmith, J. (2001). *History: The Agile Manifesto*. Retrieved from The Agile Manifesto: http://www.agilemanifesto.org/history.html