growing agile

A Coach's Guide to

Release Planning

Karen Greaves   Samantha Laing

Growing Agile: A Coach's Guide to Release Planning

Samantha Laing and Karen Greaves

This book is for sale at http://leanpub.com/ReleasePlanning

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Acknowledgements

Thanks to all the Product Owners we have coached over the last few years. This book would not have existed without you.

We'd also like to thank Sharna Sammy[1] for her fantastic cover designs for our "Coach's Guide" series.

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[1]http://bookdesignblog.wordpress.com

About the Authors

Sam Laing (left) and Karen Greaves (right)

Let's introduce ourselves. We are Karen Greaves and Sam Laing, the dynamic duo behind Growing Agile. With a passion for all things Agile, we have dedicated ourselves to empowering agile coaches and teams with our innovative and time-saving solutions.

We have worked in software our whole lives. With Type A personalities and a strong work ethic, we have both done our share of overtime on death march projects. Eventually we knew we had to find another way. Agile brought us together when we worked at a company trying to do Scrum for the first time. Join us on our journey to make agile training more engaging and effective than ever before!

If you'd like to contact us, you can email on **karen.greaves@gmail.com**[2] and **samantha.laing@gmail.com**[3].

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[2]mailto:karen.greaves@gmail.com
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How To Use The Coach's Guide Series

As agile coaches we often find ourselves running workshops or training sessions with people we are coaching. We put a great deal of effort into creating the plans for these sessions to help the participants get value. Over the past 2 years we have collected a lot of these plans. This series is our way of sharing these workshop and training plans with other agile coaches to enable you to run similar workshops.

All the books in this series are structured in a similar way, this section explains the concepts you'll need to effectively use any of the books in the series. We've put it here at the start of the book, so that if you've used any of the other books in the series you don't need to read through this again, it's the same in each book.

4Cs Plans

Each chapter in these books includes a 4Cs plan. The technique comes from a training style called Training from the BACK of the room[4] (TFTBOTR) developed by Sharon Bowman.

TFTBOTR is based on how adults learn and is focused on maximising learning and retention. TFTBOTR describes four parts that should be included in any training plan. These parts are known as the 4Cs and are described below.

- C1 – Connections: To get participants to connect with each other and the trainers, and to connect participants to what they might already know about the topic
- C2 – Concepts: Some facts and theoretical concepts about the topic
- C3 – Concrete Practice: An activity or simulation to experience the topic
- C4 – Conclusion: An opportunity for participants to evaluate what they have learned about the topic

Another important part of TFTBOTR is making sure you use a variety of methods to keep people engaged. Read more about it in this article on the Six Trumps[5] by Sharon Bowman.

After using this technique extensively for training, we started using it for workshops as well. The 4Cs plan is a great way to weave new information or a technique into a working meeting. You can use C2, the concept stage to talk briefly about a technique, then spend time in C3, getting practice on using the technique on your work items.

Note

Occasionally it makes sense to swap the order of the C2 and C3. For some topics it is better for people to experience what you are talking about with Concrete Practice first, and then for you to teach the theory. This is especially true if you have a great game or simulation to illustrate the point. When we do this we just put the C3 in the C2 block of the template, and vice versa.

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[4] http://www.bowperson.com/books.htm
[5] http://bowperson.com/2016/01/teachers-trump-a-6-trumps-workshop-contributed-by-beverly-woolery/

We drive all our workshops and courses from these 4Cs plans. If you usually train from slides this might take time to get used to. We print out the 4Cs plans and refer to them during the course or workshop to see what's up next and if we are on track.

We have created our own template for the 4Cs plans. The template can be found in the Coach Toolkit for each book. Use it to create your own training plans.

C1- Connections												C2- Concepts
	Move	Speak	Draw	Listen	Write			Move	Speak	Draw	Listen	Write
	Move	Speak	Draw	Listen	Write			Move	Speak	Draw	Listen	Write
C3 – Concrete Practice												C4- Conclusion

Here is a short overview to help you understand the template.

- The box in the top left corner is for the name of the topic.
- The big clock icon gives the time for the entire plan; the smaller clock icons in each quadrant gives the time needed for that section.
- The box in the top right corner has a space for you to enter the time for a section. For example 9:00 to 9:30 am. This helps you stay on track during the training. These are not filled in on the training plans we provide. We suggest you fill them in when you have planned your training.
- The rest of the page has a quadrant for each of the 4Cs. C1 covers connection activities. C2 is for concepts and is quite often a short lecture. C3 is for concrete practices or some activity to help people understand what they have learned. C4 contains conclusions of how people might apply the learning.
- At the bottom of each quadrant you can circle what the participants are doing in each section: *Move, Speak, Draw, Listen, Write*. This helps ensure that you have sufficient variety in each topic.

Chapter Layout

Each chapter contains the following:

- overview of the topic covered in the 4Cs plan

- 4Cs training plan
- notes on delivering each 4Cs part
- slides used for the topic
- exercises used for the topic.

Once you have a feel for what each topic covers you can structure your own workshops using one or more topics depending on your goal and time available.

Coach Toolkit

Each book in the series includes a Coach Toolkit which you can download from Leanpub. The toolkit contains the following items.

Training plans: PDF combining all the 4Cs training plans. You should print these out and use them when you train. You will notice that these plans are handwritten, we find them much easier to create and change by hand than if they are typed.

Slides: PPTX containing all the slides used. These slides were created using scanned hand drawings. Some slides have been edited to allow you to insert your own details. For these slides we used Lauren C. Brown font[6] as it closely matches the handwriting on the other slides. If you prefer not to use slides you can recreate these images on flipcharts.

4C template: Use this blank template to create your own 4Cs plans on new topics.

Agreement Cards: PDF of cards used in the Getting Started chapter of each book. We printed and laminated them and use them in nearly every workshop we run. You don't need to use all the cards each time. Look through the cards before each workshop and decide which agreements are appropriate. The cards help make sure you don't forget anything important.

Workbook: DOC containing all the pages of a participant workbook. You should print one per participant for them to fill in. Feel free to edit the order and cover page of the workbook. Many of the workbook images were created in Omnigraffle and pasted as images into the workbook.

Handouts: Not all books in this series contain a workbook, since we generally only use workbooks in training courses. For topics that work well individually we provide PDFs of handouts that can be printed for each participant.

Other materials: PDFs containing materials to be printed and used in various chapters. Each chapter will reference these if they are needed. These are different in each book.

Room layout

We have trained in a variety of venues around the world, including a computer training centre, a bar and a tent! Room layout can have a significant impact on your training.

Our preferred room layout is cabaret style. i.e. small round tables seating groups of five to seven comfortably. The room should be large enough to have open space for some of the discussions. We look for a room with dimensions 7m x 9m for 20 people, with four tables. Ideally the tables should be small enough (around 1.5m–2m diameter) that people can easily talk to everyone at the table, but still have place for everyone to take notes.

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[6]http://www.ffonts.net/Lauren-C-Brown.font
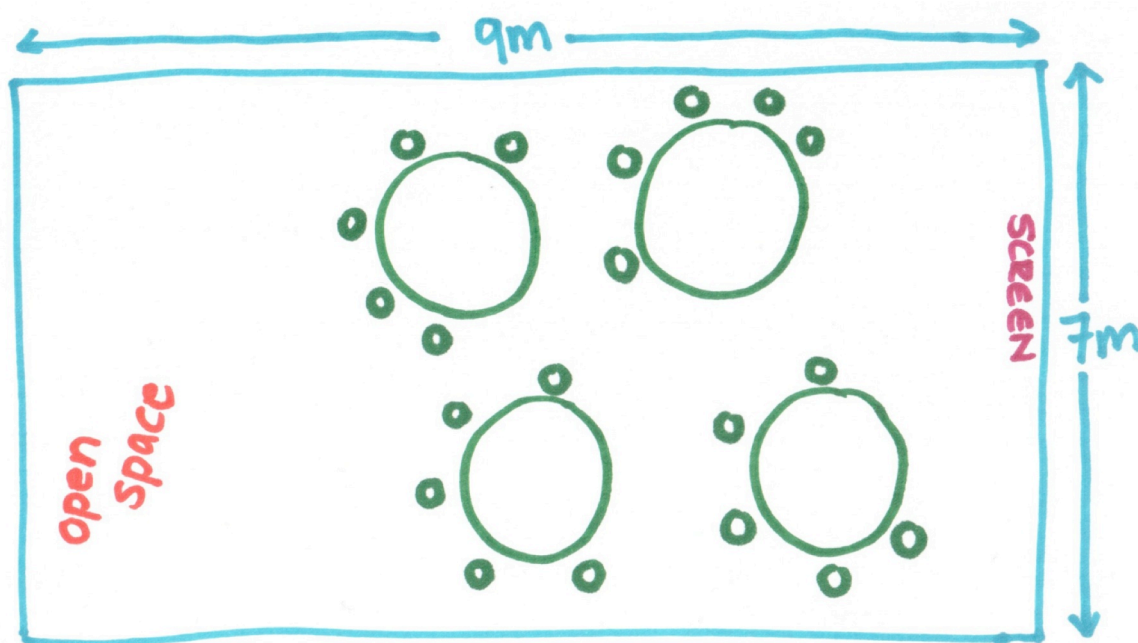
Don't worry about allocating seats when people arrive. The Getting Started chapter includes an activity for the participants to self-organise into appropriate groups.

If you are facilitating an in house workshop with only six participants, try find a room with a small round table so that everyone can sit close to each other.

When to change exercises

Feel free to change the training plans and activities to suit the class size and time available. We have delivered most of the chapters to groups varying from five to 50 people. As a result we have developed activities that scale well, but it is a good idea to be aware of the size of the group when planning your activities.

All 4Cs plans give times for each activity. These are just guidelines; any activity can be adjusted based on time available. It is often useful to have two exercises on hand, a longer and a shorter one, so that you can adjust if you find yourself with more or less time available.

If you are working with large groups, be aware that debriefing exercises can take much longer. To save time you can have teams debrief in their table group and then ask one or two table groups for their insights. Also remember that some exercises speak for themselves and don't have to be debriefed - this is the beauty of TFTBOTR[7].

What else do you need?

We are able to run most of the workshops in this series with our standard training kit. We keep this packed in a small suitcase on wheels so we can take it wherever we go. Below is a list of what you'll find in our kit. Some books in this series require specific items, these are listed in the Introduction for each book.

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[7]http://www.amazon.com/Training-Back-Room-Aside-Learn/dp/0787996629

Each chapter also contains a full list of materials you need for that topic's training plan, in case you plan to deliver just one topic.

Standard training kit

- flipchart with 40 sheets
- flipchart markers
- laptop and projector, including connectors and remote, if you plan to use slides
- visible timer for timeboxing activities. We use Timer+[8] on an iPad.
- camera to take pictures
- soft ball that can be thrown around without injuries
- masking tape for sticking up posters
- coloured markers and pens for each table
- sticky notes for each table
- index cards for each table
- one set of Agreement cards. These are available in the Coach Toolkit.

Note

If you are doing a lot of training, we recommend investing in some high-quality markers in different colours. Our favourite markers are from Neuland[9]. They offer large, refillable, water-based markers in a great range of colours.

All the techniques referenced in the training plans are available in the Appendix. If you aren't sure what to do for a Standing Survey or Fast Pass, check the Appendix.

After the workshop or course

Whenever we train or run workshops we take photos. These include action shots during any activities and discussions as well as any flipcharts we use and posters people create.

After the workshop or course we put these photos together in a PDF, and send this to all participants as a reminder of the workshop or course. This photobook is useful if you don't use slides and participants want some materials to reference afterwards. We also send links to further reading on any topics that came up in the Q&A that were not fully answered.

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[8]https://itunes.apple.com/za/app/timer+/id391564049?mt=8
[9]http://www.neuland.com

Chapter 1: Introduction

We often hear people say "We're agile, we don't need a plan" or even worse "We can't plan". This is just not true. Release Planning in agile is as important as it is in traditional projects, the only difference is there are a few techniques that help make sure the plans bear some relation to reality. We've all worked on projects where you know from day one that you will be late, and yet no one does anything about it. Agile planning is different. We give up the illusion of control of traditional rigid plans, and replace it with a clear view of where we actually are, even if it's badly behind schedule, so that we can make decisions based on what is actually possible.

We have run Release Planning workshops with many organisations. Sometimes starting with C-level executives to set the direction and vision for a product suite; other times starting with teams and making sense of what they are currently working on. This book is a collection of our workshops that will help you run similar workshops to create agile Release Plans. We include teaching points on a range of techniques like Story Mapping and Release Burnups to help you explain to other's how to use these methods effectively.

The chapters in this book each relate to a different topic on Release Planning. You can use the book in a number of ways.

- You could use all the chapters together to deliver a half or full day workshop on Release Planning. This is usually how we run the workshops, as a result many chapters build on things done in the previous chapter.
- You can use an individual chapter to run a workshop session on a particular topic of interest.

In all cases we highly recommend using actual roadmaps or lists of work for people to practise the techniques. Occasionally we give an example to illustrate a technique. If you do that, ask people to practise the technique they have just learned on their roadmap.

Unlike our previous book on Training Scrum[10], we don't assume you are an expert on the topics in this book. Not every coach and trainer have come across the same tools. If a topic is new to you, we have provided details of the points we teach for each topic in the C2 section.

You only need the standard training kit mentioned in How to use this Series to run all the workshops in this book.

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[10]https://leanpub.com/TrainingScrum

Chapter 2: Getting Started

We spend time at the start of a workshop building connections and getting people to bond with each other and us. This immediately increases the level of trust in the room. If you are running a 90 minute workshop with people who all work together, you don't need to spend as much time on this. In that case we might only do a Fast Pass. If you are doing a full day session with people who don't know each other well, we'd recommend following the full plan below.

✎ Materials needed

- coloured markers and pens for each table group
- sticky notes
- flipchart sheets
- one set of Agreement cards. These are in the Coach Toolkit.

4Cs Training plan

Getting Started ⏲ 35

C1- Connections

Fast Pass

What are your concerns around Release Planning?

Move Speak Draw Listen (Write) 10 ⏲

C2- Concepts

Introductions
Agreements
Agenda

⏲ 10 Move Speak Draw (Listen) Write

C3 - Concrete Practice

(Move) Speak Draw Listen Write 5 ⏲

Who is in the room?
Stand if you are...
(PO, BA ...)

Stand on one side if you have many projects and on the other if you have a product.

C4- Conclusion

⏲ 10 Move (Speak) Draw (Listen) Write

Form groups of 6 based on mixture.

In new groups - introduce yourselves to each other

FastPass (C1)

Start with a Fast Pass poster. Ask everyone to write up sticky notes for the poster. The poster we chose for this workshop is "What are your concerns about Release Planning?". This allows for participants to instantly identify with the topic and for you to get a better understanding of their frustration points.

The poster is usually a flipchart sheet with the question written on it in bright colours. You can see an example of the poster on the slide below.

Slide

Introductions (C2)

Simply introduce yourself by saying who you are and what your experience is. Don't bore people - keep it short and entertaining. Our names, Twitter handles and company website are shown on a slide (see below). If you are doing this training in house with people you know, this slide might not be needed. Perhaps instead share something people might not know about you. You probably also want to mention the goal of the workshop, and why you are there.

Slide

Agreements

Next go through some Agreements (like rules, but we don't like that word - too formal). For example: "Please put cellphones on silent, but feel free to leave the room if you need to take a call". This helps to set the tone for the workshop. It also allows everyone to understand the boundaries of behaviour that are expected for the duration of the workshop. The Agreement cards in the Coach Toolkit will help you remember things to mentioned. Pick the cards most appropriate for the workshop and run through each of them quickly.

Agenda

Briefly go through the agenda for the day. Most people want to know at a high level what will be covered, and most importantly when the breaks and lunch are, and what time they will finish. We put this information up on a slide, and explain that the times are approximate, although we should be within 10 minutes of them at all times.

Who is in the room? (C3)

This helps everyone in the room get to know a little bit about each other. Firstly shout out a few roles, asking people to stand if it applies to them (e.g.: Project Manager, Developer). Ask if anyone's roles was not mentioned. If so, ask what their role is. This allows you and attendees to see what roles are present.

Then ask the class to do a Standing Survey to see who works with many projects/products and who works with just one. Again this helps everyone form a picture in their minds of who fits in where. We encounter two types of Product Owners, ones who manage many small projects or products, and ones who manage one large product. These workshops are applicable to both types. You can use different questions depending on which differences or similarities you want to highlight in a group of participants, given the topics to be covered. Be sure to ask people to form groups below according to the questions asked in this section.

Form groups (C4)

Ask the class to form groups of five to six people with a mix of roles and types in each group. The class self-organises to do this. This generally breaks up groups of people who arrive together and already know each other well. Encourage people from the same teams or companies to join different groups. Once people have formed groups ask them to find a table and introduce themselves to everyone in their group. Let people know this will be their group for the rest of the workshop.

Chapter 3: Product Planning

This topic is about the planning involved when you are building a product, or managing a whole portfolio of products/projects. We use a freeway analogy to get 4 main points across. This is a great topic to start a longer workshop with as you can then use the freeway analogy throughout the workshop.

✏️ Materials needed

- coloured markers and pens for each table group
- paper for each person
- sticky notes

4Cs Training plan
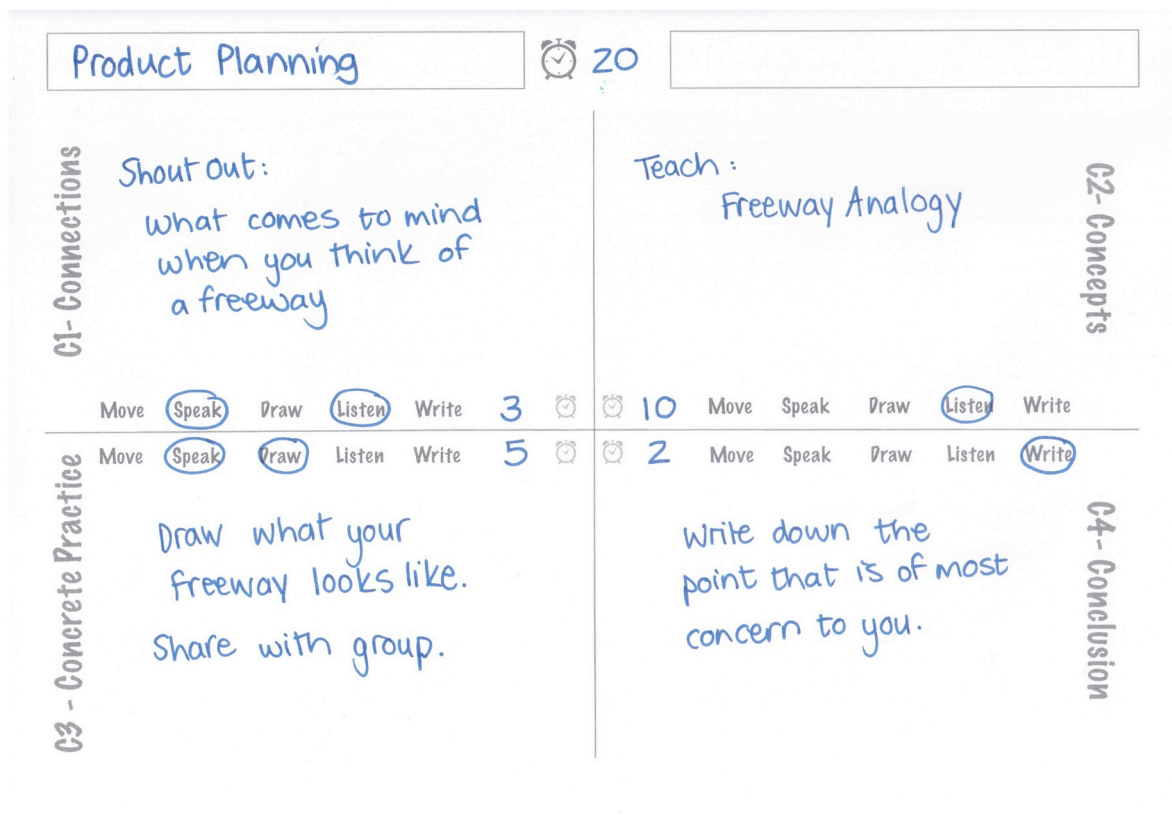
Shout Out (C1)

Ask people to shout out answers to "What comes to mind when you think of a freeway and how traffic flows?" - if you like you can write these up as they shout out. This is a simple exercise to lead into the C2

teach.

You can ask questions like:

- What happens when they widen freeways?
- What if there is an ambulance?
- How does car-pooling or bus lanes affect traffic?

Teach (C2)

To help people think about release and product planning we use a freeway analogy. It highlights two important concepts in agile planning: capacity and flow.

Velocity is a prediction, not a guarantee

When you travel on the freeway trying to get from home to work and there is an accident, what happens? For most people, the workday just continues and they slot in once they arrive at work. It's an exception. You definitely don't adjust your work commute to cater for an accident everyday, because most days there isn't one. You also hopefully don't work till 7pm just because you got in late.

In software teams this is the equivalent of a production issue or serious impediment that derails the sprint. It should happen as an exception, not an everyday event. When it does happen the velocity for that sprint will be less. That will impact how much you can get done in the sprint and in the release. That's okay, but it means you need to adjust your release plans.

Some people have a misconception that teams MUST deliver a certain velocity, and that if they do not they should work overtime. If that's the feeling in the room, try spend some time helping them see how this might impact things negatively.

Slide
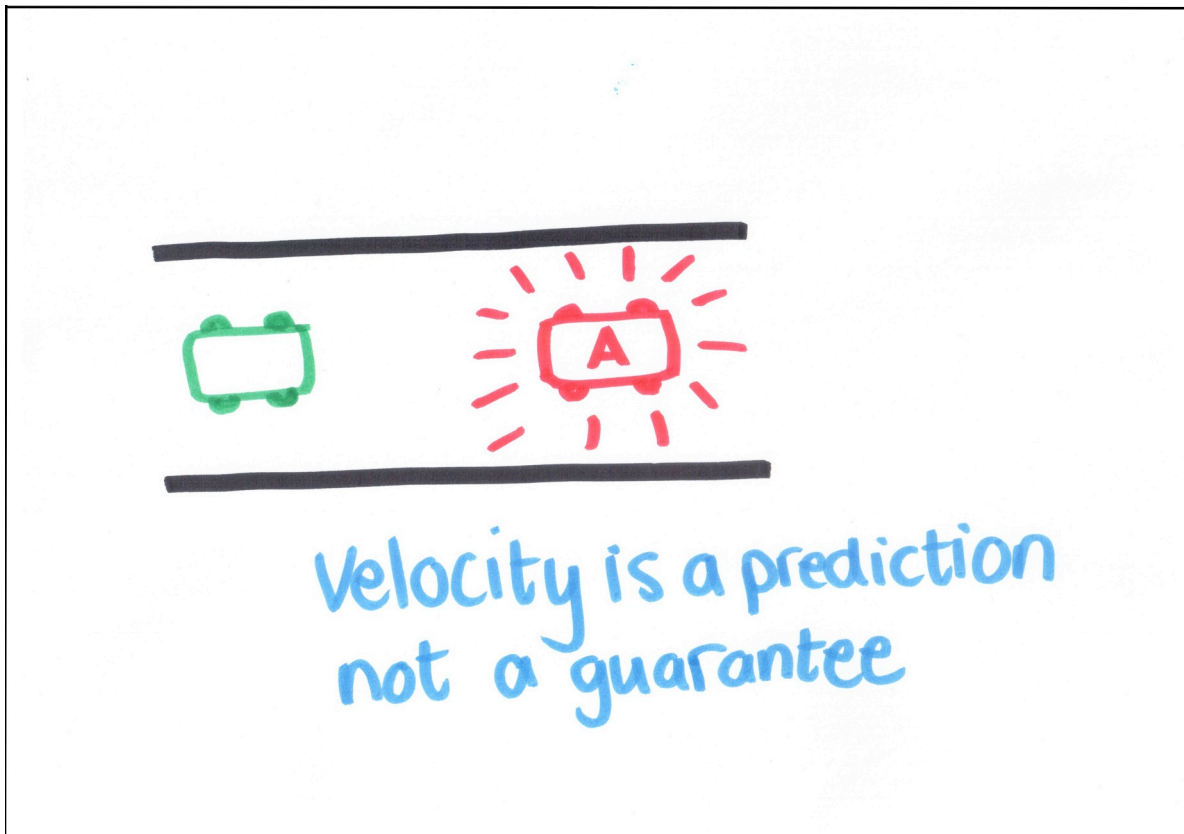
More demand than capacity slows everything down

Think of a fully utilised freeway. What does that look like? Peak hour traffic uses every little bit of capacity on the freeway and it's a big parking lot! The time it takes you to travel from A to B is long and frustrating.

As a city planner you would want to have the freeway in use, but also have the commute between A and B be a reasonable time. Thus, an optimised freeway has some space between cars, to allow for them to pick up some speed and travel the distance between A and B in a reasonable time.

In software terms this space is slack time. If the teams have every minute of their day booked against projects then they have no slack. No time to improve their process or figure out a new way of doing something. Instead they are probably context switching and just grinding out code with very little thought. If something goes wrong with a requirement, the team has no wiggle room to address that problem. This results in everything else either taking longer or in the team ignoring the problem.

Slide
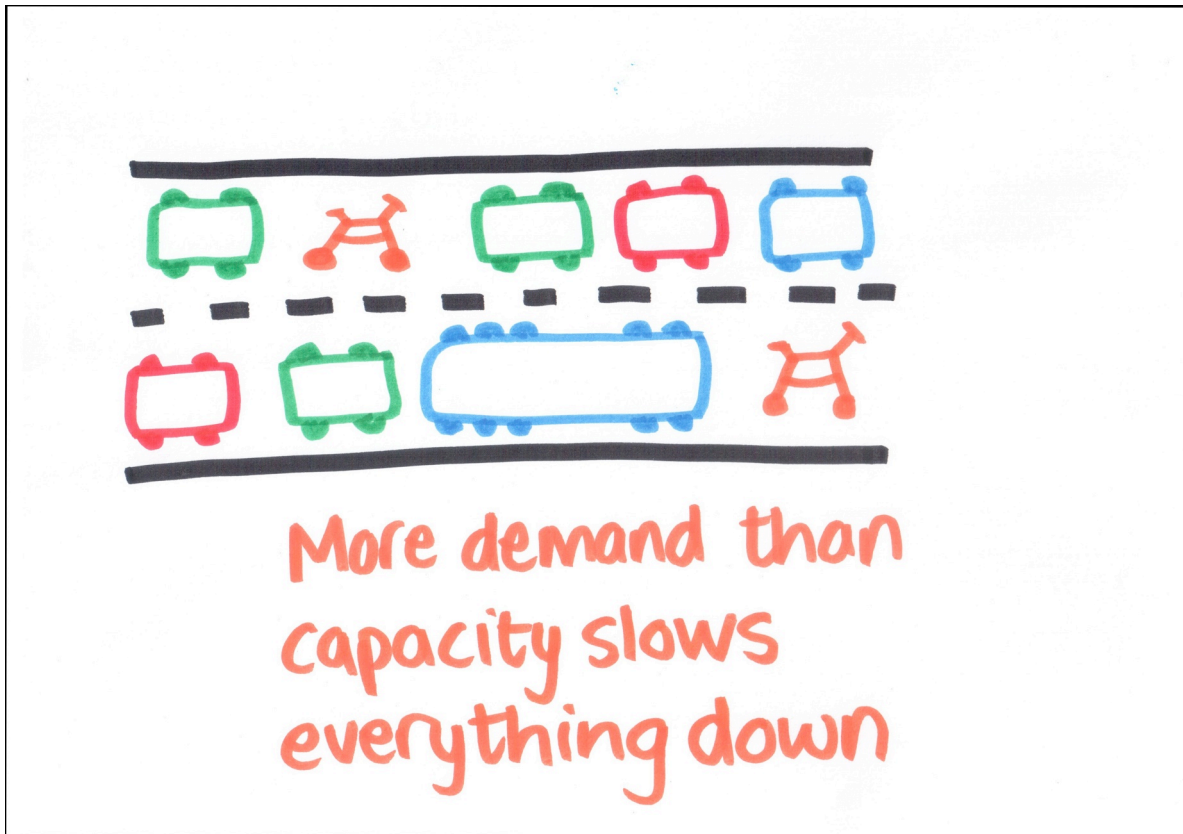
It takes capacity to grow capacity

As a city planner you would realise that the freeway between A and B is used a lot and usually at full capacity. To make this flow better you need to widen the freeway and build an additional lane. Have you ever experienced this? What happens next is that traffic actually gets worse before it gets better, because the roadworks usually require one of the lanes to be closed while the new lane is being built.

In software terms this happens when you decide to grow your teams. It takes capacity to build capacity. New people need time from the experienced developers to get familiar with the domain and the code base. This takes up all of the new developers time and a lot of the current developers time. Thus their capacity goes down until the new developers are more comfortable. There are some ways to speed this up – pairing, hiring experienced developers – but even then, capacity will be decreased for a while.

Managers often add more people if capacity is not high enough, but they don't realise this will actually reduce their capacity initially. If you need to grow capacity, make sure you can afford the lost capacity it will take to grow.

Slide
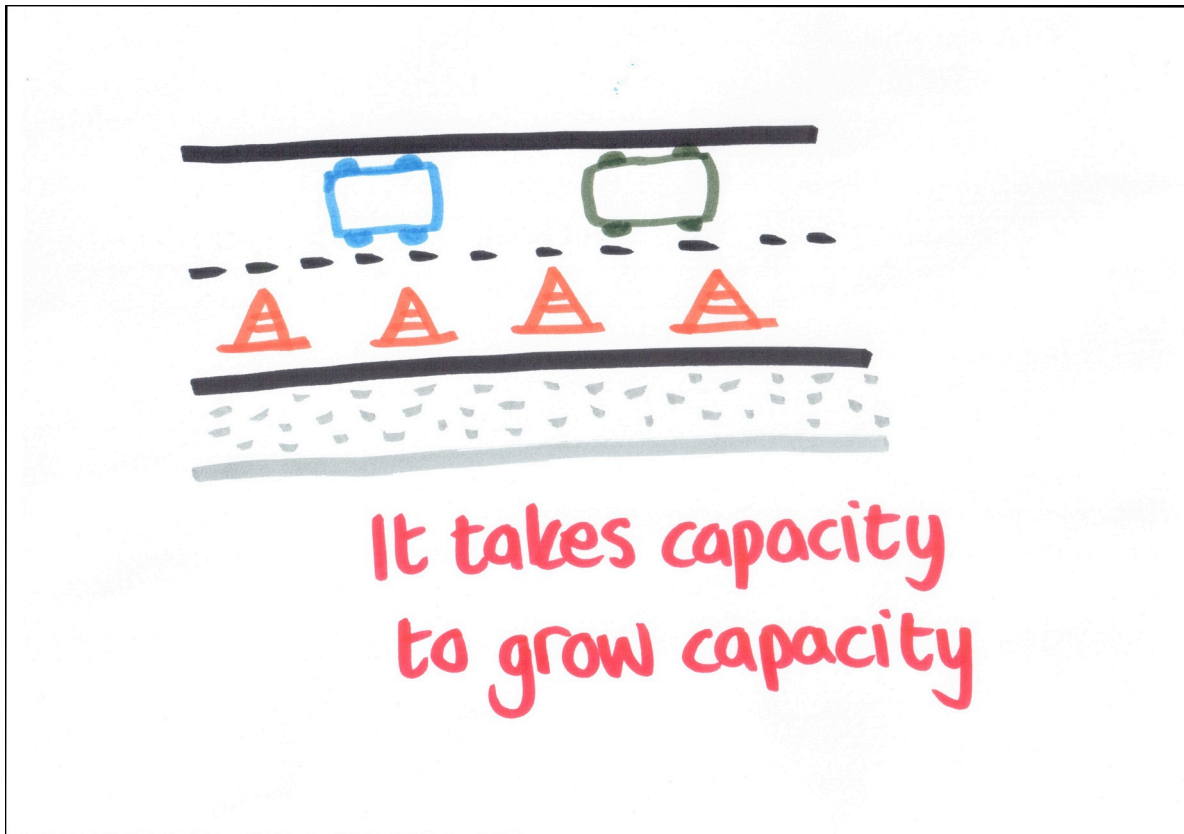
Optimise by prioritising high value traffic

Some freeways have bus lanes or lanes for commuters with 4 or more people in the vehicles. Essentially, this rewards car-pooling and public transport and punishes single person vehicles. On these freeways buses can drive much faster than the backed up normal lanes in traffic. Public transport users are rewarded with a much shorter travel time.

In software terms we might have certain work that is more important than other work, that we want to get done as quickly as possible. In agile there are mechanisms for dealing with this by reserving some of a teams capacity each sprint to deal with these issues. However, often people misuse this mechanism and end up prioritising low value items just because that stakeholder shouts the loudest. This is a bit like having a carpool lane reserved for blue cars. It doesn't transport more people quickly, it just lets people in blue cars jump the queue.

Slide
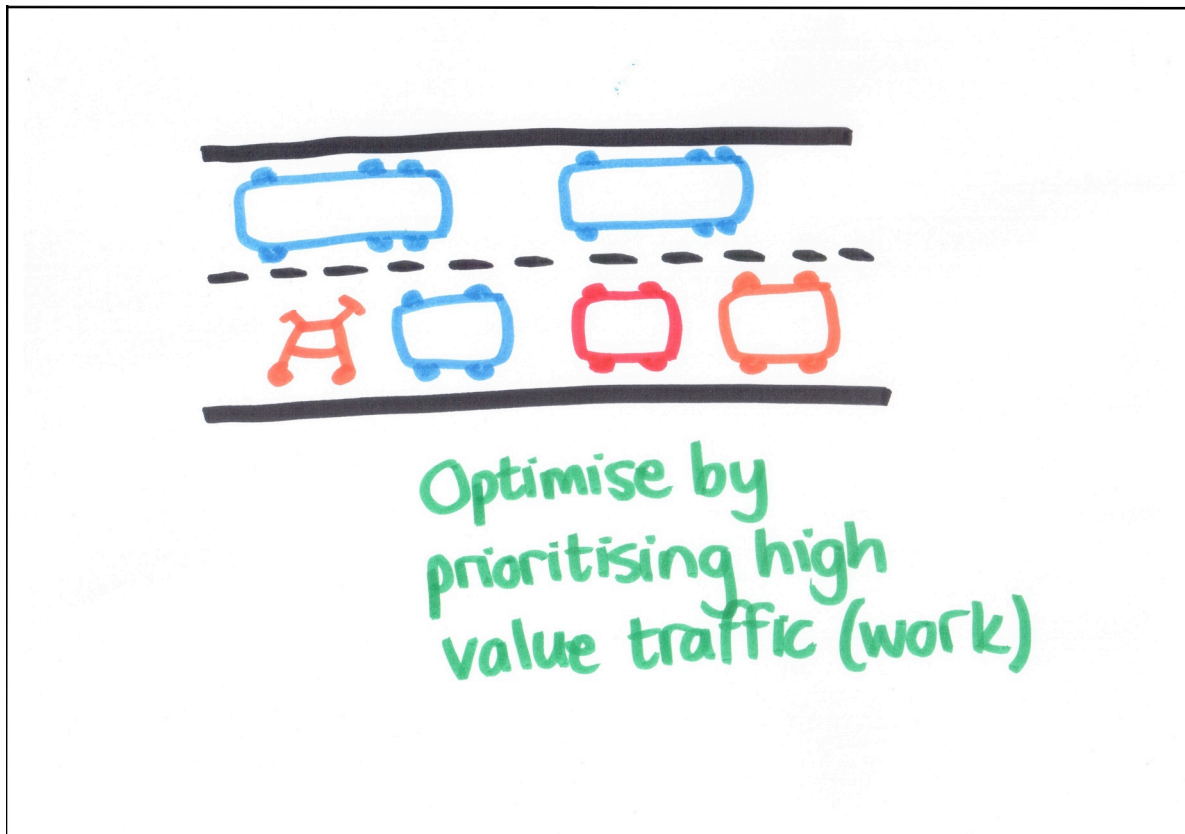
Draw (C3)

Hand out paper to each person. Given these four examples, ask people to draw their freeway. Is it flowing fast, prioritising high value traffic, or blocked up with roadworks and 100% utilisation?

Write and share (C4)

Ask everyone to write down the point that is of most concern to them, and to share why with someone else in the room.

Appendix

Agreements

5 minutes	any number people	Communication

What you can learn

This sets a tone and expectations near the start of a session. It helps the attendees know what the boundaries of the session are, and what behaviours are acceptable.

What you need

It is best to have each agreement on a card and to go through them near the start of the session.

How to do this

Decide which agreements are appropriate for your audience and meeting. Explain them clearly and simply near the start of the session.

You can also ask participants if there are any agreements they would like to add.

How we've used this

We change these depending on the session we're running. Over time you will learn more techniques and so this list will keep evolving.

Here are some of the cards we have:

- **Take Care**: Take care of your own needs. You don't need to ask permission to go to the bathroom, or get coffee.
- **Cellphones**: Keep your phones on silent please. If you need to take a call, just leave the room. We'd rather you were paying attention than worrying because your boss/wife/child is calling.
- **Right to Pass**: You have the right to pass in any activity or exercise we do. Just sit to the side and observe.
- **Workbooks**: These are yours to keep. Please take notes. We will let you know when we are doing specific exercises in the books.
- **Timeboxing**: We give a specific end time for each break. We will start at that time whether you are back or not. It's up to you to choose to be on time or not.

Who shared this with us

Various people over the years, many from Sharon Bowman. We came up with the concept of using cards to remember all of the things we wanted to say.

Fast Pass

10 - 15 minutes	6 - 20 people	Movement Trust

What you can learn

An activity to connect participants to each other through content related to the session. This is a great technique to use at the start of a session, so people who arrive early have something to do.

What you need

Flipchart pages stuck up on a wall, with questions. Have a minimum of three (for six participants) and a maximum of five (for 20 participants).

Some questions might be:

- What are your pets' names?
- What do you know about (Topic of session)?
- Why are you here today?
- What is your biggest strength?
- What is your company's greatest challenge?

Instruction flipchart:"After reading this, introduce yourself to a stranger and fill in the flipchart questions around the room with them."

Marker for each participant.

How to do this

At the start of a session stick up the prepared flipcharts around the room and place the instruction flipchart near the front of the room.

Encourage people to read the instructions if they don't notice them, and let them know they can start whenever they like.

How we've used this

We often use this at the start of training courses, or large group meetings, especially if people don't know each other. It is a great way to get strangers talking at the start of the day.

Who shared this with us

Sharon Bowman[11]

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[11]http://www.bowperson.com/

Standing Survey

5 - 10 minutes	any number people	Visualisation Movement

What you can learn

This is a great technique to introduce movement into a session as well as visualising information.

What you need

Decide what questions you will ask, and how you will ask people to arrange themselves in the room.

Having some open space in a room without tables and chairs is useful.

How to do this

Ask people to stand. Explain that you want them to organise themselves in the room according to some criteria (e.g. amount of Scrum experience).

Explain how to organise themselves (e.g. a single line, with no experience near the door, and most experience near the other side of the room).

Allow time for people to move around the room.

Remind people to speak to others to see where they should stand relative to each other.

Ask people to notice where other people are relative to them.

How we've used this

Some ideas for criteria to organise by:

- how easy you think something will be to implement (easy: one side of the room, impossible: the other)
- how well you know people in the room (close to those you know, far from those you don't)
- people's roles within an organisation (a quadrant with a different role in each corner of the room)
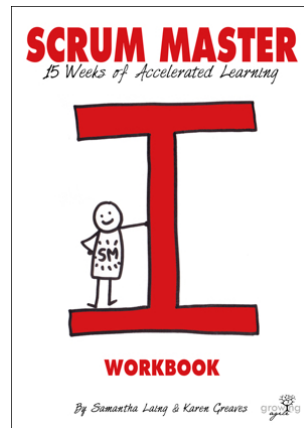- where people are from (in the centre: close by, edges of the room: far away).

Who shared this with us

Lyssa Adkins[12]

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[12]http://www.agilecoachinginstitute.com/coaches/

Growing Agile Books

Scrum Master Workbook - 15 Weeks of Accelerated Learning

Essential for new Scrum Masters! This is a workbook you print out and fill in each week. It will guide you through a range of topics that are critical for Scrum Masters to understand. Each week will include reading, exercises and a journal page for you to reflect. We also include cutouts for your toolbox on a range of different topics.

Scrum Master Workbook is available on Leanpub[13].

The Growing Agile Coach's Guide Series

This series provides a collection of training and workshop plans for a variety of agile topics. The series is aimed at agile coaches, trainers and ScrumMasters who often find themselves needing to help teams understand agile concepts. Each book in the series provides the plans, slides, workbooks and activity instructions to run a number of workshops on each topic. The interactive workshops are all created using techniques from Training from the Back of the Room, to ensure participants are engaged and remember their learnings after the workshop.

The series is available in a bundle on Leanpub[14], or you can purchase the books individually.

Growing Agile: A Coach's Guide to Training Scrum

We have been training teams in Scrum for about three years. During this time we have spent many hours preparing training plans and creating workbooks, flipcharts and slides. This book will help you plan and

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[13]https://leanpub.com/ScrumMasterWorkbook1
[14]https://leanpub.com/b/coachsguide

deliver interactive, fun Scrum training for anything from a short workshop on a particular topic to a full two-day course.

Growing Agile: A Coach's Guide to Training Scrum is available on Leanpub[15].

A Coach's Guide to Agile Requirements

Our requirement workshops are aimed at different stakeholders ranging from business, to Product Owners and teams. This book is a collection of some of those workshop and can be used to help improve the way you think about and communicate agile requirements.

Growing Agile: A Coach's Guide to Agile Requirements is available on Leanpub[16].

Growing Agile: A Coach's Guide to Mastering Backlogs

Often Product Owners can't see the forest for the trees and there are so many items in their backlog and not enough hours in the day to groom it. We run short workshops where we work with the Product Owner's actual backlog. The workshop is a working session, and an hour later the Product Owners emerge with an improved backlog.

Growing Agile: A Coach's Guide to Mastering Backlogs is available on Leanpub[17].

Growing Agile: A Coach's Guide to Release Planning

We often hear people say "We're agile, we don't need a plan"! or even worse "We can't plan". This is just not true. We run Release Planning workshops with many organisations. This book is a collection of our workshops that will help you run similar workshops to create agile release plans. We include teaching points on a range of techniques like Story Mapping and release burnups to help you explain to other's how to use these methods effectively.

Growing Agile: A Coach's Guide to Release Planning is available on Leanpub[18].

A Coach's Guide to Agile Testing

If a team believes they are agile, but nothing has changed about the way they test, then there is still much to learn. We teach 5 key principles that explain why agile testing is fundamentally different to traditional testing.This books includes a collection of workshops to help teams grasp these principles and adopt an agile testing mindset. It's not just for testers. A key part of agile testing is that the whole team is involved, so we always run these workshops with everyone in the team.

Growing Agile: A Coach's Guide to Agile Testing is available on Leanpub[19].

Growing Agile: A Coach's Guide to Facilitation

It's taken us several years to master the skill of facilitation, and it continues to amaze us how few people learn the skill, or even understand what it means. People spend much of their lives in meetings, and yet

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[15] https://leanpub.com/TrainingScrum
[16] https://leanpub.com/AgileRequirements
[17] https://leanpub.com/MasteringBacklogs
[18] https://leanpub.com/ReleasePlanning
[19] https://leanpub.com/AgileTesting

so many meetings lack facilitation. We hope the collection of tips and techniques in this book will inspire you to grow your own facilitation skills and improve the meetings in your organisation.

Growing Agile: A Coach's Guide to Facilitation is available on Leanpub[20].

Other books by Growing Agile

Flow

Do you have a never-ending to do list and not enough hours in the day? Imagine getting everything on your to do list done without stress or worrying. Imagine being twice as productive in half the time.

We have over 30 proven tips and techniques to help you achieve a state of flow, where time stands still and productivity soars. With these tips you will deliver value to your customers sooner in practical and simple ways. You will also be happier and less stressed.

Flow is available on Leanpub[21].

Collaboration Games

Add an element of fun to your meetings or workshops using these 12 short games that teach principles of collaboration.

Collaboration Games is available on Leanpub[22].

Who is Agile in South Africa

This book is based on the original Who Is Agile book, only this is a regional version for South Africa. It's a collection of interviews with passionate South African agilists.

Who is Agile in South Africa is available on Leanpub[23].

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[20]https://leanpub.com/Facilitation
[21]https://leanpub.com/helpworktoflow
[22]https://leanpub.com/CollaborationGamesToolbox
[23]https://leanpub.com/WhoisagileSouthAfrica