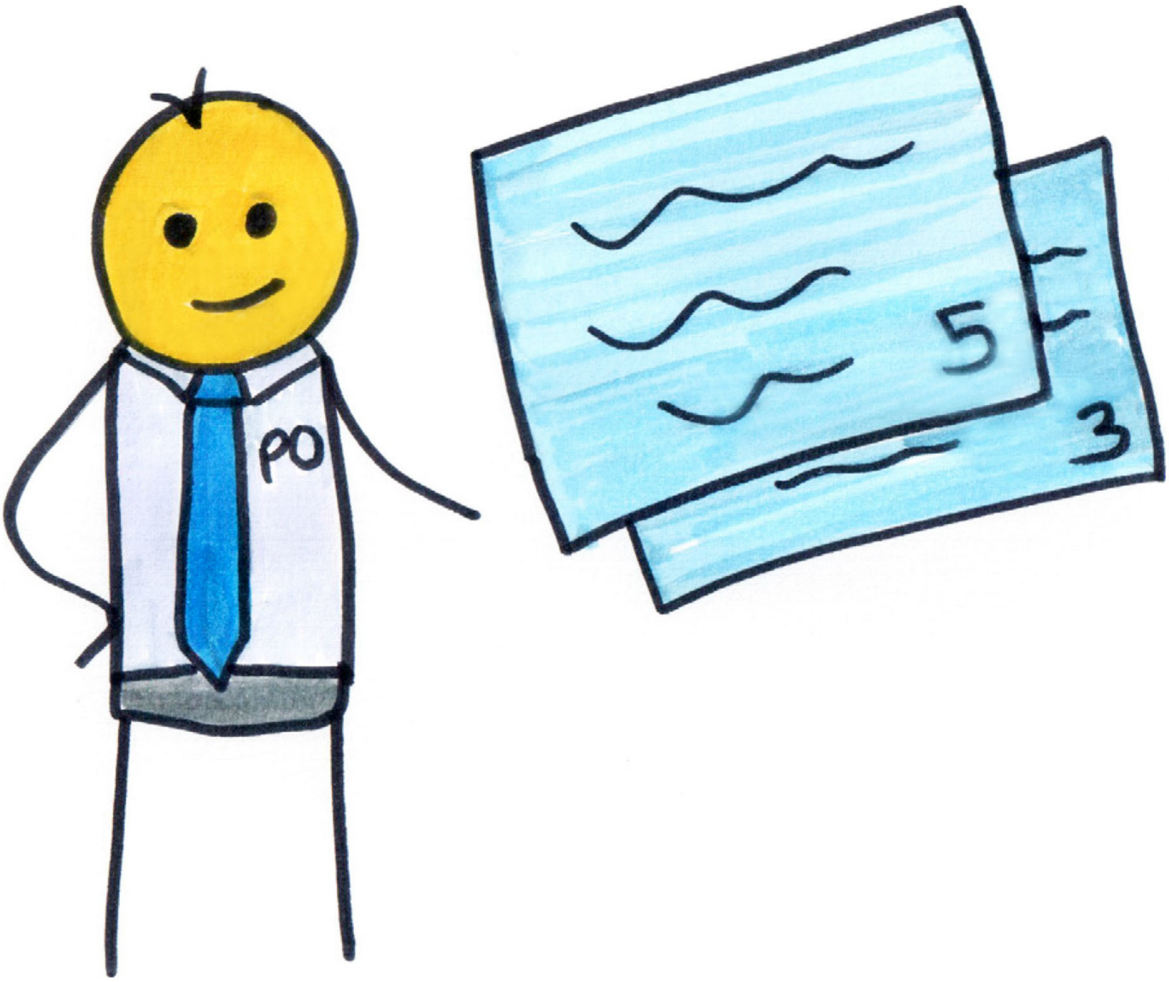
growing agile

A Coach's Guide to Agile Requirements



Karen Greaves Samantha Laing

Growing Agile: A Coach's Guide to Agile Requirements

Samantha Laing and Karen Greaves

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

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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.

[1] http://sharnaportfolio.wordpress.com/published-work-2/

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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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.

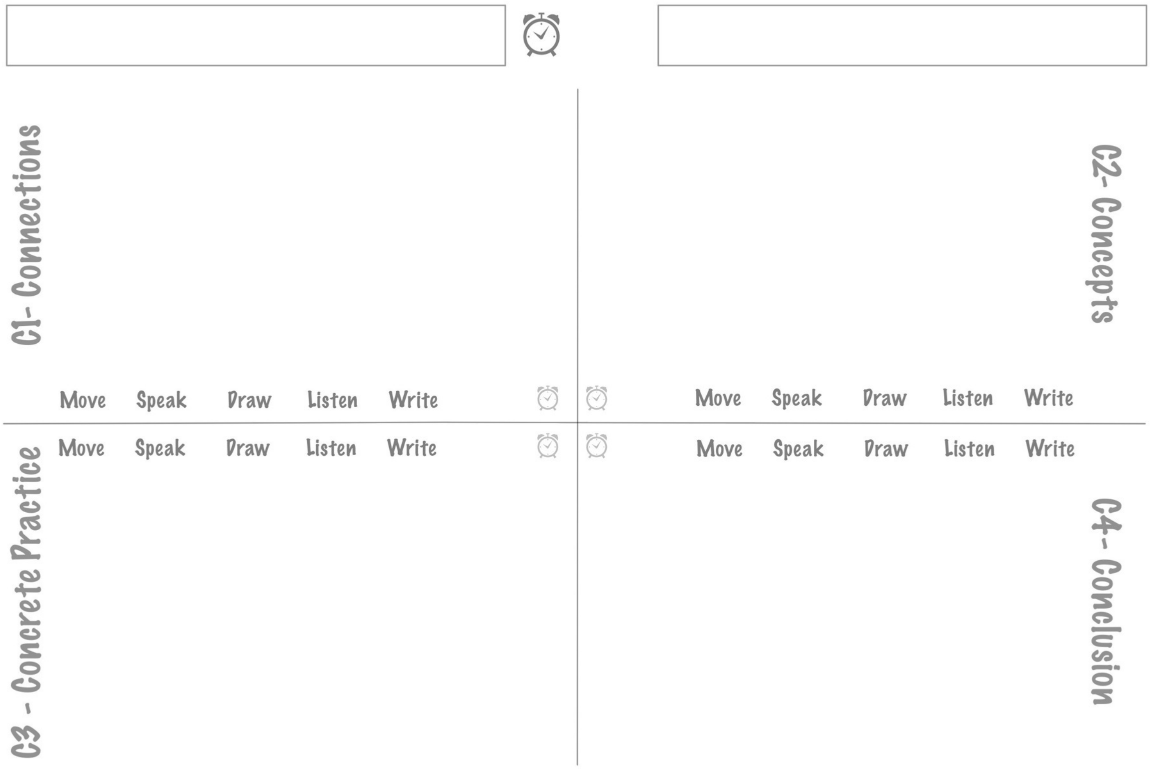
Note

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.

[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.



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.

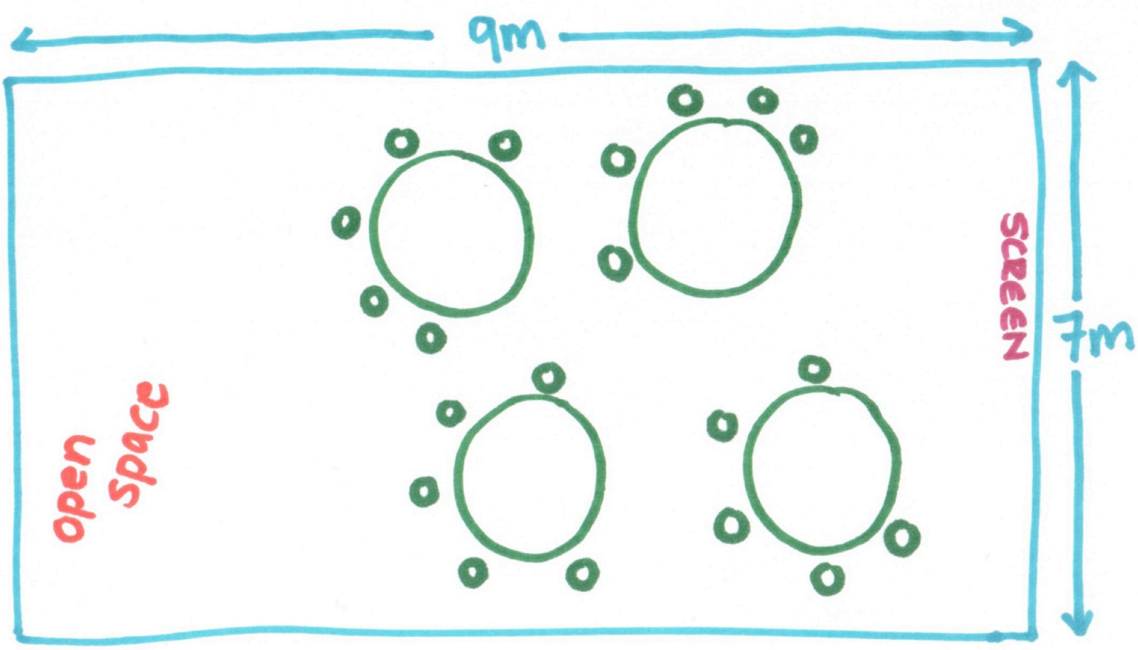
Other materials: PDFs containing materials to be printed and used in various chapters. Each chapter will reference these if they are needed. These are different in each book.

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.

[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.

[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.

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

Chapter 1: Introduction

Have you ever looked at a requirement document that's 50 plus pages long and wondered if there was an easier way to communicate? Or have you ever received a 1 liner story without any context and thought "huh?".

We have and in our years of work in traditional waterfall organisations and newer agile organisations the trend continues. Very seldom is the sweet spot in the middle achieved. In every single case the path to the sweet spot started with conversations.

Over the last 3 years we have developed a number of workshops to help people start these conversation. The workshops are aimed at different stakeholders ranging from business people, to Product Owners and teams. This book is a collection of some of those workshops and can be used to help improve the way you think about and communicate agile requirements.

Although we talk about Product Owners, this book isn't just for Scrum teams. You can apply most of the lessons in here to any project you are on. We have used these techniques and ideas for renovating houses, redesigning websites and even writing this book!

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

- You could use all the chapters together to deliver a half or full day training course on agile requirements. We have run all the topics together in a 4 hour workshop, however timing was fairly tight, you could extend sections to allow for more questions and practice time if your audience is new to agile requirements.
- You can use an individual chapter to run a workshop session on a particular topic of interest.
- You can use an individual chapter to give focus and structure to a regular working session on requirements.

In all cases we highly recommend using real examples of requirements for people to practice the techniques. Occasionally we give an example (like the online pizza store) to illustrate a technique. If you do that, ask people to practise the technique they have just learned on their requirements.

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.

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

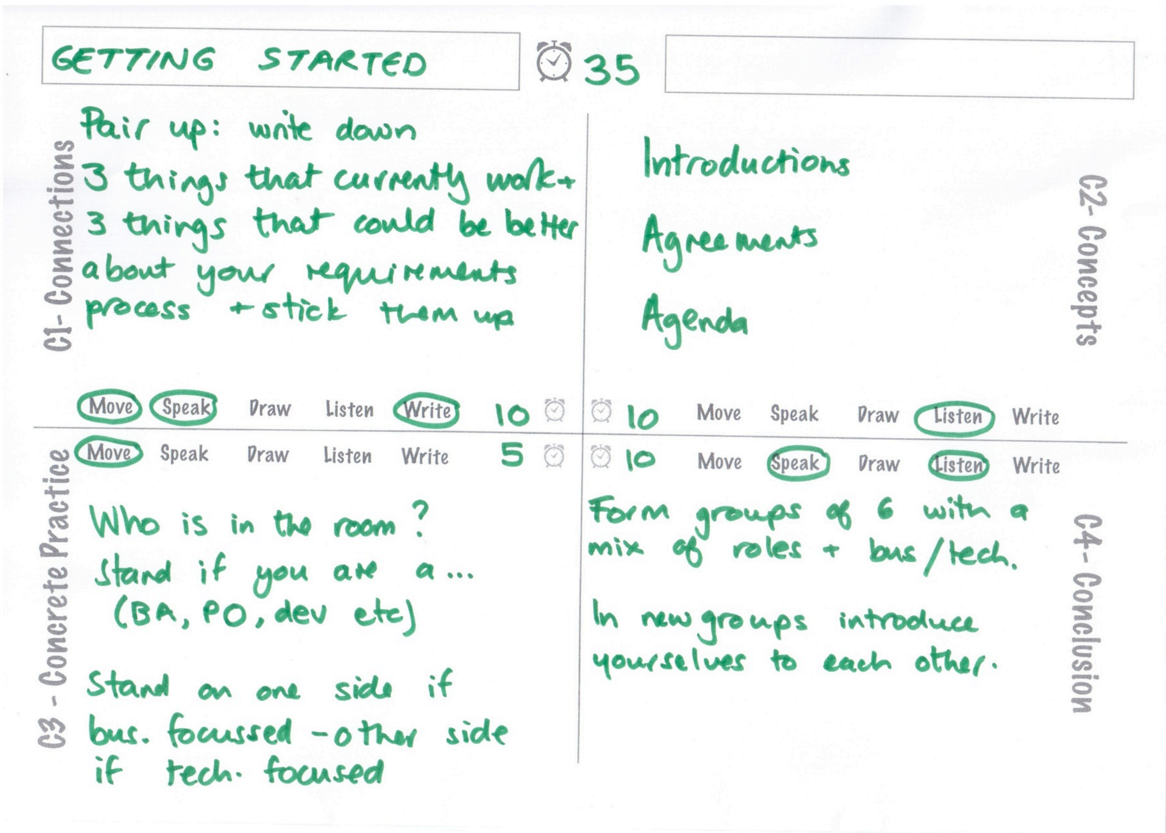
Chapter 2: Getting Started

We spend time at the start of a workshop session 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



Fast Pass (C1)

We start with Fast Pass posters. We ask everyone to form pairs and together write up three sticky notes for each of the two posters. The posters we chose for this workshop are “what is working” and “what could be better” with your requirements. This allows for participants to instantly identify with the topic and for us to get a better understanding of the frustration points.

The posters are usually flipchart sheets with a question written on them in bright colours. You can see an example of these posters 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 group to do a Standing Survey to see if they are more business facing or more technical. Again this helps everyone form a picture in their minds of where everyone fits.

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 participants to form groups of five to six people with a mix of roles and business/technical in each group. The participants self-organise 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 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: The 3C's

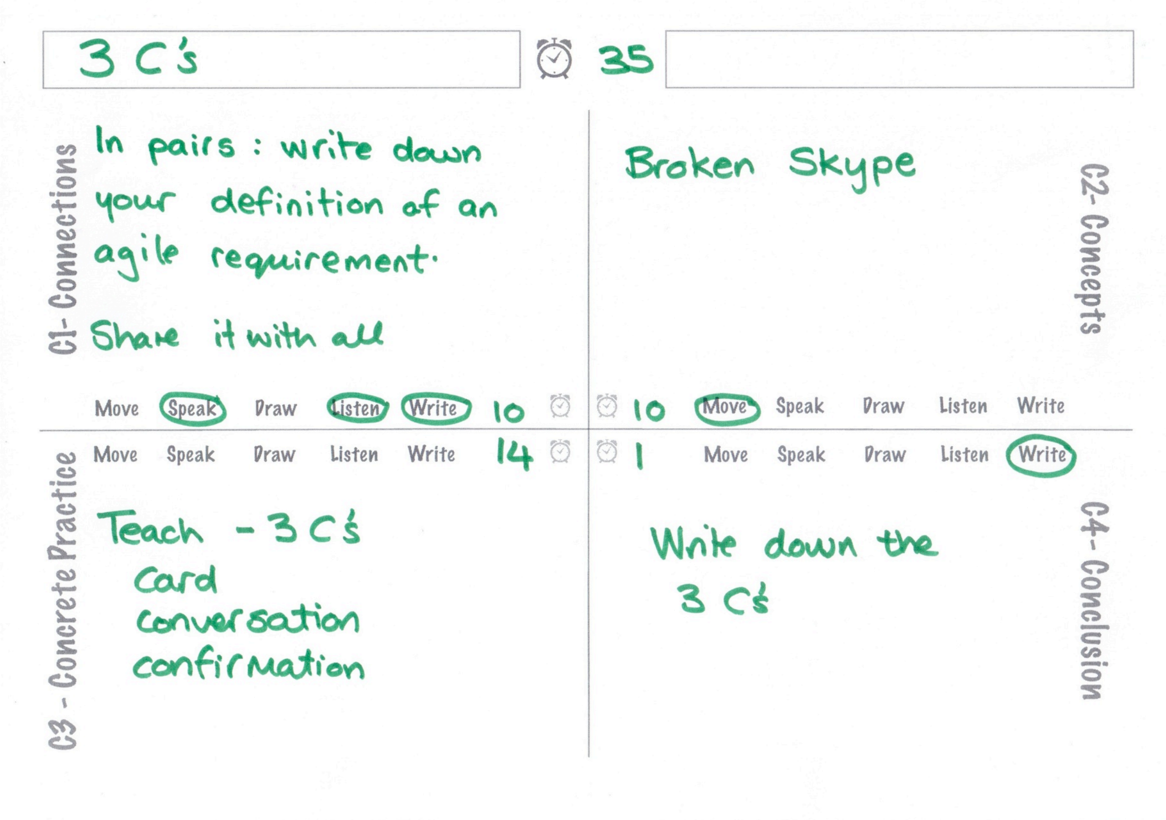
This is a great topic to start off any workshop on agile requirements as it helps people focus on conversations. It includes a game to illustrate some of the points before you teach anything, which is often an effective technique.

If you are doing a short workshop with people who know each other you could combine this with some of the activities from Getting Started to create a shorter introduction. For example, we sometimes start a workshop with Broken Skype as a C1.

Materials needed

- coloured markers or pens for each table group
- paper or index cards for each table group

4Cs Training plan



Pair Write (C1)

Ask people to pair up and write down their definition of an agile requirement. If you have a large group you could get people to do this in their table group.

Once everyone has written something down, ask each pair, or group to share what they have. There is usually no need to debrief this, it just sets the tone for the topic.

Broken Skype (C2)

In this chapter we switch around the order of the C2 and C3. We do the concrete practice first and then teach the concepts. This is a good idea if you have a great game, or a topic people can easily self discover ideas about. For this topic we use Broken Skype which you will find in the Appendix, and in our Collaboration Games[11] book.

A great debrief question for this game, in this context is: "Why do we play this game in a workshop about requirements?" Usually people see the parallels with individual handoffs (Rounds One & Two) versus a whole team approach (Round Three).

You can also ask some of these questions:

- In which round did you care more about the outcome?
- In which round did you feel more pressure to get it right?
- In which round did you blame others for getting it wrong?

Teach (C3)

After the game, teach the 3C's of agile requirements: Card, Conversation and Confirmation. You can vary the amount of detail covered in this teach depending on the audience. If people have been doing agile for a while, they might just need a reminder about these points. If they are new to agile you might need to explain more. You can also link back to definitions the pairs came up with in C1.

Card

This refers to index cards which are usually used to write down requirements. Even if you are using a tool, what is important is that the card is just a 'reminder of a conversation' that needs to take place. It is useful to contrast it to a detailed requirements specification. Clearly everything you need to know cannot be contained on a single index card. People often say "If you can't fit everything on the card, use a smaller card!". This emphasises the point that the card is not supposed to contain all the information.

Conversation

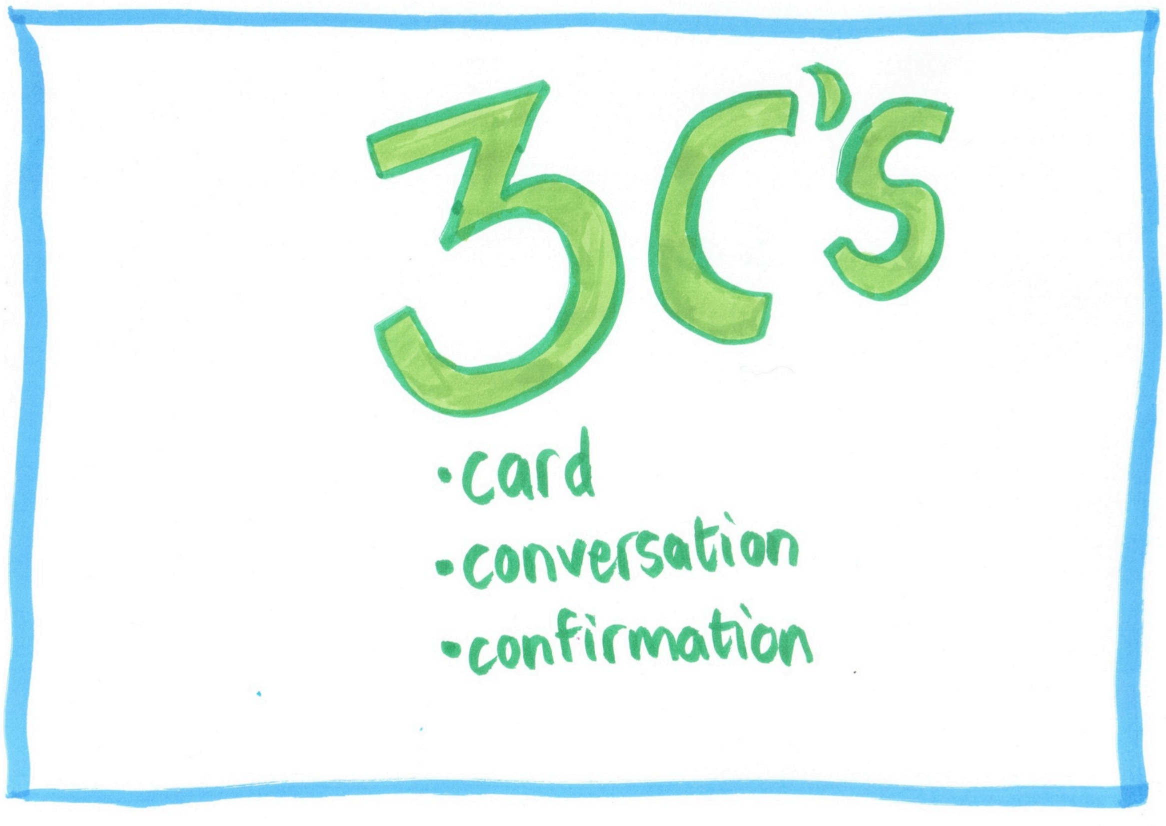
If the details aren't on the card, then people wonder where they will get them. This is where conversation fits in. Agile requirements are understood through conversations. If possible face-to-face conversations, with the entire team. This way people can ask questions, clarify understanding, suggest changes, etc. Often people with traditional project experience are used to reading documents and only then asking questions. This is not the same. This is the conversation before anything is written down, this conversation helps to form the requirement. If people find requirements documentation helpful, we suggest they decide what needs to be written down during the conversations.

[11] http://leanpub.com/CollaborationGamesToolbox

Confirmation

The confirmation is how everyone will know that the requirement has been met. It is usually statement in the form of an acceptance test, essentially what a user would do in the system and what they would expect to happen once this requirement is done. Acceptance tests are sometimes written on the back of the index card. If people don't know what to write here: ask "How will you know when it's working"?

Slide



Write Down (C4)

Ask everyone to write down what the 3C's are. Make sure to cover your flipchart or blank out the slide when you do this. It might seem trivial to write down the 3C's but it's a good way to help people remember them, and it helps engage a different part of the brain to the one that has been listening to you teaching.

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.

Broken Skype

20 minutes	8 to 50 people	Communication Collaboration

What you can learn

Communication in groups can work better than a chain of individuals.

What you need

You will need 3 hand signs or actions – 1 simple, 2 complex. For example:

- Simple: American sign language ASL[12] for technique
- Complex: Touch ears, then 2 fingers to nose, then 2 fingers to palm
- Complex: ASL for copycat, then ASL for empty glass

How to do this

Round 1:
Ask the group to stand in rows of up to 10 people, looking at each other's backs. The group may not talk. Explain that you will show the sign only once. Show the simple sign to the last person in each row. They will tap the next person on the back, when they turnaround, they show the sign once. Repeat this until you reach the end of the row. At the end, ask the front person of each row to show the sign they received, and then you show the initial sign to everyone.

Round 2:
Repeat with a complex sign, still using the rows.

Round 3:
Ask each row to form a circle. You will show the person on your left a complex sign once; repeat until you've come full circle. Only at their turn may people demonstrate the sign, and correct it based on what they have observed. At the end, all do the sign together.

How we've used this

After the three rounds, ask the group which round worked best, and if they notice any parallels with communication at work. Discuss the benefits of meetings with everyone in the team participating versus traditional handoffs.

Who shared this with us

We created this based on Broken Telephone

[12] http://lifeprint.com/dictionary

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[13]

[13] 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).

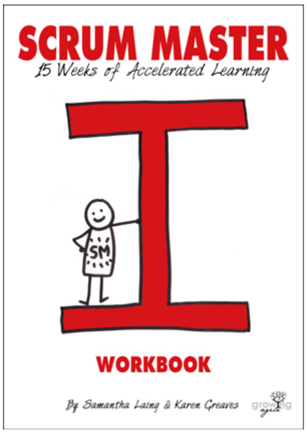
Who shared this with us

Lyssa Adkins[14]

[14] 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[15].

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[16], 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 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[17].

[15]https://leanpub.com/ScrumMasterWorkbook1
[16]https://leanpub.com/b/coachsguide
[17]https://leanpub.com/TrainingScrum

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[18].

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[19].

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[20].

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[21].

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 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[22].

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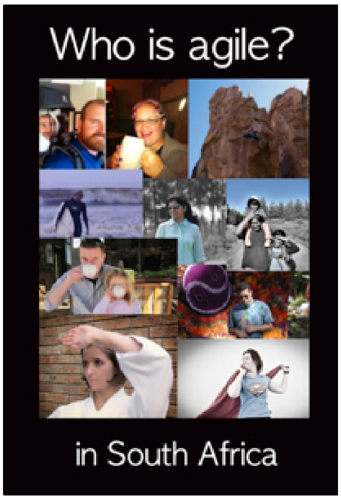
[18]https://leanpub.com/AgileRequirements
[19]https://leanpub.com/MasteringBacklogs
[20]https://leanpub.com/ReleasePlanning
[21]https://leanpub.com/AgileTesting
[22]https://leanpub.com/Facilitation

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[23].

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[24].

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[25].

[23]https://leanpub.com/helpworktoflow
[24]https://leanpub.com/CollaborationGamesToolbox
[25]https://leanpub.com/WhoisagileSouthAfrica