

Agile2023

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Mark Warner

A Little Knowledge is a Dangerous Thing



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Once upon a time...



More Ideas

Do one thing at a time

The brain is a sequential processor, unable to do two things at the same time. Businesses and schools create multitasking, but research clearly shows that it reduces productivity and increases mistakes. Try creating an interruption-free zone during the day—turn off your email, phone, and social media sites—and see whether you get more done. If you have trouble untangling your schedule, download software that blocks your access to certain websites for a certain amount of time that you specify.

Divide presentations into 10-minute segments

Remember my students who said they got bored in 10-minute lectures? The 10-minute rule, which I've known for many years, provides a guide to creating presentations that give people an attention span. Here's the method I used to win Teacher of the Year (awarded at one of the largest annual meetings in psychiatry).

I decided that every lecture I'd ever give would be organized into segments, and that each segment would last only 10 minutes. Each segment would cover a single core concept—always general, and always explainable in one minute. The brain likes general, and the brain likes hierarchy. Starting with general concepts naturally leads to explaining information in hierarchical fashion. Give the general idea first, before diving into details, and you will see a 40 percent improvement in understanding.

Each class was 50 minutes, so I could easily burn through five large concepts in a single period. I would use the other nine minutes

in the segment to provide a detailed description of that single general concept. The trick was to ensure that each detail could be easily linked back to the general concept with minimal intellectual effort. I would occasionally pause to explicitly explain the link. This is like how, when I go to the grocery store, I think about what I'm buying and how it fits into my plan as I begin the class, I sprinkled liberal repetitions of "here we are" throughout the hour.

This prevents the audience from trying to multitask. If the instructor doesn't tell the audience where the instructor is going, the audience is forced to guess. The audience is forced to pay attention to the instructor and attempt to understand what the instructor is saying. The audience is forced to pay attention to the instructor and attempt to understand what the instructor is saying. The audience is forced to pay attention to the instructor and attempt to understand what the instructor is saying.

After 20 minutes had elapsed, I had to stop. Why did I construct my lecture that way? I knew the audience had only about 600 seconds to pay attention to the lecture. The next hour would be useless. And I knew that I had to do something after the 60th second to "buy" another 10 minutes.

Just the look of the audience's attention is getting near to zero. If something isn't done quickly, the audience will be in successive losing bouts of an effort to stay with the lecture. They need more information of the same type. Not just more information, but a completely irrelevant cue that breaks them from their thought, making the information stream seem disjointed, unsynchronized, and paralyzing. They need something so compelling that they break through the 10-minute barrier—something





A Brief Retrospective:

- Leo learned how to light a match
- Leo learned matches are hot
- Leo learned what to do to avert disaster
- I learned I needed to find a better place to lock matches away

“Ignorance more frequently begets confidence than does knowledge.”

- Charles Darwin

Dunning-Kruger Effect



A Little Searching is Dangerous

What is The Dunning-Kruger effect in Business

The Dunning-Kruger effect describes a cognitive bias where people with less ability in a task overestimate their ability to perform that task well. Companies or businesses that do not assess the requisite knowledge make bad decisions. When more knowledge goes toward the process a business from using that resources.

FourWeekMBA

What Is The Dunning-Kruger effect In Business - FourWeekMBA

Confidence

Peak of Mount Stupid

Valley of Despair

Slope of Enlightenment

Plateau of Sustainability

stamenmedia.com

Dunning-Kruger effect: Are you pickaxing to the plateau or plummeting ...

The Dunning Kruger effect

Reduce everything

There's more to this than I thought

On most things I understand this

Trust me, I'm an expert

It's starting to make sense

Dunning-Kruger Effect: You're not as smart as you think | Stockspot

Dunning-Kruger Effect

Unskilled and unaware of it, how difficult is recognizing one's own incompetence leads to inflated self-assessments

Kruger, J., & Dunning, D. (1999)

Pricing and the 'Dunning Kruger Effect' (first published on Valid...

THE DUNNING-KRUGER EFFECT

Self-Confidence Blindness

Reduce everything

There's more to this than I thought

On most things I understand this

Trust me, I'm an expert

It's starting to make sense

What is the Dunning-Kruger Effect? - Andrea Hardy, RD

Dunning-Kruger Effect

Unskilled and unaware of it, how difficult is recognizing one's own incompetence lead to inflated self-assessments

Kruger, J., & Dunning, D. (1999)

The Dunning-Kruger effect and why people think they are way smarter ...

The Dunning-Kruger Effect In Trading

"I'm the greatest trader!"

"I know nothing"

"I'm starting to understand this"

"I'm finally starting to make some sense"

"I'm never going to understand this"

"Trust me, it's complicated"

Lone Stock Trader on Twitter: 'The Dunning-Kruger Effect in #...

Dunning-Kruger effect - Agile Coffee

"I know everything"

"There's more to this than I thought"

"Trust me, it's complicated"

"I'm never going to understand this"

"It's starting to make sense"

Dunning-Kruger effect - Agile Coffee

Dunning-Kruger Effect: Ignorance and Overconfidence Affect Intuitive ...

CONFIDENCE

EXPERTISE

Dunning-Kruger Effect: Ignorance and Overconfidence Affect Intuitive ...

Dunning-Kruger Effect

Boeert and Greene Showcase the Dunning-Kruger Effect in Another ...

CONFIDENCE

KNOWLEDGE

Boeert and Greene Showcase the Dunning-Kruger Effect in Another ...

DUNNING-KRUGER EFFECT

CONFIDENCE

COMPETE

AVERAGE PE 4500

Dunning-Kruger Effect explains why the least comp...

Explaining the Dunning-Kruger Effect - theoptimu...

CONVICTION

KNOWLEDGE

Explaining the Dunning-Kruger Effect - theoptimu...

The Dunning Kruger Effect

High

Low

Low

High

CONFIDENCE

COMPETENCE

"Of course, I know everything!"

"I'm starting to understand this"

"I may never understand this"

"I'm finally starting to make some sense"

"No, I'm not! I'm complicated!"

"I know nothing"

Dunning-Kruger Effect

CONFIDENCE

Experience

Expert

The Dunning-Kruger Effect

CONFIDENCE

Wisdom

Expert

Peak of 'Mt. Stupid'

Valley of Despair

Slope of Enlightenment

Dunning-Kruger Effect

High school student

Peak of 'Mount Stupid'

Bachelors student

Valley of Despair

PhD student

Prof

Slope of Enlightenment

Plateau of Sustainability

CONFIDENCE

KNOWLEDGE

Dunning-Kruger Effect

FOUNDATION

CONFIDENCE

Experience

Expert

"I know everything about this!"

"I'm starting to understand this"

"I may never understand this"

"I'm finally starting to make some sense"

"I know nothing"

I'm so great

I'm pretty great but know my limitations

CONFIDENCE

None

Average

Expert

"I know nothing"

Dunning-Kruger Effect

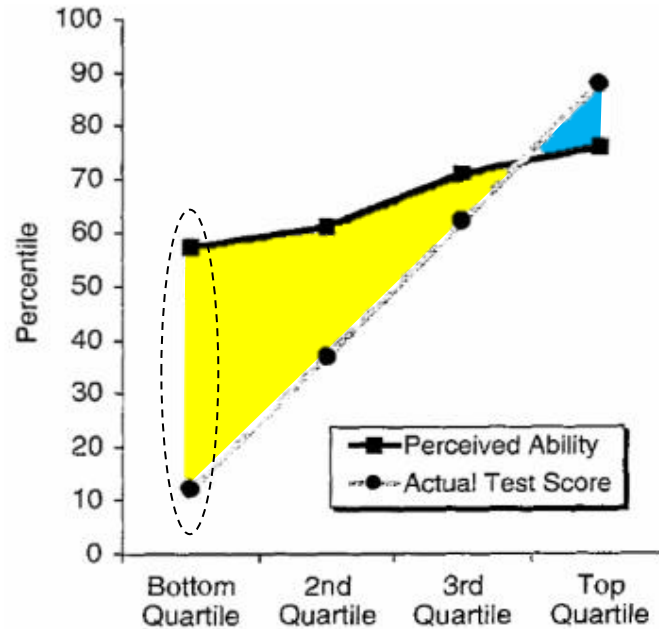
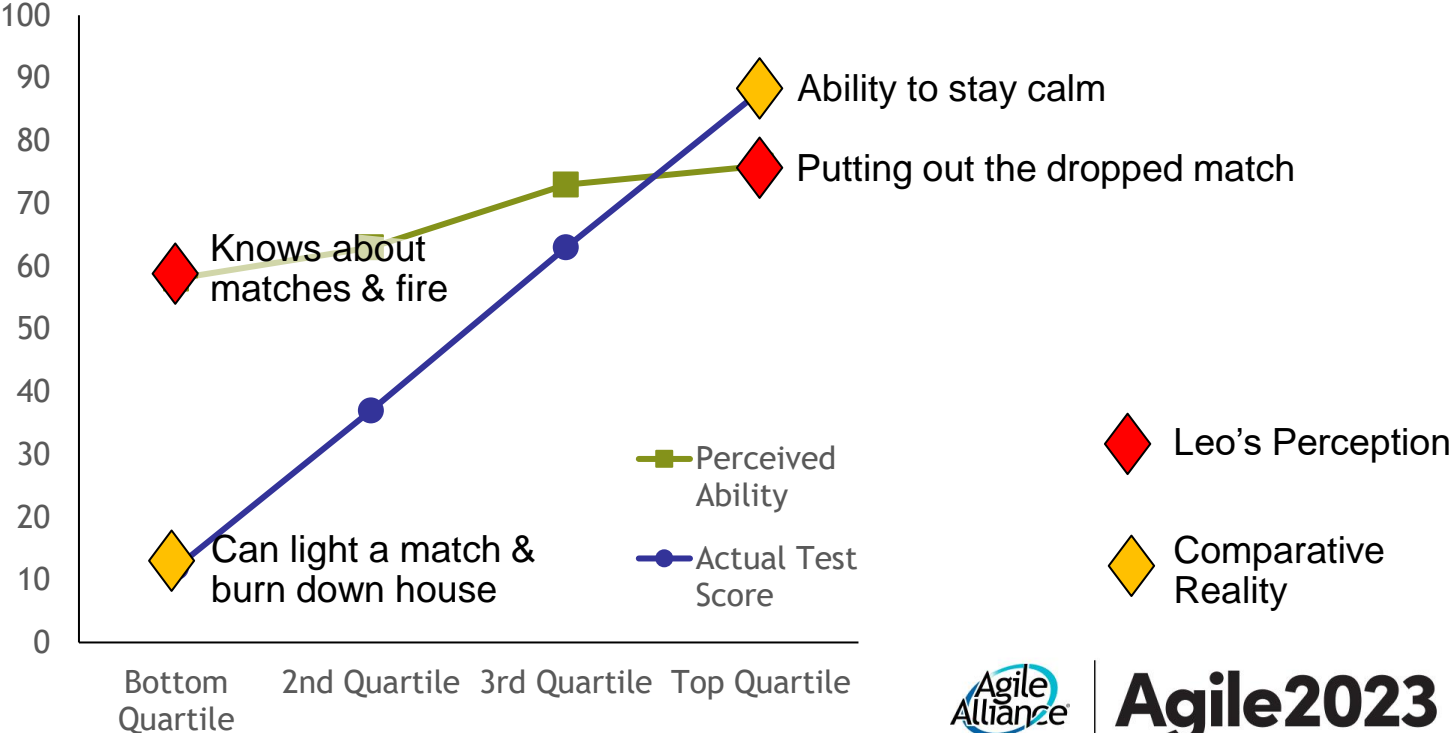


Figure 1. Perceived ability to recognize humor as a function of actual test performance (Study 1).

“Those with limited knowledge in a domain suffer a dual burden: Not only do they reach mistaken conclusions and make regrettable errors, but their incompetence robs them of the ability to realise it”

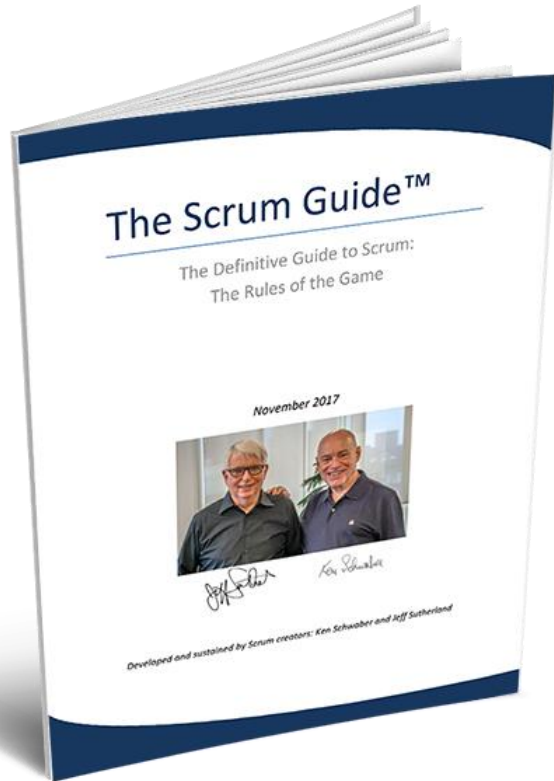
- Dunning & Kruger 1999

Leo's Perception vs Reality



***Who here is working in/with a team
using Scrum?***

Who's Read the Scrum Guide?



- Training Courses
- Conferences
- Books
- Blog posts
- Videos
- Observing others

Identifying Overconfidence

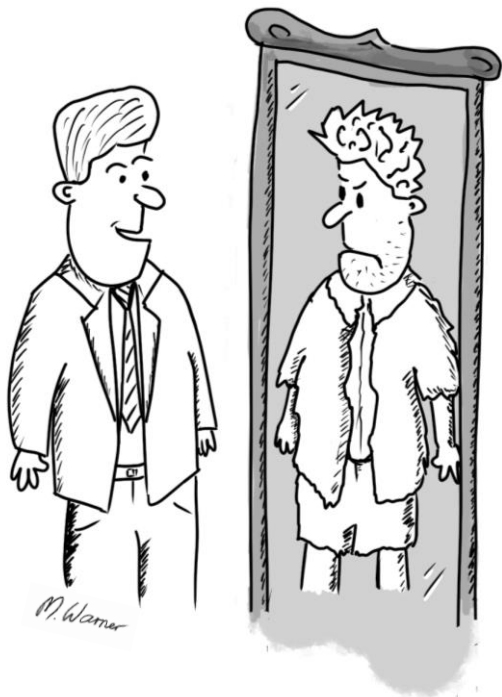
Warning Signs

- May be loud & opinionated
- Overestimate own skill and underestimate skill level of others
- Failure to recognise mistakes
- Not pursuing learning opportunities
- Not taking constructive criticism well

Increase Metacognition

- Routinely question own knowledge base & conclusions
- Especially where you're most confident
- Seek and pay attention to different viewpoints
- Ask others how you're doing
- Don't pretend you know something you don't

Imposter Syndrome



- Own view doesn't match the way others see them
- Underestimate one's competencies, skills & accomplishments
- Attribute successes to luck, mistake, or a misperception by others
- Fearful their shortcomings will be exposed

Challenges for Agile Teams

- Those without the competence:
 - Think they know everything
 - We're Agile, Scrum, Kanban, SAFe experts
 - This works for us, we've tailored Agile to our environment
 - Don't know they are misunderstanding
- Those with the competence:
 - Doubt themselves & undervalue their own competences
 - Domain competence not recognised by those with less competence

***Would you undertake a new hobby
without any guidance?***

What if the hobby had no physical risk?

- Art, Drawing, Painting
- Writing fiction
- Sewing
- Baking/Bread making
- Gardening

May have reputational risk if sharing the output with others



What about a physical activity with risk of injury?



- Running
- Horse riding
- Skiing
- Skydiving
- Ice Skating



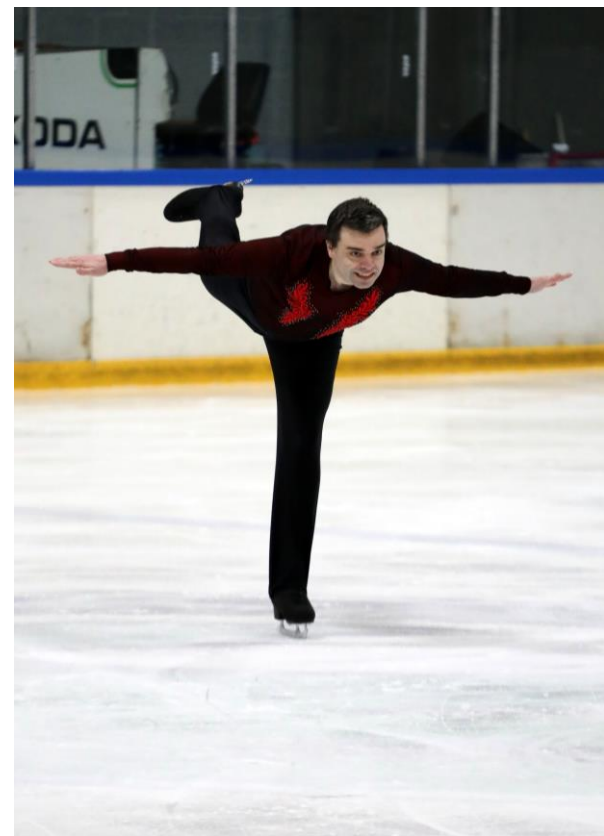
West Edmonton Mall, Canada, 2004



British Adult Championships 2009



British Adult Championships 2019



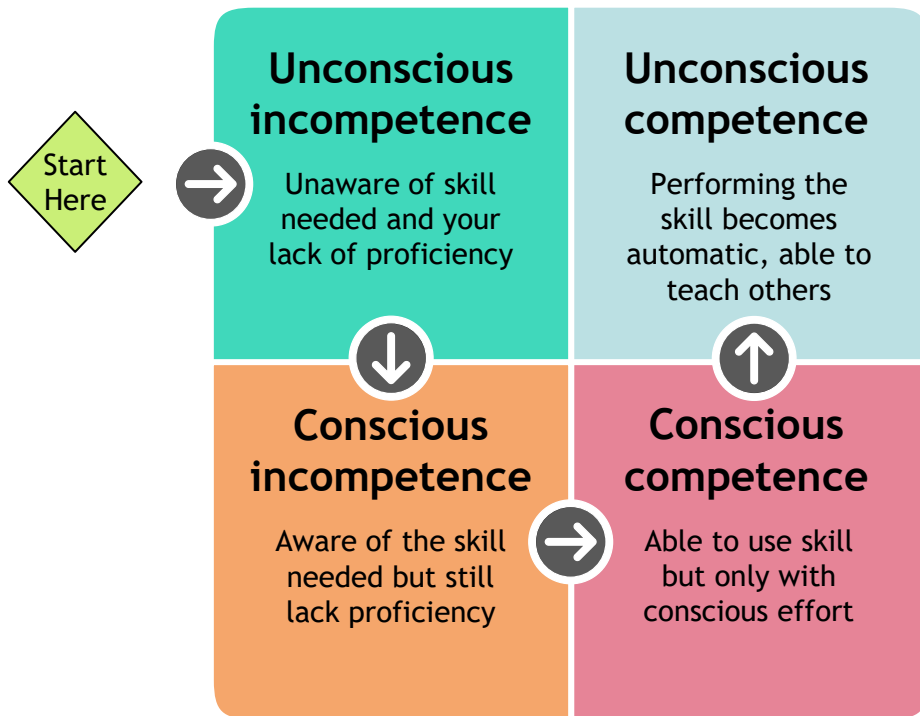
Tallinn, Estonia 2018



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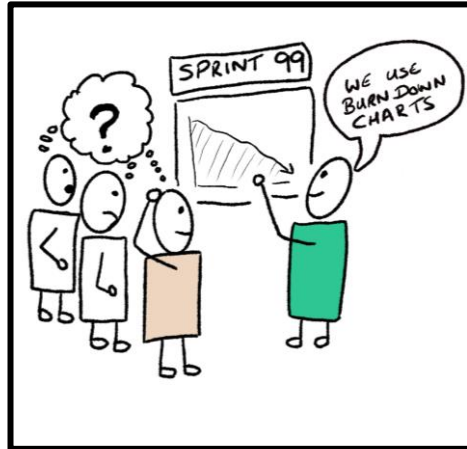
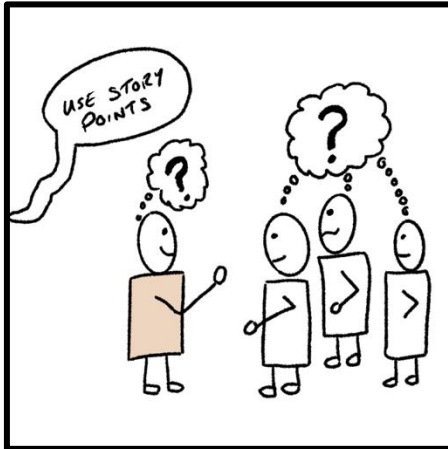
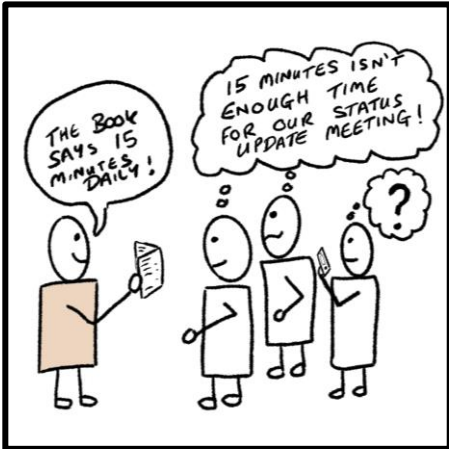
How did I get there?



What does this mean for our Agile Teams?

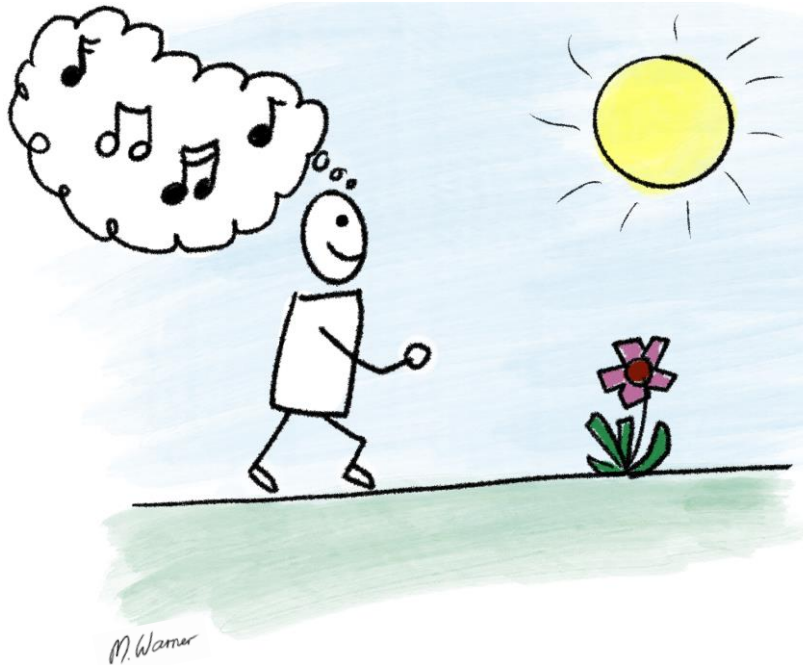


First Steps with Agile



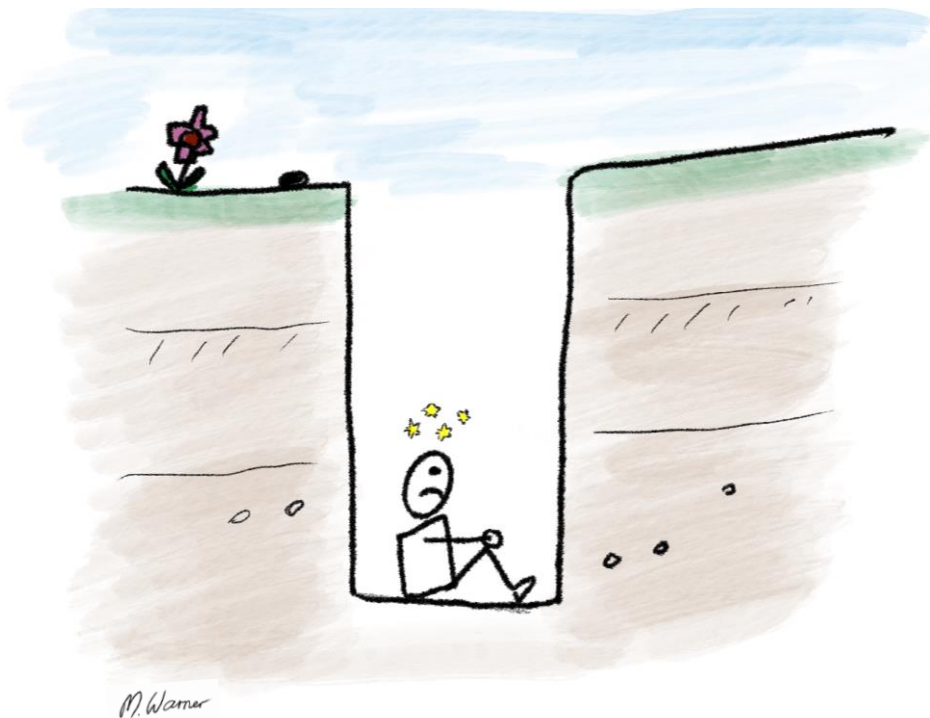
M. Warner

Unconscious Incompetence



- Daily Stand-ups = status meetings
- Misunderstanding key roles
- Ineffective estimation
- Poor Definition of Ready or Done
- Pull vs Push
- Busy vs completion
- Self-congratulatory retrospectives

Conscious Incompetence

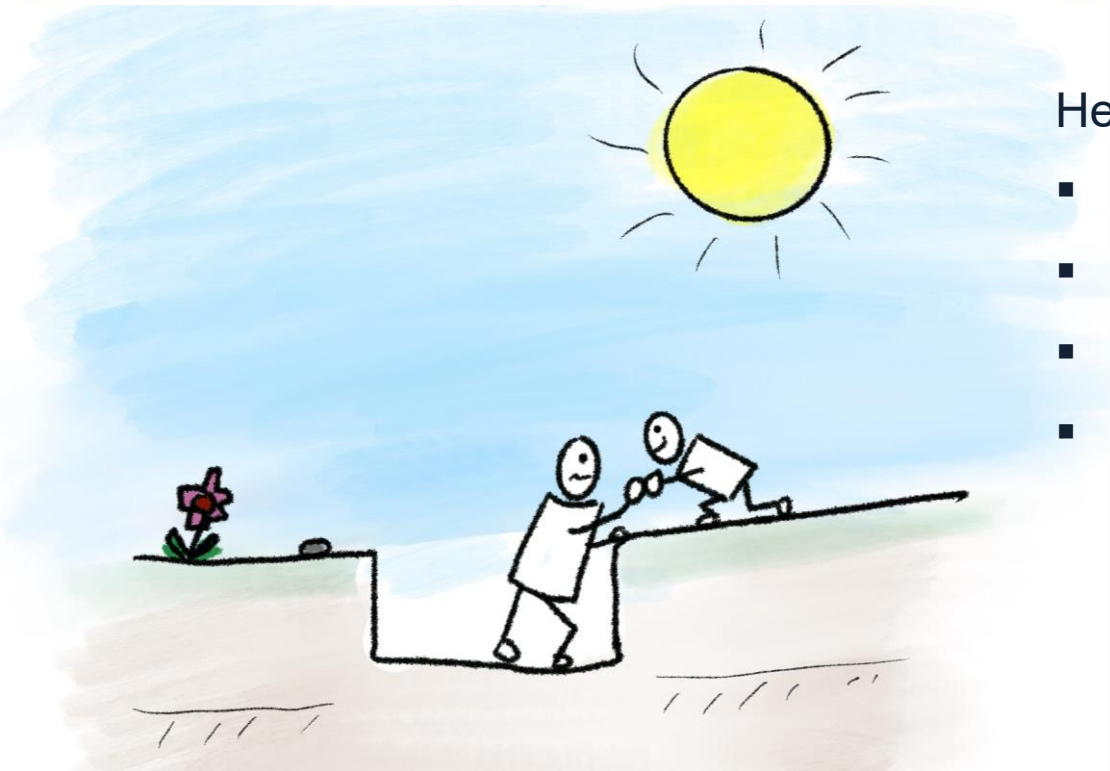


- Continuous learning
- Seeking out quality information & knowledge
- Inspecting & adapting
- Experimenting
- Using metrics as a guide

A photograph taken from behind a man wearing a black jacket with the word "COACH" printed in white on the back. He is looking out over an indoor ice skating rink. In the foreground, a skater in a black outfit is performing a move with arms extended. Other skaters are visible in the background, some in a line and others scattered. The rink has yellow safety boards along the edges, and the background shows the blue and white structure of the indoor facility.

COACH

A Good Coach

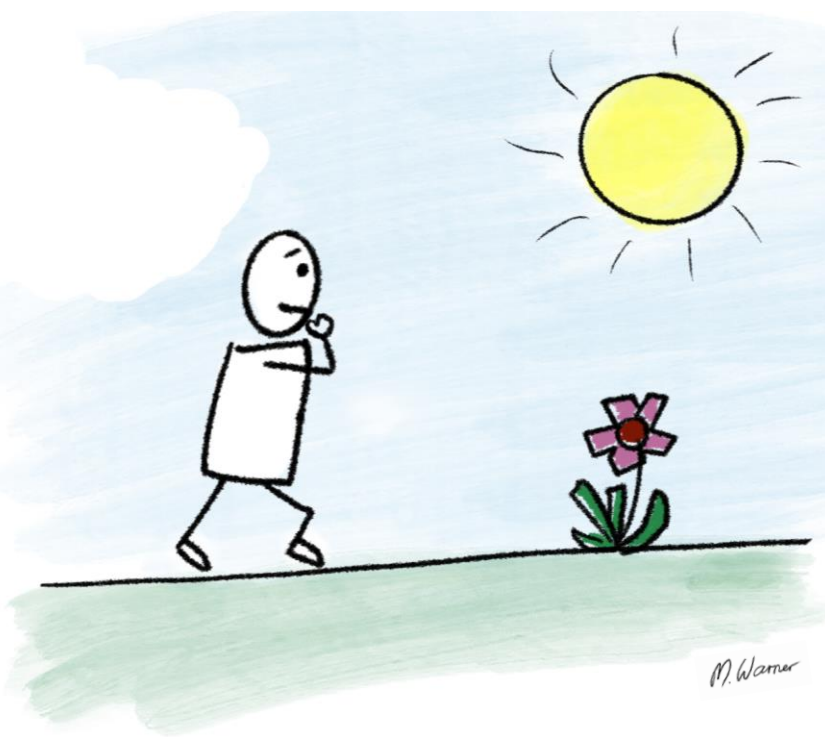


M. Warner

Helps teams to....

- Identify bad habits & anti-patterns
- Understand the Agile mindset
- Learn best practices
- Continually improve

Conscious Competence



- Shows a balance of competency & confidence
- Maintains predictable throughput
- Develops a community of trust
- Self-managing
- Able to seek help and guidance
- Being Agile vs Doing Agile mindset

Metrics

North East Opens

ADULT - NON-ISU MEN BRONZE FREE PROGRAMME FREE SKATING

JUDGES DETAILS PER SKA

Rank	Name	Nation	Starting Number	Total Segment Score	Total Element Score	Total Program Component Score (factored)	Total Deductions
1	Mark WARNER	COV	1	13.72	5.72	8.00	0.00

#	Executed Elements	Info	Base Value	GOE	J1	J2	J3	J4	J5	J6	J7	J8	J9	Ref	Scores of Panel
1	1F		0.50	-0.17	-4	-4	-2								0.33
4	1S+T		0.40	-0.11	-5	-2	-1								0.29
5	CoSpBV		1.13	-0.11	0	-2	-1								1.02
6	1S+1T		0.80	-0.09	-3	-2	-2								0.71
7	ChSq1		3.00	-0.50	-1	-1	-1								2.50
8	USpB		1.00	-0.13	-2	-1	-1								0.87
			6.83												5.72
Program Components			Factor												
	Skating Skills			1.20	1.00	1.50	1.50								1.33
	Transitions			1.20	1.50	1.50	1.50								1.50
	Performance			1.20	1.25	1.25	1.50								1.33
	Composition			1.20	1.25	1.25	1.25								1.25
	Interpretation of the Music			1.20	1.00	1.25	1.50								1.25
	Judges Total Program Component Score (factored)														8.00
Deductions															0.00

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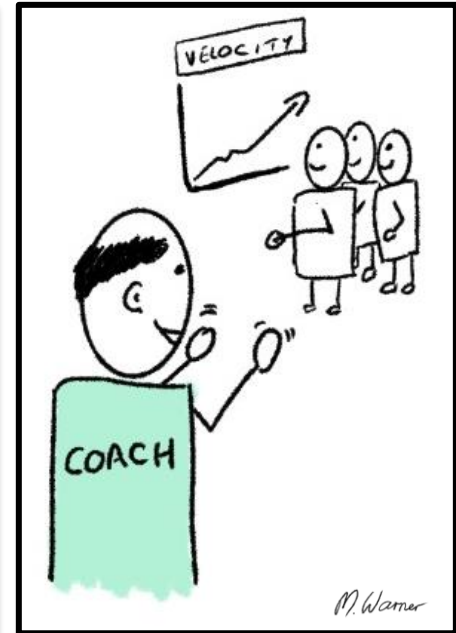
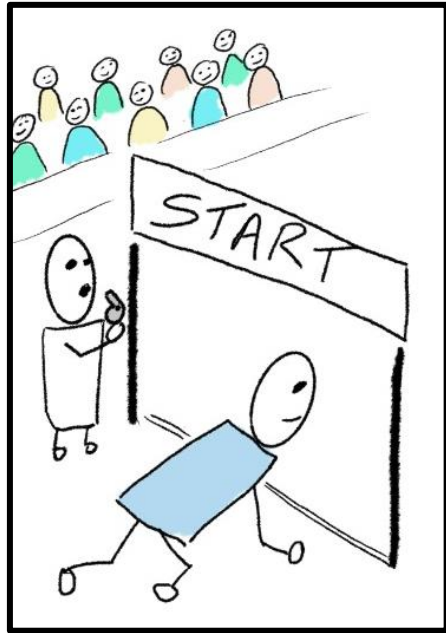
Scaling Agile



Scaling Agile (using SAFe)

- Lack of terminology alignment
- Misunderstanding PI Planning
- Multiple PI Planning approaches
- Lack of alignment, synchronisation and shared objectives
- Poorly implemented practices
- Ignoring principles and competencies

Summary



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