

“A Little Knowledge is a Dangerous Thing”

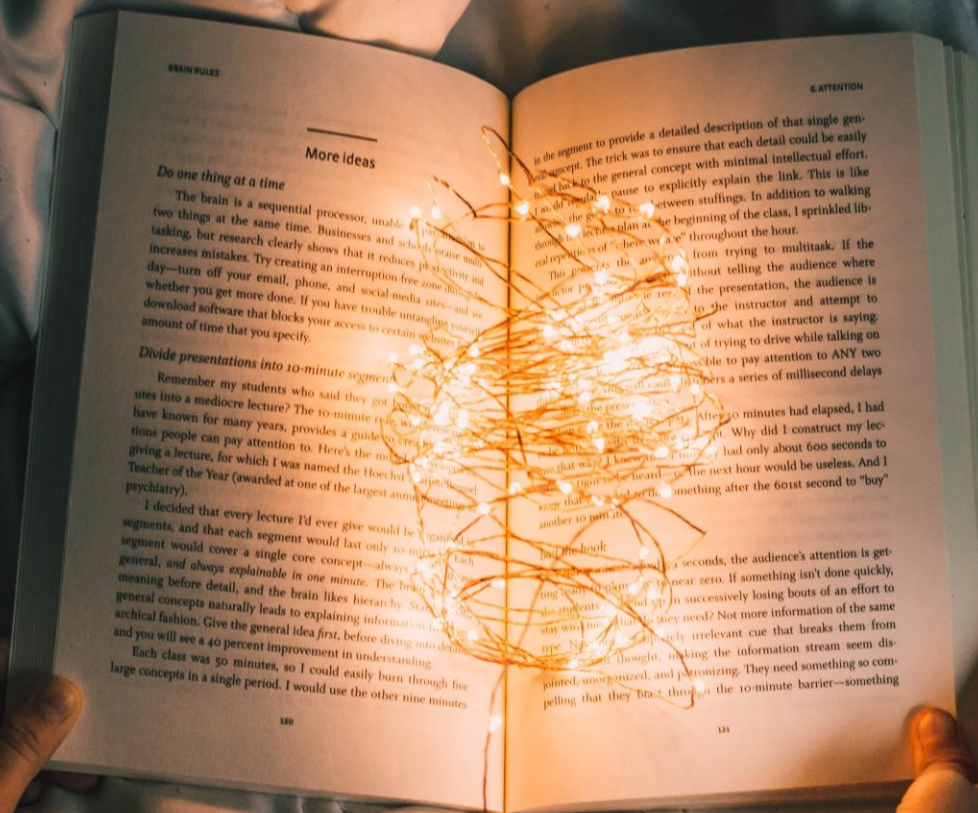
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Once upon a time...



More Ideas

Do one thing at a time

The brain is a sequential processor, unable to do more than one thing at a time. Businesses and schools waste money 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 lectures? The 10-minute rule, which I've known for many years, provides a guide to creating presentations people can pay attention to. Here's the method I used to give a lecture, for which I was named the Hoechst Foundation 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 10-minute 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. Stating general concepts naturally leads to explaining information in detail, in an archaic 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 so, I would pause to explicitly explain the link. This is like walking between stuffings. In addition to walking between stuffings, I sprinkled liberal repetitions of "here we are" throughout the hour.

This focuses the audience's attention on trying to multitask. If the instructor pauses without telling the audience where the presentation is, the audience is unable to pay attention to the instructor and attempt to multitask. The audience is unable to multitask, and the instructor is unable to multitask. The audience is unable to multitask, and the instructor is unable to multitask.

After 20 minutes had elapsed, I had to stop. Why did I construct my lecture this way? I had only about 600 seconds to give that was the next hour would be useless. And I knew that if I didn't stop something after the 601st second to "buy" another 10 minutes.

Just the look

After 20 minutes had elapsed, the audience's attention is getting ready to drop to near zero. If something isn't done quickly, the students will be in successive losing bouts of an effort to stay with me. What do they need? Not more information of the same type. Not more irrelevant cues that breaks them from my thought, making the information stream seem disjointed, unorganized, and patronizing. They need something so compelling that they burn through the 10-minute barrier—something



The image features a dark red background. On the left, a matchstick is lit, with a large, bright yellow and orange flame rising from its tip. Below the flame, a horizontal row of ten unlit matchsticks is visible. Each matchstick has a light-colored wooden body and a red, textured tip. The first matchstick in the row is the one being lit, and its tip is partially covered by the flame. The other nine matchsticks are unlit and stand upright.

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

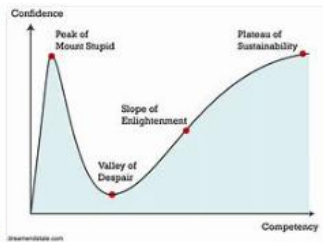
Dunning-Kruger Effect



A Little Searching is Dangerous



What Is the Dunning-Kruger effect in Business - FourWeekMBA



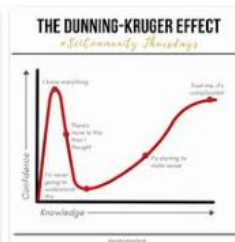
Dunning-Kruger effect: Are you pickaxing to the plateau or plummeting ...



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



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



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



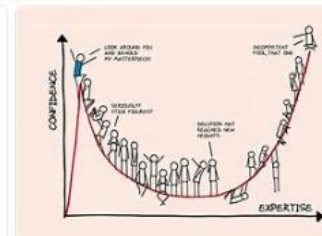
The Dunning-Kruger effect and why people think they are way smarter ...



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



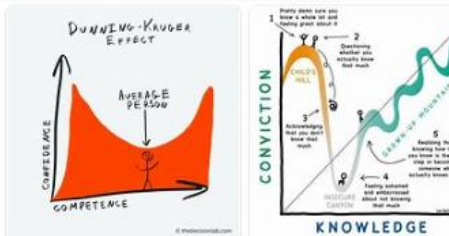
Dunning-Kruger effect • Agile Coffee



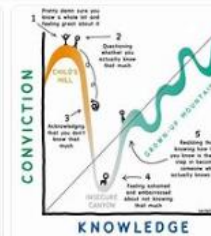
Dunning-Kruger Effect: Ignorance and Overconfidence Affect Intuitive ...



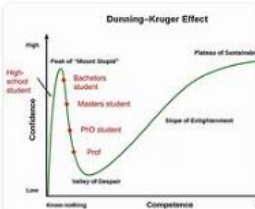
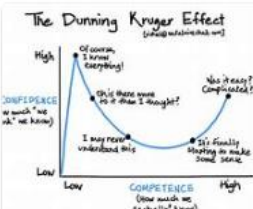
Boebert and Greene Showcase the Dunning-Kruger Effect in Another ...



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



Explaining the Dunning-Kruger Effect - theoptimu...



Dunning-Kruger Effect

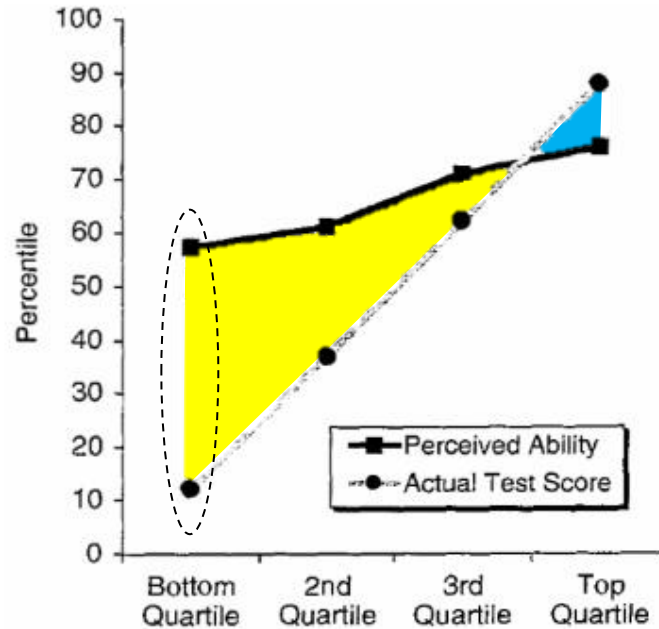
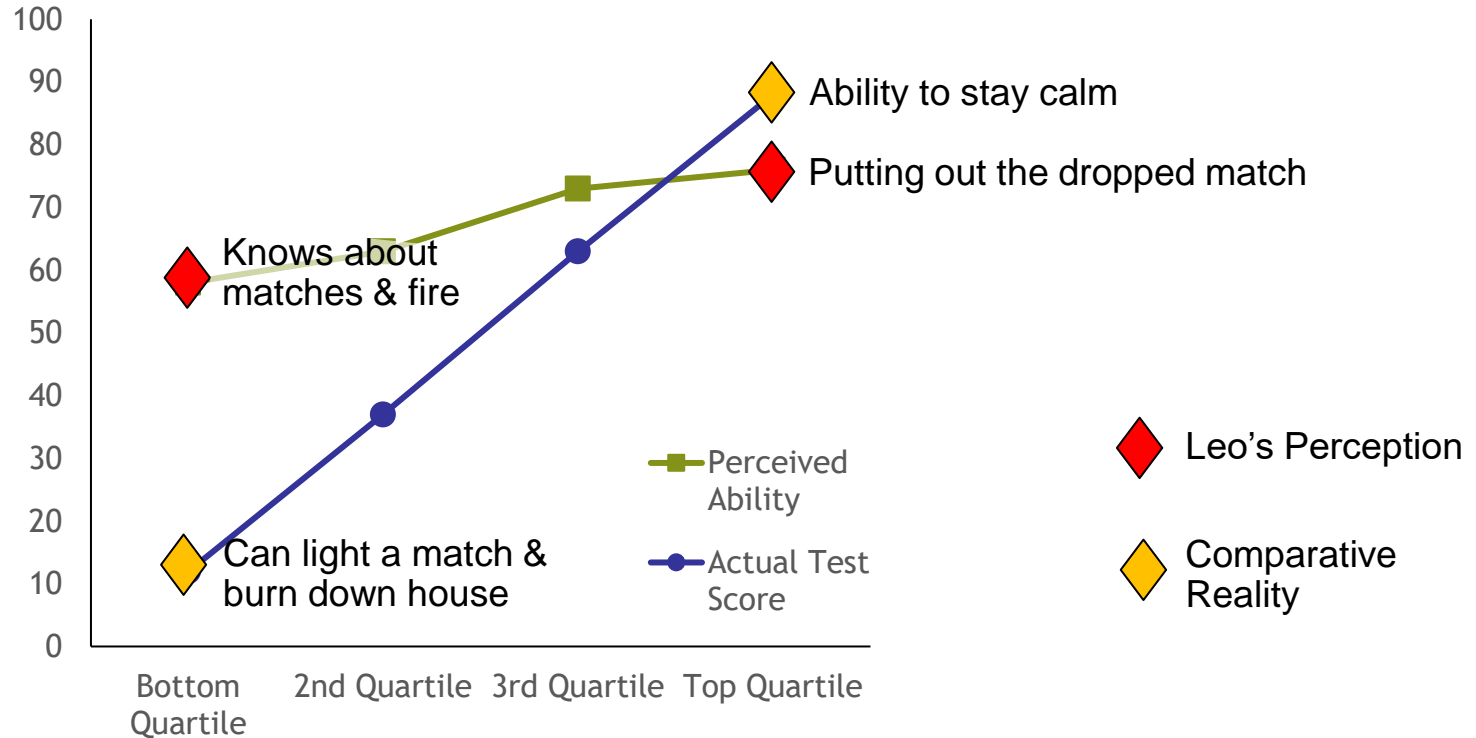


Figure 1. Perceived ability to recognize humor as a function of actual test performance (Study 1).

“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

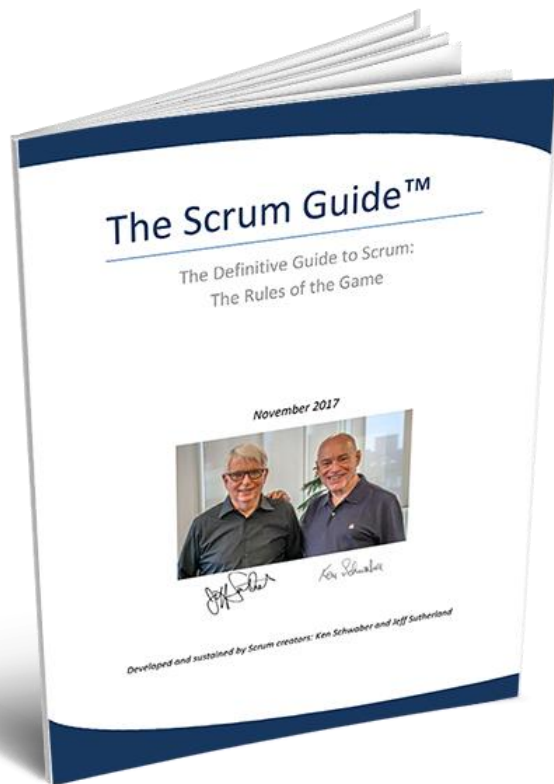
Leo's Perception vs Reality





Who is working in a Scrum team?

Who's Read the Scrum Guide?



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

Identifying Overconfidence

Loud & opinionated

Avoids criticism

Doesn't recognise mistakes

Underestimates skill of others

Misses learning opportunities

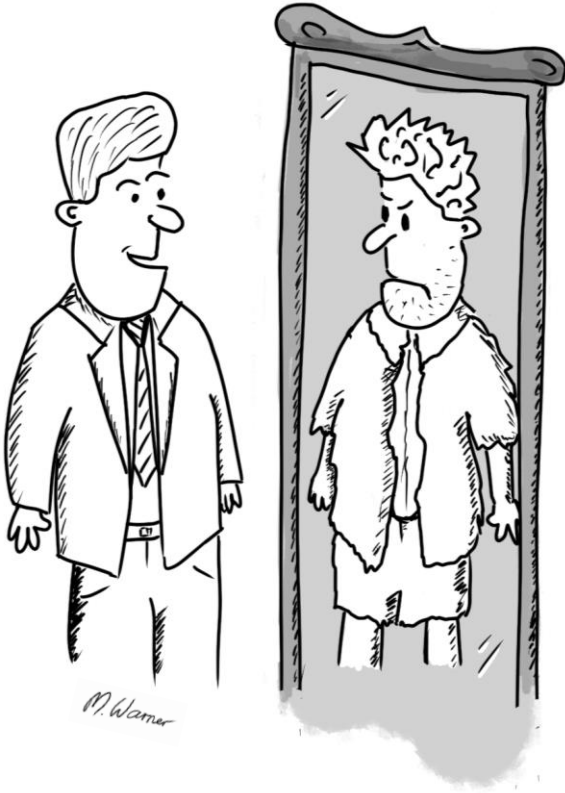


Increase Metacognition



- Question your own knowledge base & conclusions
- Seek different viewpoints
- Ask for feedback
- 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

Common Challenges with Story Points



Equating story points to time



Trying to be perfect



Considering individual expertise / experience



Splitting Estimate by role type



Relative & Abstract

Volume

Complexity

Knowledge

Uncertainty

Different Teams = Different Sizes



- Both are “Medium”
- Only have meaning in their respective geography or team
- Tall is also Medium

Asch Conformity Experiment



Useful Questions

1. How does this item compare to this other item that was the same number of story points? Does it seem right that they are the same size?
2. How does this item compare to this smaller item does it seem like its twice as big?
3. Compare against two other previously estimated user stories e.g. one bigger and one smaller, does it still seem like it fits in between these two
4. Reference back to a same size story in previous sprints



***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



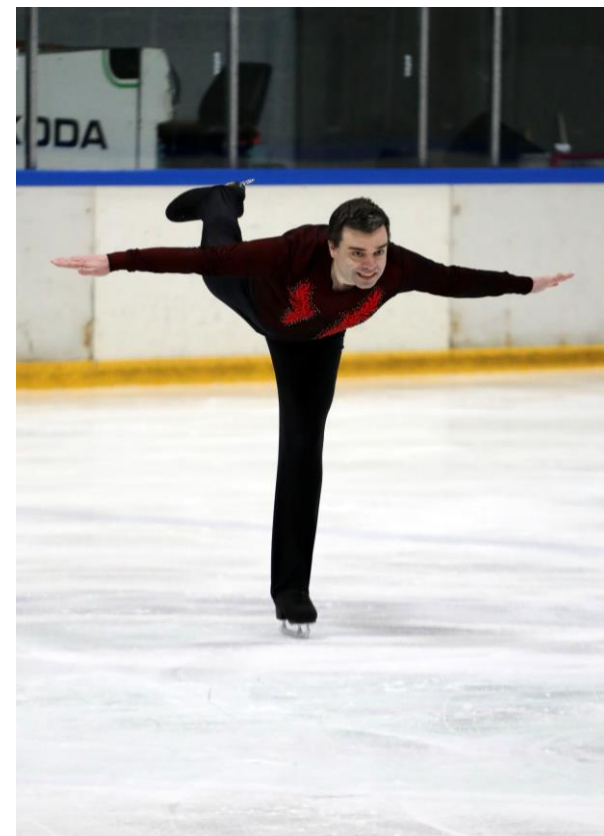
West Edmonton Mall, Canada, 2004



British Adult Championships 2009

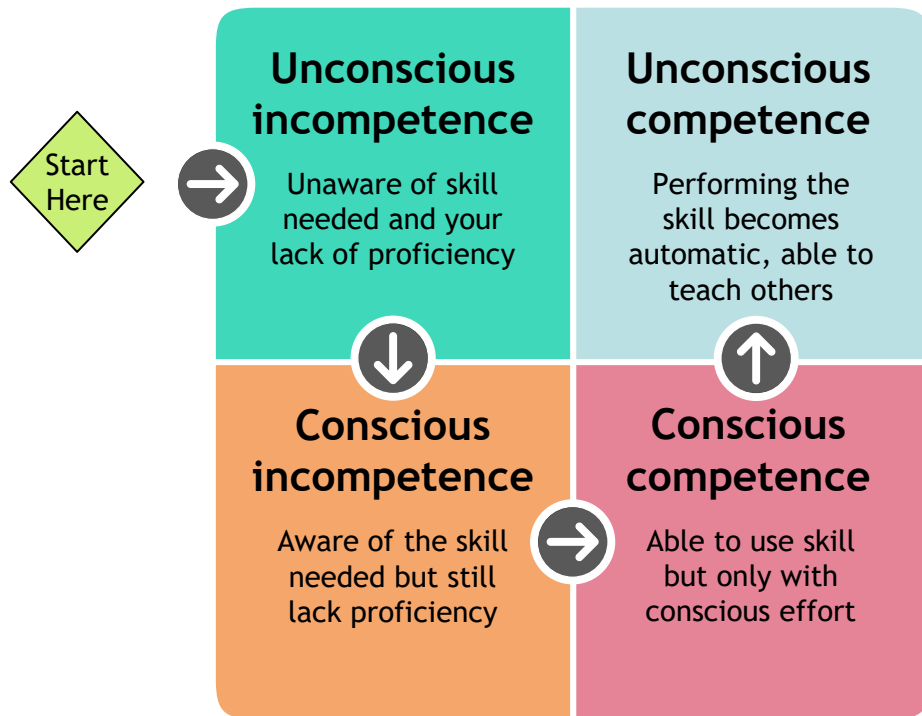


British Adult Championships 2019



Tallinn, Estonia 2018

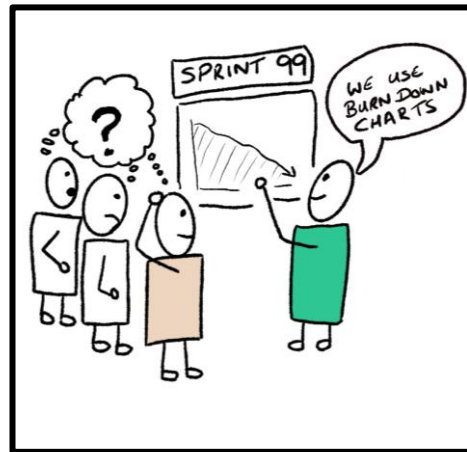
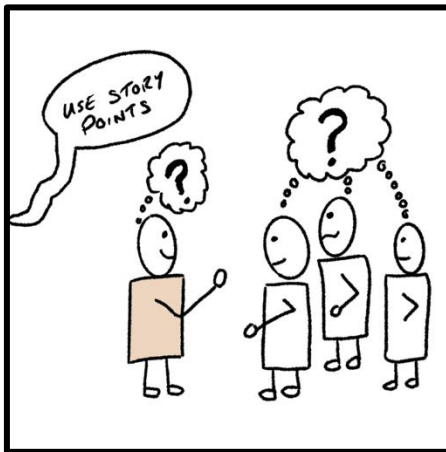
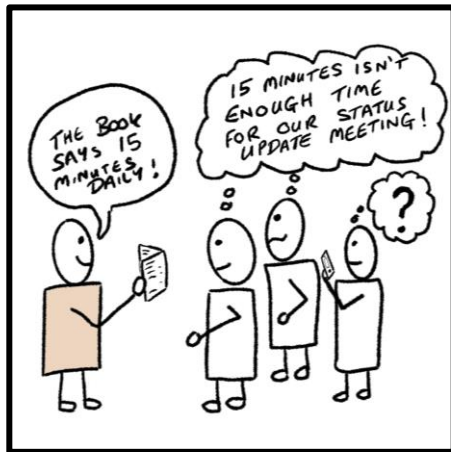
How did I get there?



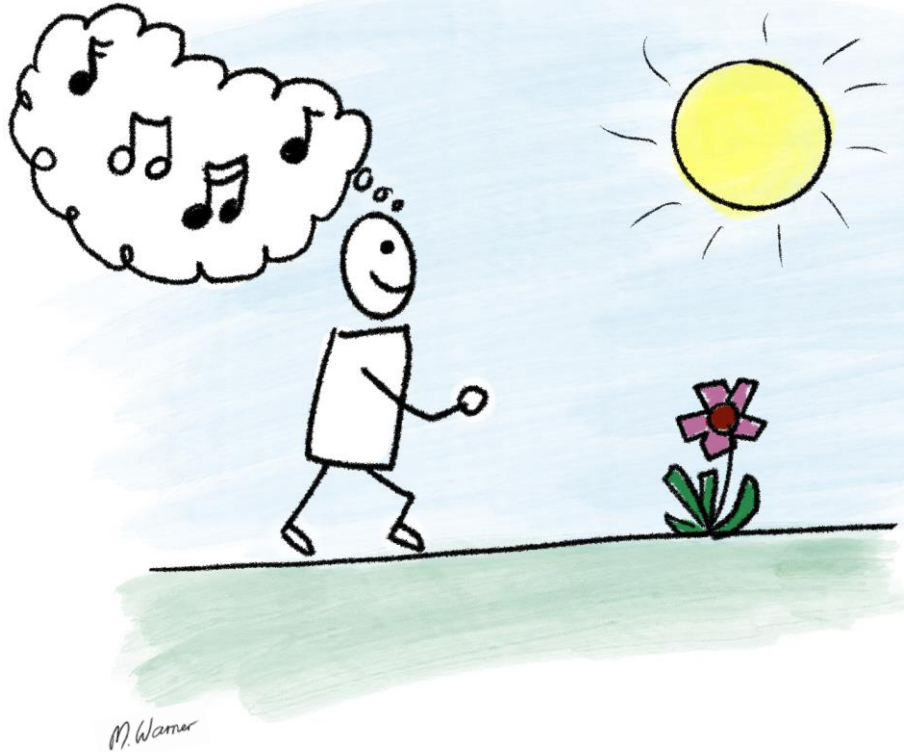
What does this mean for our Agile Teams?



First Steps with Agile

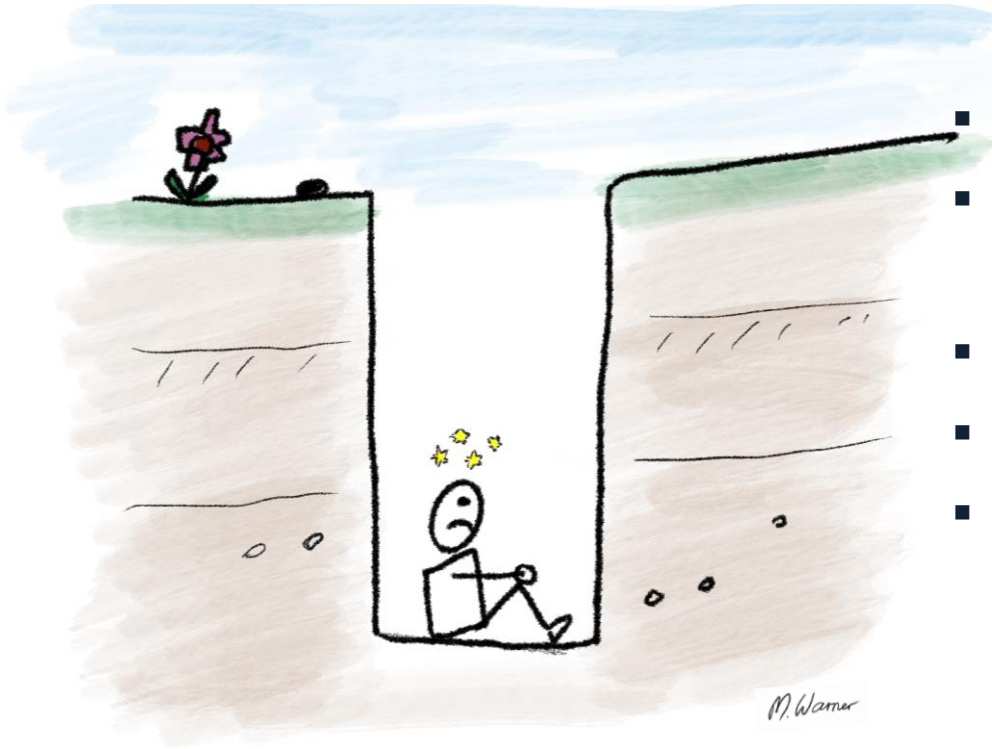


Unconscious Incompetence



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

Conscious Incompetence

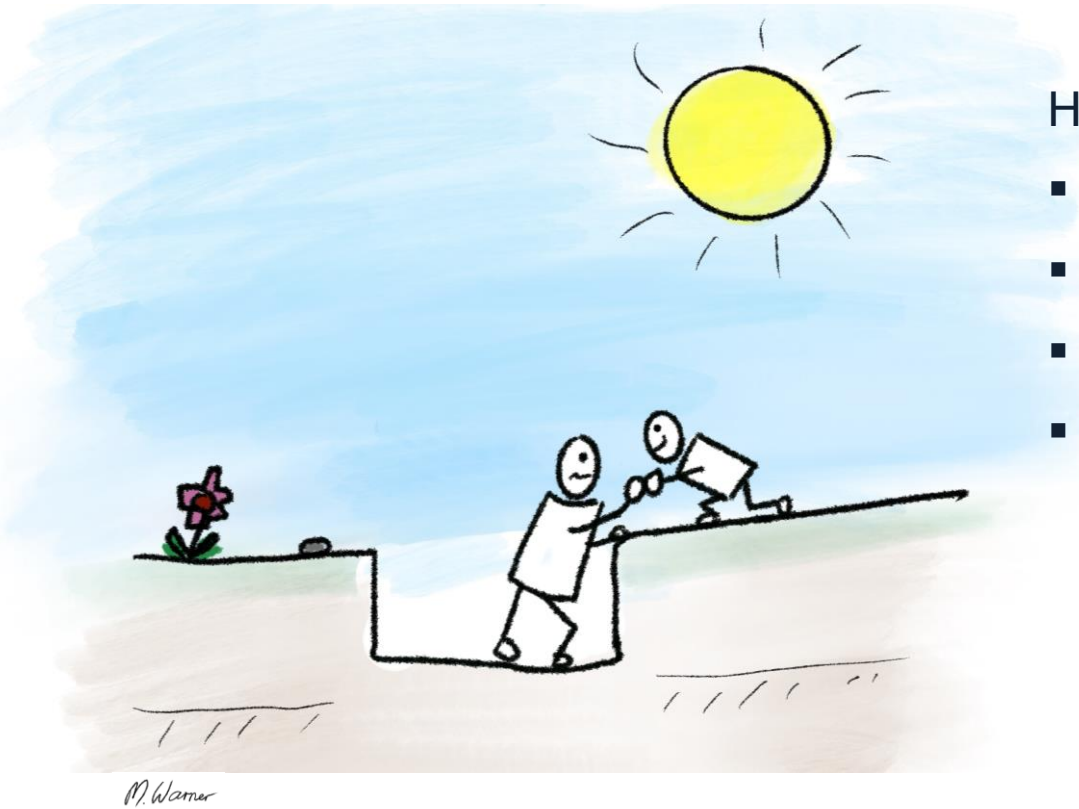


- Continuous learning
- Seeking out quality information & knowledge
- Inspecting & adapting
- Experimenting
- Using metrics as a guide

A photograph taken from behind a man, likely a coach, looking onto an indoor ice skating rink. The man has short brown hair and is wearing a black jacket. The word "COACH" is printed in large, white, bold, sans-serif capital letters on the back of his jacket. In the background, several people are skating on the ice. A woman in a black leotard is in the foreground, skating with her arms outstretched. Other skaters are visible further back on the rink. The rink has yellow boundary lines and a blue and white wall in the background.

COACH

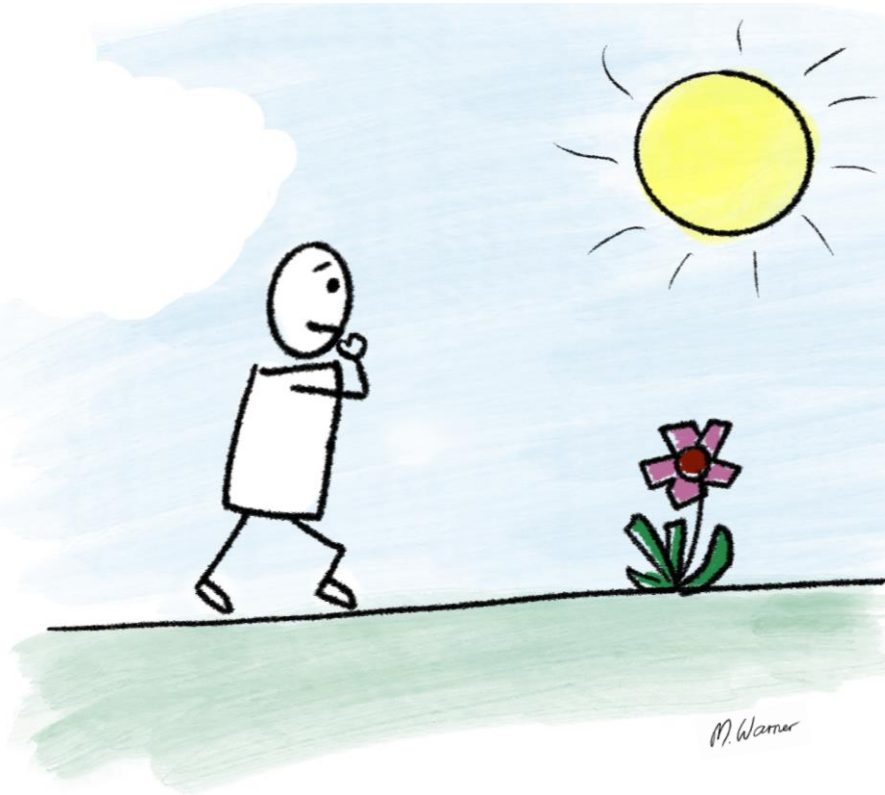
A Good Coach



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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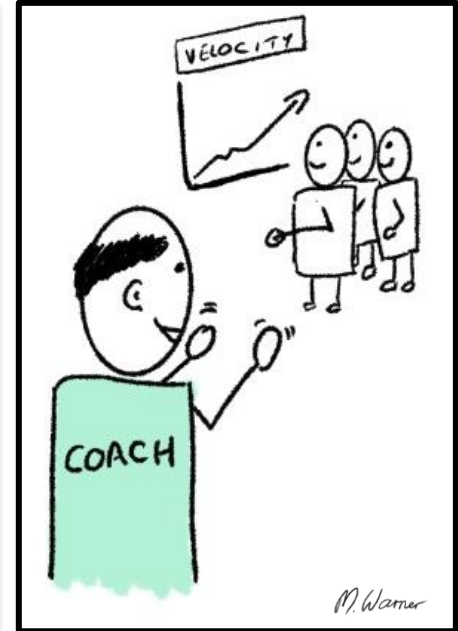
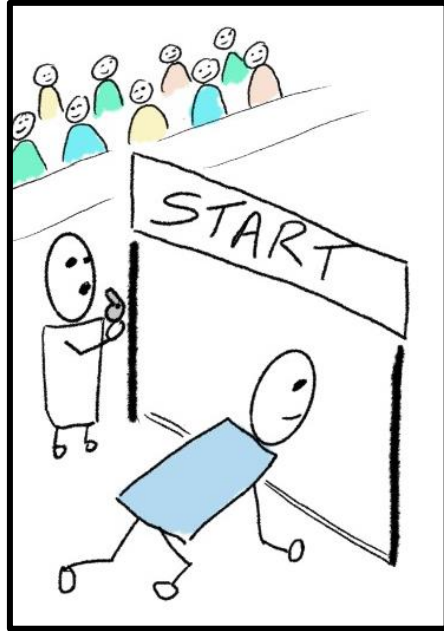
Scaling Agile



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
- Focusing on commitments instead of coordination

Summary





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