EECS 394
SOFTWARE DEVELOPMENT

Chris Riesbeck

Teams

Wednesday, October 10, 2012
Most development is done in teams

Analysts
Programmers
Designers
Testers
Documenters

Leaders
Data nerds
Neat freaks
Catalysts
Night people
Morning people
READINGS

- The Benefits of Functioning Teams
- The Costs of Dysfunctional Teams
BEST PRACTICES

- NO SILOS
  - Divide and conquer is not your friend
  - Pair and swarm frequently
  - Work together as much as possible
    - Tell the team know when and what you're about to work on
    - Join someone, at least via Skype or chat or ..., to work with them
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Signs of a jelled team
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Signs of a jelled team

- Low turnover
- Team identity
- Team pride
- Joint ownership of projects
- Having fun
AGILE TEAMS SELF-ORGANIZE

But becoming a jelled team is really hard


http://agile.conscires.com/2011/01/07/effective-self-organization/
THE CHALLENGE

Boy, I'm way behind everyone.

Boy, I'm way behind everyone.

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Trust

Respect

Responsibility
The Absolute Essentials

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You have to trust your team enough to let them know when you're really lost, or when you really messed up.

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The Absolute Essentials

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Respect
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Responsibility
Any team member's failure is your failure. Bringing a team member up to speed is as central to the task as writing code.
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- Are we delivering something of value every week?
- Are we striving to continuously improve?

If you can answer yes to both those questions, you’re being agile.

Final lines of The Agile Samurai
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Teams Improve

Problems are opportunities

"Never let a good crisis go to waste."
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Problems are opportunities

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Don't just fix the immediate problem.
Problems are opportunities

"Never let a good crisis go to waste."

Don't just fix the immediate problem.

Change the process.

Prevent the problem.

Reduce the effects
How To Improve

5 Whys

http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2296
5 Whys

http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2296

Identify a problem A.
How to Improve

5 Whys

http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2296

Identify a problem A.
Identify the cause B.
5 Whys

http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2296

Identify a problem A.

Identify the cause B.

Identify the cause of B!
5 Whys

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Identify a problem A.
Identify the cause B.
Identify the cause of B!
Or why C didn't prevent B.
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Identify a problem A.
Identify the cause B.
Identify the cause of B!
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Repeat.
5 Whys

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Make appropriately sized changes to address each level.