PMI NYC

Advanced Agile-Lean Coaching & Transformation Topics
18 May 2016

Jack Caine, SPC, CSP, CSM, CSPO, BSc.

www.carmelrush.com
JackJCaine@Gmail.com | Skype: CRhockey | (323) 580 - 6911
Jack's Agile Notebook: http://goo.gl/5lsK86
LinkedIn: http://goo.gl/xBdKRG
Blog: http://goo.gl/HWUSmu   Twitter: @JackJCaine

Listen & Interact
Don't Just Take Notes

This complete slide deck will be provided to you online; however, I won't be going over every slide in gory detail during the presentation today :)
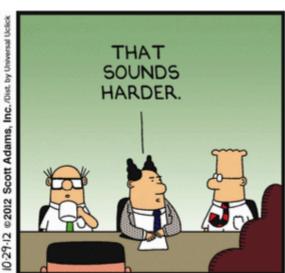
There are a lot of references and supplemental materials at the end of the slide deck for additional studying / learning

Today's Theme

Embracing Change Through Intrinsic Motivation

"Come up with strategies that make sense. Then employees would embrace change."

Why Do Transformations Fail?
What I've Seen In The Field

Environment Issues. A proper environment is not created by management to allow for the transformation to take place

Focus Issues. The focus remains on "doing" practices instead of "learning" values and principles and on "changing" thought processes (e.g. why we do things and how we make decisions)

Why Do Transformations Fail?

What Studies, Investigations & Reports Say

Gartner/CRM 2005 Report

65% of Projects Fail Due To People/Managerial Issues

35% of Projects Fail Due To Technical Issues

26% of Technical Issues Controllable @ Team Level

Deloitte 2013

"Only 11% of workers are passionately engaged at work"

John Kotter

"More than 70% of all major change efforts in organizations fail."

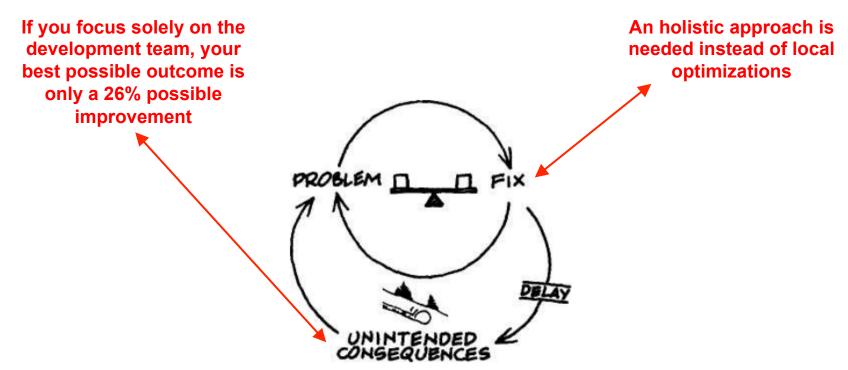"71% of the workforce is actively disengaged."

Pawel Brodzinski

"There are no best practices, only good practices in context."

Why We Fail to Change: Understanding Practices, Principles, and Values Is a Solution

Why Do Transformations Fail?

Local Optimization Doesn't Scale - Systems Thinking Is Needed

Only 26% of technical issues are directly attributed to the programming team

If you focus solely on the development team, your best possible outcome is only a 26% possible improvement

An holistic approach is needed instead of local optimizations

PROBLEM   FIX

UNINTENDED CONSEQUENCES

DELAY

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Why Do Transformations Fail?

Too Much Disengagement (This Includes Managers Also!)

Level of Engagement / Disengagement	Percentage (%)
Highly Engaged	11%
Actively Disengaged	71%
Varying Amounts of Engagement & Disengagement	18%

What could a team (or organization) accomplish with 10% or 20% more "highly engaged" people than they currently have?
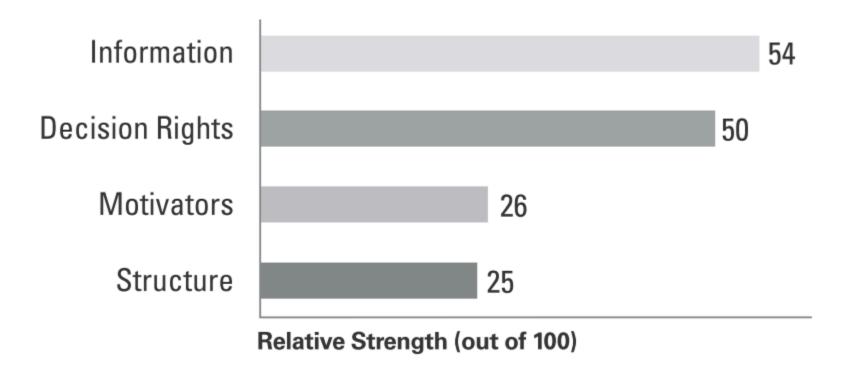
Companies with engaged employees have **5X** higher shareholder returns

71% of the workforce is actively disengaged. Annually, this costs U.S. organizations

3 0 0 BILLION

John Kotter

Few People Are Committed

Most are just compliant >>> It's an issue of not having a shared vision

Level	Actions	Real Desire
Committed Person	Shared vision pulls action	Wants vision
Enrolled Person	Actions within Spirit of the Law	Wants vision (free choice)
Genuine Compliance	Good Soldiers	Accepts vision
Formal Compliance	Does what's expected, no more	Sees benefit
Grudging Compliance	Does it, but complains	No benefit other than not loosing their job
Malicious Obedience	Does it	Wants to prove it wrong
Non-Compliance	Can't make me do it	Obstinate
Apathy	No interest or energy	None

The Fifth Discipline (Peter Senge)

What Matters Most to Strategy Execution

Relative Strength (out of 100)

Information 54
Decision Rights 50
Motivators 26
Structure 25

The Secrets to Successful Strategy Execution (Gary L. Neilson, Karla L. Martin, and Elizabeth Powers) (Harvard Business Review)

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Cross-Quadrant Conversations

Cultural **"We"** **Cultural - Mental**	**Systems** **"Its"** **System Thinking**
Psychological **"I"** **Mindset - MBTI**	**Behavioral** **"It"** **Practices - Metrics**

4 Organizational Value Cultures
Evolutionary / Purpose Driven
Pluralistic / Relationship Driven
Achievement / Results Driven
Conformist Role Driven

F U T U R E

Look through a different **window** to view more options!

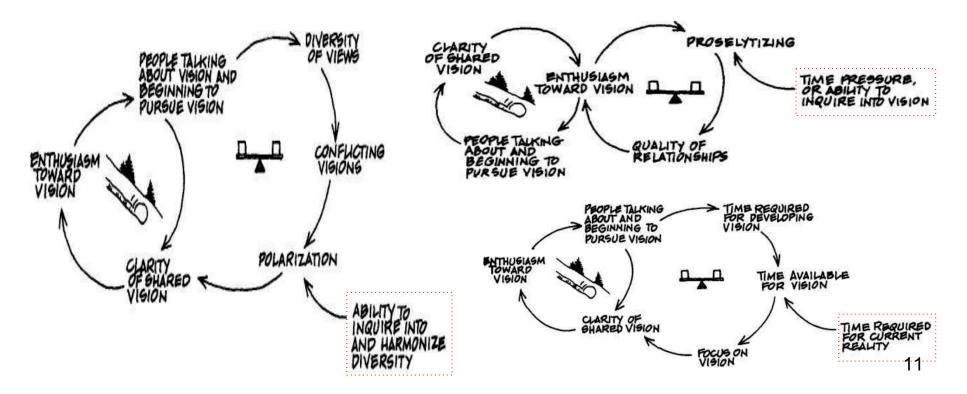"Looking through one **window** does not give the full picture." - Lyssa Adkins

Illustration: Hans Møller, mollers.dk

Given these men's way of knowing, they will never know an elephant
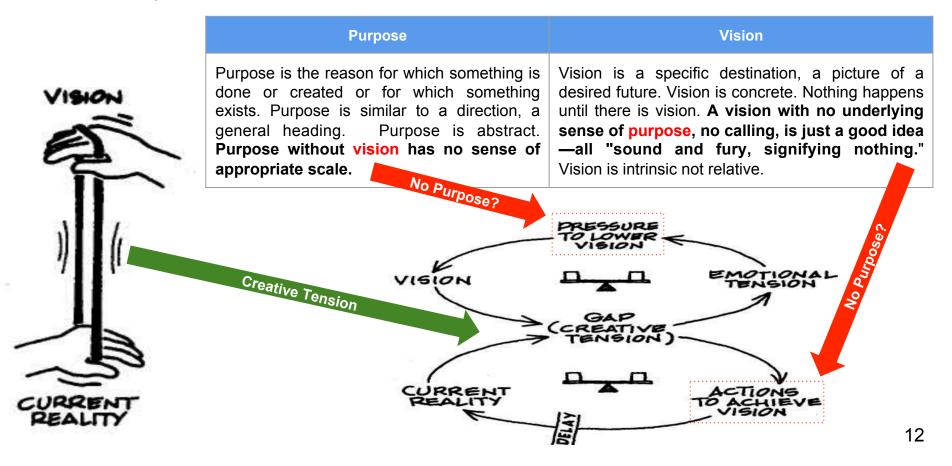
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Vision Versus {

[The Fifth Discipline](#) (Peter Senge)

- **Focus Issues**
  - Time Pressure
  - Time Required for Current Reality
- **Environment Issues (Learning Disabilities)**
  - Ability to Inquire into Vision
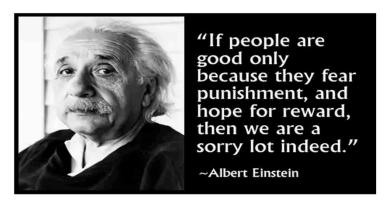 - Ability to Inquire into and Harmonize Diversity

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Creative Tension Is Needed For Change

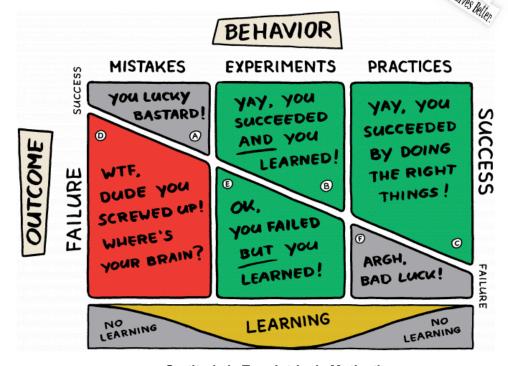**Without Purpose, Creative Tension Gives Into Emotional Tension**

Purpose	Vision
Purpose is the reason for which something is done or created or for which something exists. Purpose is similar to a direction, a general heading. Purpose is abstract. **Purpose without vision has no sense of appropriate scale.**	Vision is a specific destination, a picture of a desired future. Vision is concrete. Nothing happens until there is vision. **A vision with no underlying sense of purpose, no calling, is just a good idea —all "sound and fury, signifying nothing."** Vision is intrinsic not relative.

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Avoiding Punishment is Not a Purpose

Use the Celebration Grid Instead: Celebrate Your Experiments (Learning is the Goal)

Work is not only about Getting Things Done
It's also about Making Lives Better

"If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed."

~Albert Einstein

"What would you do if you weren't afraid?"
Mark Zuckerberg

Gratitude is True Intrinsic Motivation
http://jurgenappelo.com/

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Why We Fail to Change

Understanding Practices, Principles, and Values

Copycats

"People copy the most visible, obvious, and frequently least important practices."

Iceberg (Only Practices Seen)

The visible part of an iceberg is practices. The important part of the iceberg though, the one that is underwater, is made of the principles and values.

Context

Which values and principles are important? These drive behavior.

Mismatch (Cargo Culting)

Is a cargo cult being built instead of implementation of values and principles? *Perhaps "Shu-Ha-Ri" maturity won't work*
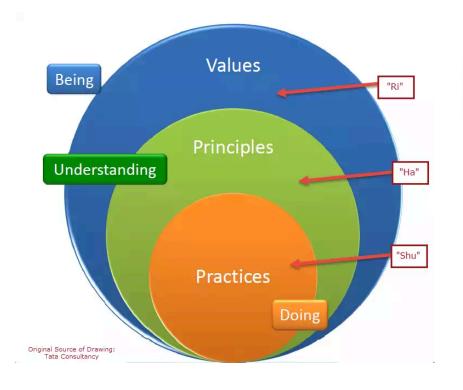.

Depth

Values and principles are multi-dimensional (e.g. transparency in a team vs. transparency between teams or between managers or with the client)

Understanding (No Best Practices)

"There are no best practices, only good practices in context." The game changer is mindfulness.

Why We Fail to Change: Understanding Practices, Principles, and Values Is a Solution (Pawel Brodzinski)
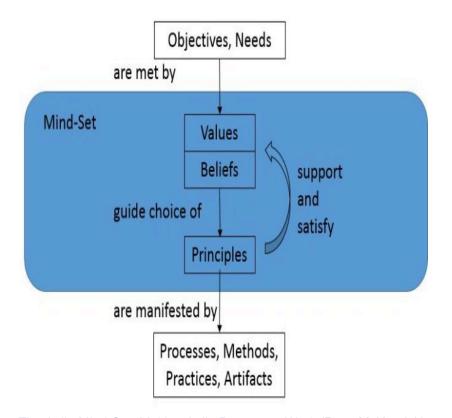
Values
Being
"Ri"

Principles
Understanding
"Ha"

Practices
"Shu"
Doing

Original Source of Drawing:
Tata Consultancy

Never forget that better **principles**,
not better **practices**,
are what organizations really need.

Jurgen Appelo

Principles in Action Change the Culture

Changes the Culture:
• What We Believe
• How We Behave
• What We Assume

Principles in Action: What We Do

Transformation Path

Performance

Source: *Kaizen Event Fieldbook*, Mark R. Hamel

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Mindset Manifestations

The Agile Mind-Set: Making Agile Processes Work (Ross McKenrick)

In A Given Work Situation,

Before You Ever...

- Plan
- Commit
- Design
- Implement
- Improve
- **Or Otherwise Do Any Work,**

Be Explicit & Deliberate About Your Mindset...

In Order To Increase Your Effectiveness

Being Agile: Having the Mind-Set that Delivers
(Gil Broza)

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Broza Agile Transformation Criteria

For Agile To Take Hold	For Adopting & Sustaining	For Getting There
Suitability to Values & Beliefs: ● Work ● Objectives ● Team & Customer **Congruence of Values & Beliefs among:** ● Team ● Sponsor ● Customer **Mindset Buy-In, Not To Practices or Processes**	**Maximize Clarity & Alignment on the Values / Beliefs / Practices** **Set the Expectation of Acting with the Agile Mindset** **Tie Every Move Back to the Mindset** **Implement Every Principle to the Highest Level You Can Sustain** **Deal Proactively with Forces that Erode or Impede Agility**	**Start using the framework ONLY if you ALSO agree with the values & principles** **Leadership, support & patience needed for the change curve (expect tribulations)** **Look for principled behavior, not process compliance or velocity**

Being Agile: Having the Mind-Set that Delivers (Gil Broza)

Self-Organization

"A group possesses a **self-organizing capability** when it exhibits three conditions: **autonomy, self-transcendence** [beyond status quo], and **cross-fertilization** [diversity of knowledge]."

The New New Product Development Game
(Hirotaka Takeuchi and Ikujiro Nonaka)

Autonomy
Self-Transcendence (Beyond Status Quo)
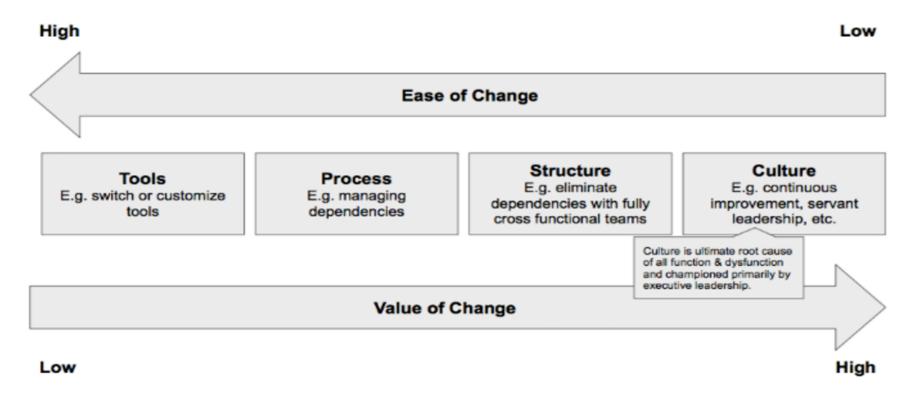**Cross-Fertilization (Diversity of Knowledge)**

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The Meaning of "Agile"

""Agile" is not a practice. **It is a quality of the organization and its people to be adaptive, responsive, continually learning and evolving** -- to be agile. … Agile does not mean delivering faster. Agile does not mean fewer defects or higher quality. Agile does not mean higher productivity. Agile means agile -- the ability to move with quick easy grace, to be nimble and adaptable. To embrace change and become masters of change -- to compete through adaptability by being able to change faster and cheaper than your competition can.

Perhaps faster delivery and higher quality will be achieved with an agile method such as Scrum, but it is vital for business and engineering leaders to appreciate that **the raison d'être of agile methods is ... agility**."

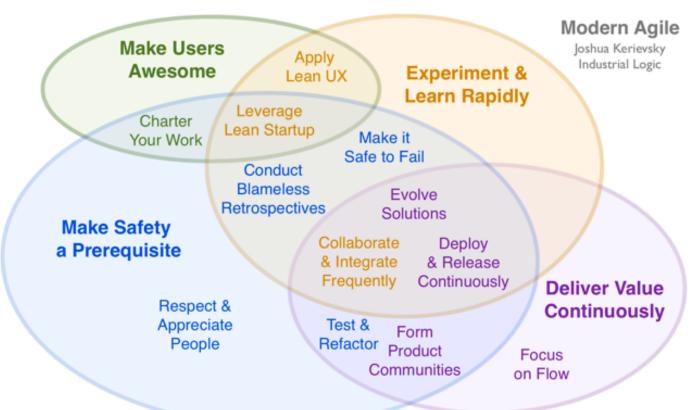- Craig Larman (Creator of the LeSS Framework)

"Doing" vs. "Being"

High   **Low**

← **Ease of Change**

| **Tools** E.g. switch or customize tools | **Process** E.g. managing dependencies | **Structure** E.g. eliminate dependencies with fully cross functional teams | **Culture** E.g. continuous improvement, servant leadership, etc. |

> Culture is ultimate root cause of all function & dysfunction and championed primarily by executive leadership.

Value of Change →

Low   **High**

On Doing Versus Being Agile (Chris Gagné)
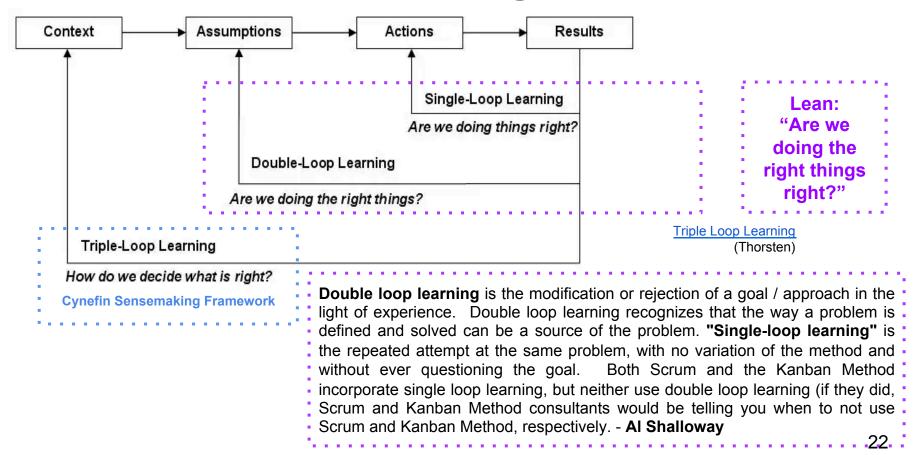
Modern Agile

The 4 Disciplines ([Joshua Kerievsky](#))

Make Users Awesome

Make Safety a Prerequisite
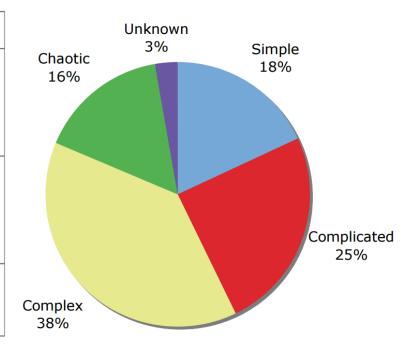
Experiment & Learn Rapidly

Deliver Value Continuously

The Loops of Learning

Context → Assumptions → Actions → Results

Single-Loop Learning
Are we doing things right?

Double-Loop Learning
Are we doing the right things?

Triple-Loop Learning
How do we decide what is right?

Cynefin Sensemaking Framework

**Lean:
"Are we doing the right things right?"**

Triple Loop Learning
(Thorsten)

Double loop learning is the modification or rejection of a goal / approach in the light of experience. Double loop learning recognizes that the way a problem is defined and solved can be a source of the problem. **"Single-loop learning"** is the repeated attempt at the same problem, with no variation of the method and without ever questioning the goal.   Both Scrum and the Kanban Method incorporate single loop learning, but neither use double loop learning (if they did, Scrum and Kanban Method consultants would be telling you when to not use Scrum and Kanban Method, respectively. - **Al Shalloway**

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Typical Activities in Software Development

Sensemaking

Simple	Complicated	Complex	Chaotic	Unordered
Knowing when a task is done	Ambitious (political) time-line	Changing requirements	Arguing about coding standards	No release deadline
Monitoring actual time spent	Fixing the build	Countering a belief in magic	Retrospectives without consequence	Resource shortage
Featuritis	Finding who to talk to	Task Estimation	Project volume too big	Lack of trust

Data based on the Cynefin 'butterfly stamping' exercise

On Understanding Software Agility—A Social Complexity Point Of View (Joseph Pelrine)

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Cynefin Sensemaking Framework

Which Practice Should We Use?

Environment	Practices	Involved People	Uses
Simple (Obvious)	Best Practices	Knowledge Workers > 150	**Waterfall** Coordination
Complicated	Good Practices	Experts < 150	**Kanban** Cooperation
Complex	Emergent Practices	Risk Takers < 15	**Scrum** Collaboration
Chaotic	Novel Practices	Leaders < 5	**Lean Startup** Decisiveness
Disordered	NA	NA	NA

Opening Keynote SCRUMDAYS Warsaw (David Snowden) ([Podcast](#)) ([Slides](#))

Intent Based Leadership

Leadership By Intent - Concept developed by [David Marquet](#)

Leader-Leader vs. Leader-Follower

3 Pillars:

    Downward Control, Technical Competence, Organizational Clarity
        Lack of technical competence with downward control is chaos
        Organizational clarity means that everyone knows their role

Push control downward by not giving orders, but by asking questions...
        "Tell me what you intend to do."
        "I intend to do ...."
            "What do you think that I'm concerned about?"
                "Convince me that it's (safe)"

        "I intend to do X. We've done A, B, C & D."
            "Is that the right thing to do?"

Train for critical thinking [engagement], not compliance.
        Give away control until you are uncomfortable.
        Go beyond "empowerment".
        Change from "avoiding mistakes" to "operational excellence"

Don't Empower - Engage

All human beings are naturally powerful, **they don't need to be "empowered"**. Rather, leaders simply need to **remove cultural norms and processes that are meant to exert control, resulting in people tuning out and becoming disengaged**. When the right leadership behaviors are in place, people will naturally bring their whole selves to their jobs. **From a lean standpoint, such controls can be viewed as creating waste** – people that show up and go through the motions, rather than devoting their creativity and energy to their jobs, and t**he lean leader's job is to remove waste from the system.**
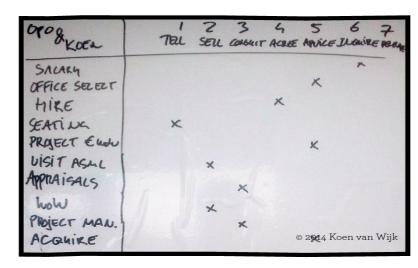
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Delegation Fears (Appelo)

Loss of Status, Power & Control

STATUS can be interpreted as the number of people who are authorized by a manager through a delegation board. The more people who report to a manager, the higher the status of the manager, as perceived by some people. However, it will be clear to anyone that **a manager can only increase the number of direct reports by delegating work**.

POWER can be seen as the sum of all delegation levels across all key decision areas. **The more key decision areas that are managed through a delegation board, and the higher the level for each area, the more powerful the empowering manager apparently is**.

CONTROL. The stability of the notes on the board could be a measure of control. When the notes move back and forth repeatedly, we might have an indication of *lack of control*. But when they are stationary, or have a slow but steady pace of moving from the left to the right, we could have an indication of *good control* over the situation.

© 2014 Koen van Wijk

DELEGATING GIVES MORE STATUS | POWER | CONTROL TO THE PERSON DELEGATING!

Each of these three measures might be a dream come true for many top managers. They could be the key performance indicators of modern management!
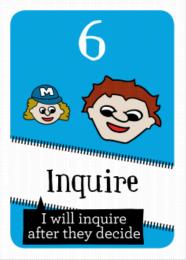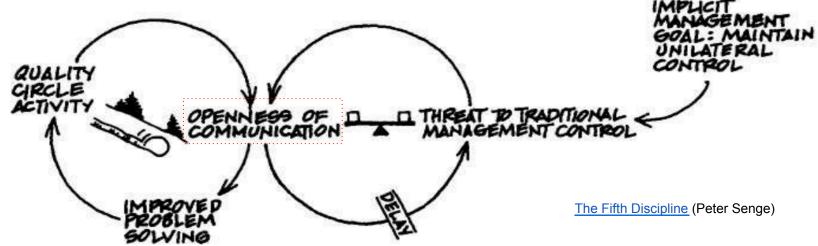
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5 Fatal Flaws in Leadership

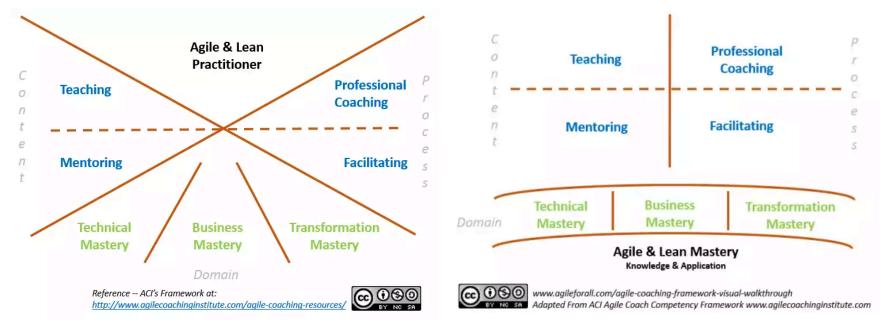**The Solution Is Openness of Communication**

Inability to learn from mistakes
Lack of core interpersonal skills and competencies
Lack of openness to new or different ideas
Lack of accountability
Lack of initiative

IF YOU'RE NOT MAKING
MISTAKES, THEN
YOU'RE NOT DOING
ANYTHING. I'M
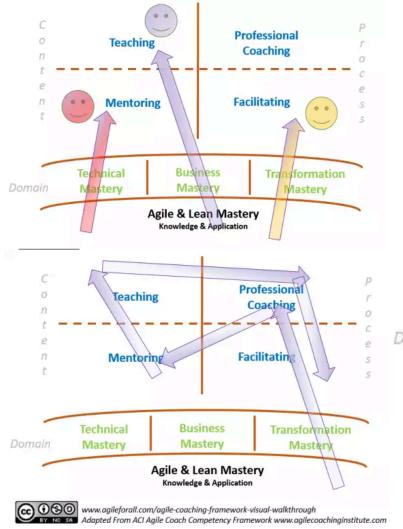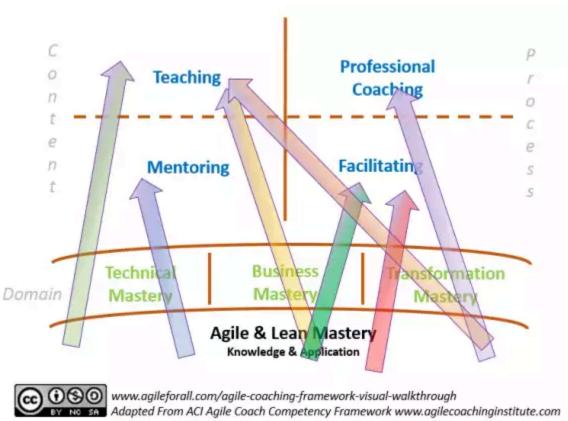POSITIVE THAT A DOER
MAKES MISTAKES.

- John Wooden

The Fifth Discipline (Peter Senge)

Agile Coach Competency Framework

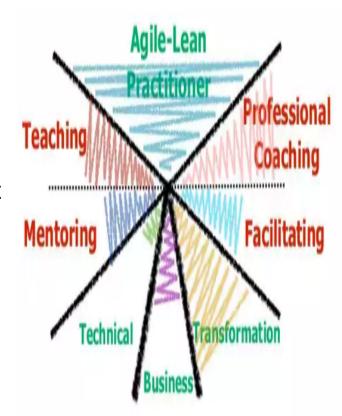**Remember that every agile coach needs to move through different process and content competencies to be effective!**
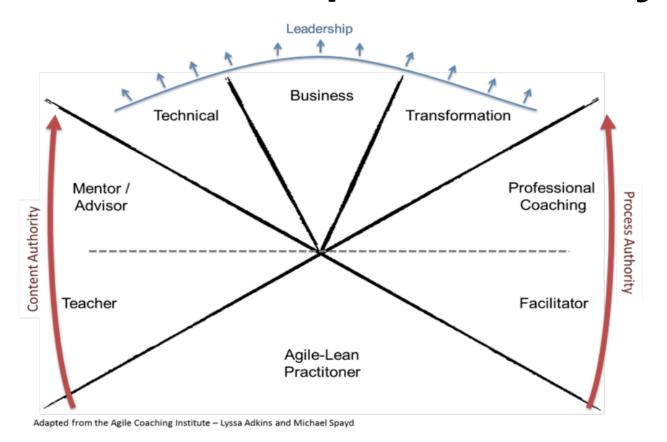
Enterprise Agile Coach Domains

Transformational - Deep focus on systems and complexity theories, organizational dynamics, organizational change and leadership capacity development.

Business - Deep focus on business drivers and performance, business agility, agile processes at scale, agile product development, customer development, business value and metrics, and leadership strategy and vision.

Technical - Deep focus on agile technical and architectural principles and practices, evolutionary design, technical and development operations, tools and practices.
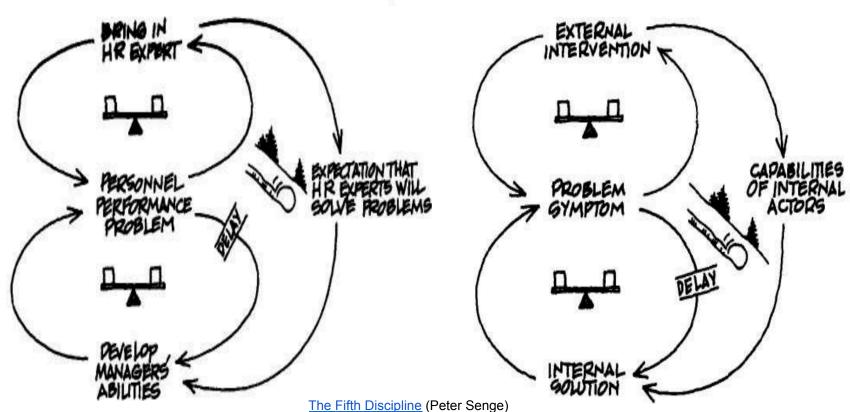
Coach's Leadership vs. Authority

Adapted from the Agile Coaching Institute – Lyssa Adkins and Michael Spayd

Shifting the Burden Creates Codependency

"Shifting the Burden" Systems Archetype

The Fifth Discipline (Peter Senge)

Coaches Don't Collude

The coach does not collude with the client's desire to accommodate their **dysfunctions** or **limitations**.
If the client reformulates their chosen Agile method to sidestep problems Agile has exposed:
   The coach calls this out to the client
   The coach reflects on the current situation with the client
   The coach makes plain what is actually happening
   The coach does this without attachment or judgment
The coach does not "go along" with the compromise but, instead:
   Recognizes the current situation for what it is,
   Meets the client where they are
   Holds out the vision of Agile done well
   Continues to coach with loving, compassionate and uncompromise
While this may seem paradoxical, this approach is not inconsistent with Neutrality.
   We **do not "pretend"** with the client that they are really taking an Agile approach even when they are
      not.
   We **do not resort to shaming or coercing** them into doing it "the right way."

Developing Great Agile Coaches: Towards a Framework of Agile Coaching Competency – Part I (Michael K. Spayd & Lyssa Adkins)

Closing Thought

An adaptable organization only <u>responds</u> to changes while a transformational organization <u>thrives</u> on changes

Management 3.0 Workout (Jurgen Appelo)

Questions?

Topics Discussed

1. **Why Do Transformations Fail?** (Focus & Environment)

2. **Systems Thinking** (taken from Peter Senge's "The Fifth Discipline of a Learning Organization" to help explain why a new way of thinking is needed)

3. **The 4 Windows** ("I", "It", "It's", and "We" - taken from Lyssa Adkins' teachings to help explain how to see the "full" picture)

4. **Leadership By Intent** (use of the video by David Marquet to help explain servant leadership)

5. **Cynefin Framework** (taken from David Snowden as a tool to help leaders decide if waterfall, kanban, scrum, or lean startup frameworks and methodologies should be used for a particular situation based on the context and constraints)

6. **Quadrants of Coaching** (taken from Lyssa Adkins to explain what the role of an agile coach is during a transformation)

7. **Agile Product Owner In A Nutshell** (use of the video by Henrik Kniberg to explain scrum) (see supplementary materials section)

References

Jack's Agile Notebook: http://goo.gl/5IsK86
Bibliography (running): https://goo.gl/MivvfT
Agile Product Owner In A Nutshell (Henrik Kniberg) (Video)
Turn the Ship Around (Leadership By Intent) (David Marquet) (Video: Our Story)
The Fifth Discipline (Peter Senge)
Why We Fail to Change: Understanding Practices, Principles, and Values Is a Solution (Pawel Brodzinski)
Management 3.0 (Jurgen Appelo): http://jurgenappelo.com/
Management 3.0 Workout (Jurgen Appelo)
Agile Manifesto: www.agilemanifesto.org
Modern Agile - The 4 Disciplines (Joshua Kerievsky)
The Expectation (Andrea Provaglio)

Triple Loop Learning (Thorsten)
On Understanding Software Agility—A Social Complexity Point Of View (Joseph Pelrine)
Understanding ACI's Agile Coach Competency Framework (Part 1) (Part 2) (Part 3) (Jake Calabrese)
ICAgile Learning Roadmap | Enterprise Agile Coaching Track | Learning Objectives (ICagile)
ICAgile Learning Roadmap | Agile Coaching Track | Learning Objectives (ICagile)
Developing Great Agile Coaches: Towards a Framework of Agile Coaching Competency – Part I (Michael K. Spayd & Lyssa Adkins)

Supplemental Materials

Agile Manifesto

We are uncovering better ways of developing software by doing it and helping others do it. Through this work **we have come to value:**

1. **Individuals & interactions** **over** processes & tools.
2. **Working software** **over** comprehensive documentation.
3. **Customer collaboration** **over** contract negotiation.
4. **Responding to change** **over** following a plan.

Kent Beck
Mike Beedle
Arie van Bennekum
Alistair Cockburn
Ward Cunningham
Martin Fowler
James Grenning
Jim Highsmith
Andrew Hunt

Ron Jeffries
Jon Kern
Brian Marick
Robert C. Martin
Steve Mellor
Ken Schwaber
Jeff Sutherland
Dave Thomas

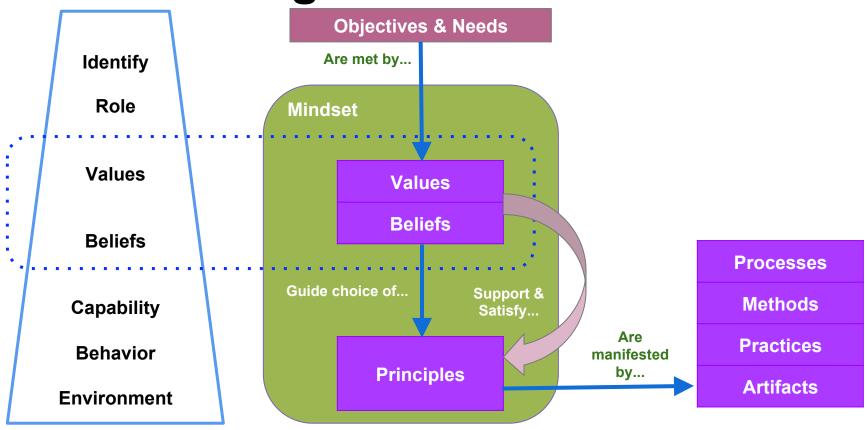*Note*: "*Over*" doesn't mean "*instead of*".

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12 Agile Principles Behind Manifesto

1. Our highest priority is to **satisfy the customer through early** and **continuous delivery** of valuable software/product.
2. Welcome changing requirements, even late in development. Agile processes **harness change for the customer's competitive advantage**.
3. Deliver working software/product frequently, from a couple of weeks to a couple of months, with a **preference to the shorter timescale**.
4. **Business people and developers must work together** daily throughout the project.
5. Build projects around **motivated individuals**. Give them the **environment and support** they need, and **trust them to get the job done.**
6. The most efficient and effective method of conveying information to and within a development team is **face-to-face conversation**.

12 Agile Principles Behind Manifesto

7. Working software/product is the **primary measure of progress**.
8. Agile processes promote **sustainable development.** The sponsors, developers, and users should be able to maintain a constant pace indefinitely.
9. Continuous attention to **technical excellence** and **good design** enhances agility.
10. **Simplicity** – the art of maximizing the amount of work not done--is essential.
11. The best architectures, requirements, and designs emerge from **self-organizing teams**.
12. At regular intervals, the team **reflects** on how to become more effective, then tunes and **adjusts** its behavior accordingly.

Broza Change Model

Identify
Role
Values
Beliefs
Capability
Behavior
Environment

Objectives & Needs

Are met by...

Mindset

Values

Beliefs

Guide choice of...

Support & Satisfy...

Principles

Are manifested by...
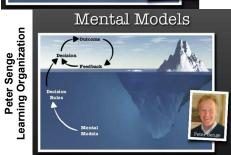
Processes
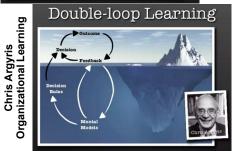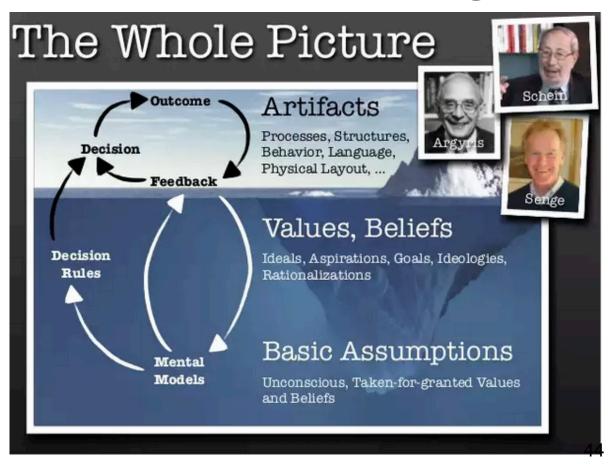
Methods

Practices

Artifacts

Being Agile: Having the Mind-Set that Delivers (Gil Broza)

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Below The Surface of the Iceberg

The Expectation (Andrea Provaglio)

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Mental Models

Assumptions & Beliefs >>> Artifacts & Consequences >>> Alternatives

Pick Your Favorite Model

← (start here) →

Assumption	Belief	Artifact	Consequence	Alternative
[?]	100% "resource" allocation	Micro-management. Multitasking	Poor collective intelligence. Waste.	Slack. Dedicated teams.
[?]	Fixed Price-Time-Scope	Stick to the plan. No Validated Learning	Poor Innovation. Conflicts	Incremental and iterative development
[?]	Predictable financial payoffs	No dynamic re-assessment	Poor risk management	Real Options, Impact Mapping
[?]	Mistakes are to be stigmatized	Blaming Culture	Poor creativity	Servant Leadership

and please explore it

The Expectation (Andrea Provaglio)

The Learning Organization

Use systems thinking to convert your organization to a learning organization

3 Core Learning Capabilities:

Fostering Aspiration
Developing Reflective Conversation
Understanding Complexity

Learning Disabilities:

"I am my position."
"The enemy is out there."
The Illusion of Taking Charge
The Fixation on Events
The Parable of the Boiling Frog
The Delusion of Learning from Experience
The Myth of the Management Team

5 Disciplines of a Learning Organization

1. "**Personal mastery** is a discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively."
2. "**Mental models** are deeply ingrained assumptions, generalizations, or even pictures of images that influence how we understand the world and how we take action."
3. "**Building shared vision** - a practice of unearthing shared pictures of the future that foster genuine commitment and enrollment rather than compliance."
4. "**Team learning** starts with dialogue, the capacity of members of a team to suspend assumptions and enter into genuine thinking together."
5. "**Systems thinking** - The Fifth Discipline that integrates the other four." **(Systems Thinking = 5th Discipline)**

The **11 'Laws'** of **The Fifth Discipline**

"A learning organization should not aim to minimize the amount of failure. Reducing failure would reduce learning. Of course, maximizing failure also makes no sense. What we should maximize is the understanding of our problems. This understanding happens by experiencing both successes and failures. **There is an optimal learning rate when you think "Wow, I'm brilliant!" and "My God, I'm such an idiot!" roughly in equal measure.** Therefore, we should celebrate learning, not successes or failures." - Jurgen Appelo

Interconnected Disciplines

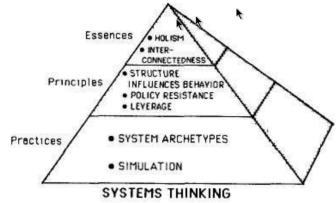"Interconnectedness" (Systems Thinking)
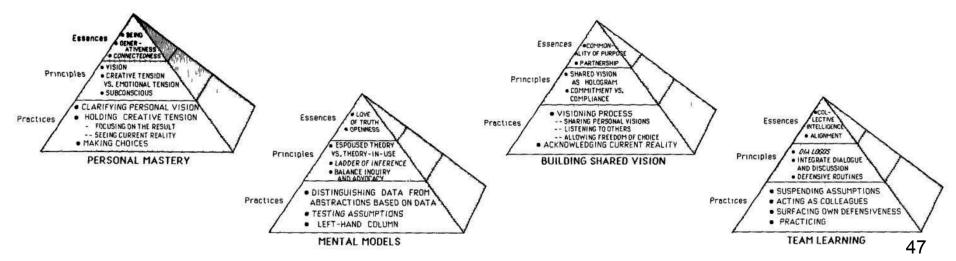"Connectedness" (Personal Mastery)
"Commonality of Purpose" (Shared Vision)
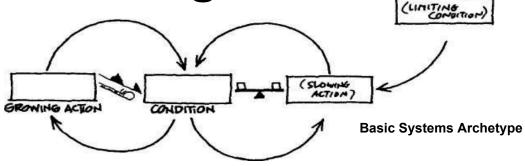"Collective Intelligence" (Team Learning)
"Love of Truth & Openness" (Mental Models)

The Fifth Discipline (Peter Senge)

SYSTEMS THINKING

PERSONAL MASTERY

MENTAL MODELS

BUILDING SHARED VISION

TEAM LEARNING

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Systems Thinking

Basic Systems Archetype

The **11 'Laws'** described in **The Fifth Discipline**

1. **Today's problems come from yesterday's "solutions".**
2. The harder you push, the harder the system pushes back.
3. Behavior will grow worse before it grows better.
4. The easy way out usually leads back in.
5. The cure can be worse than the disease.
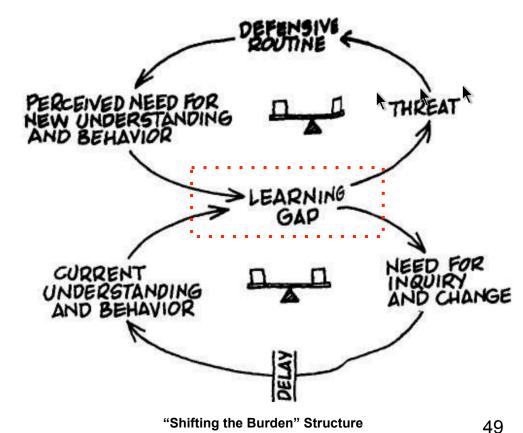6. **Faster is slower.**

7. **Cause and effect are not closely related in time and space.**
8. Small changes can produce big results…but the areas of highest leverage are often the least obvious.
9. You can have your cake and eat it too—but not all at once.
10. **Dividing an elephant in half does not produce two small elephants.**
11. **There is no blame.**

Hidden Balancing Processes

Cause of Resistance to Change - "Shifting the Burden" Structure

"Whenever there is "resistance to change," you can count on there being one or more "hidden" balancing processes. Resistance to change is neither capricious nor mysterious. It almost always arises from **threats to traditional norms** and ways of doing things. Often these norms are woven into the fabric of established power relationships. **The norm is entrenched because the distribution of authority and control is entrenched**. Rather than pushing harder to overcome resistance to change, artful leaders discern the source of the resistance. **They focus directly on the implicit norms and power relationships within which the norms are embedded**."

Peter Senge, The Fifth Discipline

"Shifting the Burden" Structure

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Agile Codependency

Agile Codependency looks like this:

> The team depends on the coach to solve problems
> The coach depends on the team's helplessness, on their dysfunction.
> If you think that the coach's identity is reinforced by making problems disappear for others, then you're almost there.

Waiting To Take Action. It's easy for teams to get caught up in this belief system since, quite often, team members have ingrained habits of waiting for someone else to take action. It used to be a manager before. Now it's an Agile Coach. The pattern itself stays the same.

Depending On Supervision. By definition, an Agile Coach is supposed to be a servant-leader. However, in the context we are examining the "servant" part can be a bit misleading. To truly serve you don't want to create an imbalance by having team members constantly depend on your supervision. Quite the opposite. You want them to be as free as possible from constraints. And those constraints include your own actions.

Solving Their Impediments. If you solve each and every impediment for the team, do you think they'll learn how to solve impediments effectively themselves? (The answer is probably no, except when you're working with exceptionally motivated people who resist your pull to make them depend on

A Way Out of Agile Codependency

Change Individual Mindset (Coach)
Change Shared Mindset (Team)
Change Individual Behavior (Team Members)
Change Social Behavior (Rotation of Facilitation)

The Energy of Who's the Owner

Role of the Owner: Not a sponsor, not a reviewer, not an advocate… but **THE OWNER**, with all the duties and responsibilities thereof. This includes accountability for success, and takes a lot of time and discipline.

Role of the Coach: Subject matter expert. The coach can recommend, teach, coach, inspire, affirm, organize, measure, mentor, argue, justify, analyze, recommend, facilitate, entertain, cajole, whine, support, acknowledge, and work really hard. **But the coach can't own the company's lean-agile journey and its outcome**. That would create the wrong energy and confuse people about the organization's priorities.

Coaching Stance Elements

The coaching stance is what ACI refers to as "the heart" of ACI's Agile Coach Competency Framework. The coaching stance is supposed to be the place you start from and return to.

Maintaining Neutrality

Serving the Client's Agenda

Reducing Client Dependence

Not Colluding

Signature Presence ("Bringing Yourself")

Coach has no vote

Self-Awareness (Identifying Bias) & Self-Management (Controlling Bias)
Neutrality extends even to the point of assisting the client in choosing not to use Agile, if that is 'what is trying to happen' in their organization, or is what the client chooses after full exploration of the consequences.

Client = person, team, dept., org.
Agenda = multilevel purpose

They are the experts in their own lives and organizations - they are whole and can make their own choices.

Self-Monitoring, Self-Correcting, Self-Sustaining

For the sake of transferring a practice, skill, mindset or value to the client

The coach does not collude with the client's desire to accommodate their dysfunctions or limitations.

Without criticism, the coach is a clear reflection when the client "plays small," urging the client to reach for their goals.

The Agile Coach must find their unique voice, their individual way of expressing their coaching, of taking a stand when necessary, and of being authentic while filling their role.

Understanding ACI's Agile Coach Competency Framework (Part 1) (Jake Calabrese)
Developing Great Agile Coaches: Towards a Framework of Agile Coaching Competency – Part I (Michael K. Spayd & Lyssa Adkins)

Agile Product Owner In A Nutshell

(Henrik Kniberg) ([Video](#))