PMI NYC
Advanced Agile-Lean Coaching & Transformation Topics
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Jack’s Agile Notebook: http://goo.gl/5IsK86
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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.
Why Do Transformations Fail?
Too Much Disengagement (This Includes Managers Also!)

<table>
<thead>
<tr>
<th>Level of Engagement / Disengagement</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Engaged</td>
<td>11%</td>
</tr>
<tr>
<td>Actively Disengaged</td>
<td>71%</td>
</tr>
<tr>
<td>Varying Amounts of Engagement &amp; Disengagement</td>
<td>18%</td>
</tr>
</tbody>
</table>

What could a team (or organization) accomplish with 10% or 20% more “highly engaged” people than they currently have?

John Kotter
Few People Are Committed
Most are just compliant >>> It’s an issue of not having a shared vision

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

The Fifth Discipline (Peter Senge)
What Matters Most to Strategy Execution

<table>
<thead>
<tr>
<th>Factor</th>
<th>Relative Strength (out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>54</td>
</tr>
<tr>
<td>Decision Rights</td>
<td>50</td>
</tr>
<tr>
<td>Motivators</td>
<td>26</td>
</tr>
<tr>
<td>Structure</td>
<td>25</td>
</tr>
</tbody>
</table>
## Cross-Quadrant Conversations

<table>
<thead>
<tr>
<th>Cultural “We” Cultural - Mental</th>
<th>Systems “It” System Thinking</th>
<th>4 Organizational Value Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural - Mental</td>
<td>System Thinking</td>
<td>Evolutionary / Purpose Driven</td>
</tr>
<tr>
<td>Psychological “I” Mindset - MBTI</td>
<td>Behavioral “It” Practices - Metrics</td>
<td>Pluralistic / Relationship Driven</td>
</tr>
</tbody>
</table>

“Looking through one window does not give the full picture.” - Lyssa Adkins

Given these men's way of knowing, they will never know an elephant.
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
Creative Tension Is Needed For Change
Without Purpose, Creative Tension Gives Into Emotional Tension

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Purpose without vision has no sense of appropriate scale.</strong></td>
<td>Vision is a specific destination, a picture of a desired future. Vision is concrete. Nothing happens until there is vision. <strong>A vision with no underlying sense of purpose, no calling, is just a good idea—all &quot;sound and fury, signifying nothing.&quot;</strong> Vision is intrinsic not relative.</td>
</tr>
</tbody>
</table>
Avoiding Punishment is Not a Purpose
Use the Celebration Grid Instead: Celebrate Your Experiments (Learning is the Goal)

“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/
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)
Principles in Action Change the Culture

Jurgen Appelo

Never forget that better principles are what organizations really need. Not better practices.
Mindset Manifestations

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)

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

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

*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)
“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”

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
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
### Typical Activities in Software Development

#### Sensemaking

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

- **Simple** 3%
- **Complicated** 16%
- **Complex** 38%
- **Chaotic** 3%
- **Unordered** 18%
- Unknown 25%

Data based on the Cynefin ‘butterfly stamping’ exercise

*On Understanding Software Agility—A Social Complexity Point Of View* (Joseph Pelrine)
Cynefin Sensemaking Framework
Which Practice Should We Use?

<table>
<thead>
<tr>
<th>Environment</th>
<th>Practices</th>
<th>Involved People</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple (Obvious)</td>
<td>Best Practices</td>
<td>Knowledge Workers &gt; 150</td>
<td>Waterfall Coordination</td>
</tr>
<tr>
<td>Complicated</td>
<td>Good Practices</td>
<td>Experts &lt; 150</td>
<td>Kanban Cooperation</td>
</tr>
<tr>
<td>Complex</td>
<td>Emergent Practices</td>
<td>Risk Takers &lt; 15</td>
<td>Scrum Collaboration</td>
</tr>
<tr>
<td>Chaotic</td>
<td>Novel Practices</td>
<td>Leaders &lt; 5</td>
<td>Lean Startup Decisiveness</td>
</tr>
<tr>
<td>Disordered</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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 the lean leader’s job is to remove waste from the system.
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.

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!
1. Tell
   I will tell them

2. Sell
   I will try and sell it to them

3. Consult
   I will consult and then decide

4. Agree
   We will agree together

5. Advise
   I will advise but they decide

6. Inquire
   I will inquire after they decide

7. Delegate
   I will fully delegate

The cards in this document are part of the Management 3.0 course. They represent the 7 delegation levels for empowering organizations. You can find a description of their use at www.management30.com/delegation-poker
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

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!
www.agileforall.com/agile-coaching-framework-visual-walkthrough
Adapted From ACI Agile Coach Competency Framework www.agilecoachinginstiute.com
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 responds to changes while a transformational organization thrives on changes.
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)
ICAgingle Learning Roadmap | Enterprise Agile Coaching Track | Learning Objectives (ICagile)
ICAgingle 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

www.agilemanifesto.org

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.

*Note:* “Over” doesn’t mean “instead of”.

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
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

Principles
Guide choice of...
Support & Satisfy...

Processes
Methods
Practices
Artifacts

Being Agile: Having the Mind-Set that Delivers (Gil Broza)
Below The Surface of the Iceberg

Organizational Culture
Edgar Schein

The Whole Picture

Artifacts
Processes, Structures, Behavior, Language, Physical Layout, ...

Decision Rules

Feedback

Decision

Values, Beliefs
Ideals, Aspirations, Goals, Ideologies, Rationalizations

Basic Assumptions
Unconscious, Taken-for-granted Values and Beliefs

Mental Models

Double-loop Learning
Chris Argyris

Learning Organization
Peter Senge

The Expectation (Andrea Provaglio)
## Mental Models

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

### Pick Your Favorite Model

(Start here)

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Belief</th>
<th>Artifact</th>
<th>Consequence</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ? ]</td>
<td>Predictable financial payoffs</td>
<td>No dynamic re-assessment</td>
<td>Poor risk management</td>
<td>Real Options, Impact Mapping</td>
</tr>
<tr>
<td>[ ? ]</td>
<td>Mistakes are to be stigmatized</td>
<td>Blaming Culture</td>
<td>Poor creativity</td>
<td>Servant Leadership</td>
</tr>
</tbody>
</table>

*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)

“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

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.

The 11 ‘Laws’ described in The Fifth Discipline
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
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”)

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)