



A fresh approach to Business Agility

LEARNING | CONSULTANCY | COACHING



Contents

 Business Agility	A fresh approach to business agility	4
 Mindset	Business Agility Mindset	6
 Strategy	Strategy for Business Agility	12
 Leading	Leading for Business Agility	16
 Teams	Building, Coaching and Facilitating Agile Teams	21
 Innovation	Business Agility Meets Innovation and Creativity	30
 People	Agile People and Talent Development	38

Cover photo credit: Sharon McCutcheon on Unsplash



A fresh approach to business agility

PARTNER WITH US TO LEARN AND BE BUSINESS AGILE

Partner with us to develop your people and grow your business agility capability. Our approach is broad, not narrow agile. We're not slavishly following a rigid framework. Instead we're bringing fresh thinking and encouraging a wide range of agile ideas and practices to collide and combine.

Our approach is like a whāriki or woven mat. We're weaving together agile with ideas that came before it and exist alongside it. Where they join, you get a hono: the joining of new material to create practical ideas, learning and ways of operating.

OUR APPROACH IS TAILORED TO YOU

You've got your own culture, customers and outcomes you're working towards. That's why we're not offering a dogmatic one size fits all approach. Our learning, consultancy and coaching is customised to you.

After all agile is a means to an end – how to thrive in a complex and ever-changing environment. It's not an end in itself.

CHOOSE FROM OUR SIX DOMAINS

You choose the learning and support you need. Agile mindset, strategy, leadership, teams, innovation and people are all on the agenda. Choose one or combine them to create what you need. We've also added in progress indicators in each domain:

- I've got the idea
- I'm starting to apply it
- I'm totally on the case

These give you an idea of progress, but again they're not prescriptive. They're there to show you where you and your people are.

LEARNING, CONSULTANCY AND COACHING

You decide what you need. Learning can be remote or face-to-face. Consultancy can be one-off or ongoing. Coaching focuses on individuals and where they're at.

You decide and we'll respond. After all, that's agile.

After all, agile is a means to an end -
how to thrive in a complex and ever-
changing environment.

It's not an end in itself.

Business Agility Mindset

An agile mindset is the start. You can't act agile, if you don't think agile. Thinking agile is a way of seeing and understanding our complex world. The Agile Manifesto of 2001 is important, but it's not the only source of wisdom—far from it. It's a key part of the whāriki, but there are many others that weave together to give us a coherent and ever-evolving whole. Agile is part of a large kōrero or conversation about how we need to be working in the future.

1.1 THINKING BEFORE AND ALONGSIDE AGILE

1.2 AGILE MANIFESTO PRINCIPLES AND BEYOND

1.3 AGILE LEARNING

1.4 BUSINESS AGILITY VALUES

1.1 THINKING BEFORE AND ALONGSIDE AGILE

We live in an increasingly fast-paced and VUCA (volatile, uncertain, complex and ambiguous) world. That's why we need agile.

And many paths have led us to this destination. Agile thinking is broad and brings together essential ways of thinking that contribute to an agile mindset.

Outcomes

- Blend together ideas including obliquity; rock and water logic; black swans; antifragility; appreciative intelligence; unpredictability and synchronicity into an agile mindset.
- Link agile thinking with systems thinking and complex adapted systems.

You can't act agile if you don't think agile.

1.2 AGILE MANIFESTO PRINCIPLES AND BEYOND

Let's go right back to agile basics: people over process. We can adapt, and learn from, agile software development principles for business overall. The key words are adapt and learn. There's not one true way, but many paths that lead to a business agility mindset.

But it's worth adding other approaches that sit alongside. That's why Lean, Lean Startup, Design Thinking, and rapid hypothesis testing are part of this whāriki.

Outcomes

- Adapt, learn from and apply relevant aspects of Agile Manifesto principles throughout organisations.
- Link business agility with Lean, Lean Startup, Design Thinking and rapid hypothesis testing.

People over process.

1.3 AGILE LEARNING

Curiosity: continual learning and self-awareness are at the heart of a business agility learning mindset.

Our brains like certainty, but often we're faced with the opposite and have to live with paradoxes and polarities.

Business agility is all about people. So emotional and social intelligence is vital to build great relationships and understand organisational culture and read internal signals.

Outcomes

- Stay curious.
- Adopt a growth mindset.
- Recognise your biases, blind spots and how your fast and slow brains operate.
- Recognise the paradoxes, and polarities in your VUCA world.
- Develop your self-awareness: strengths; and emotional and social intelligence.

Business agility is all about people.

1.4 BUSINESS AGILITY VALUES

Meeting your customer/user needs and creating strong teams to achieve this are business agility basics. It's a focus on people and interactions that count.

Creating value for customers/users is complex. With uncertainty and constant change, organisations need to continually iterate and experiment to meet customer/user needs. Innovation and disruption are key values.

Denning's three laws of agile: the law of the network; the law of the customer; and the law of the small team come into play here. With them comes clear values of transparency, openness and collaboration.

Being agile means knowing the difference between busyness and achieving outcomes. That requires transparency and honesty.

Outcomes

- Focus on creating value for your customer/user.
- Work towards outcomes, not outputs.
- Put people and teams before process.
- Be transparent.
- Converse with people and teams.
- Collaborate within teams and across organisations.
- Iterate and experiment.
- Innovate and disrupt.

Being agile means knowing the difference between busyness and achieving outcomes. That requires transparency and honesty.



Mindset

PROGRESS INDICATORS

I've got the idea	Understand a broad definition of a business agility mindset, including thinking before and alongside agile; agile manifesto principles; agile learning; agile values; and why we need agile. Reflect critically on agile ideas. Translate business agility mindset principles into your context.
I'm starting to apply it	Adopt a business agility mindset: including thinking before and alongside agile; agile manifesto principles; agile learning; agile values; and why we need agile. Apply a business agility mindset in your context. Adopt a growth mindset.
I'm totally on the case	Apply business agility mindset principles in your context. Influence others to adopt a business agility mindset. Develop new and adapted business agility ideas.

THINGS TO READ

Bilton, C. and Cummings, S. (2010). *Creative strategy – Reconnecting business and innovation*. West Sussex, UK: John Wiley and Sons Ltd.

Booth Sweeney, L. (2013). *Systems thinking: a means to understanding our complex world*. USA: Pegasus Communications.

Business Agility Institute (n. d.) *Measures, Metrics, KPIs and OKRs*. Retrieved from <http://bit.ly/3bZUrfb>

Business Agility Institute. (2019). *Domains of Business Agility*. Retrieved from <http://bit.ly/2w1TPVG>

Chorn, N. (2011). *Strategic alignment*. www.normanchorn.com

Coyle, G. (2004). *Practical strategy: structured tools and techniques*. Harlow, Essex: Pearson Education.

Cummings, S. & Angwin, D. (2015). *Strategy builder*. Chichester, West Sussex: John Wiley and Sons Ltd.

Denning, S. (2017). Beyond Agile Operations: How to Achieve the Holy Grail of Strategic Agility. *Forbes*. Retrieved from <http://bit.ly/38WaAk2>

Denning, S. (2018). *The Age of Agile*. New York, United States: American Management Association

Edmundson, J. & Phillips, L. (2019). *Coming Together: Agility, Partnership, and Culture*. Retrieved from <http://bit.ly/38USLS7>

Gilkey, R., Caceda, R. and Kilts, C. (September 2010). When emotional reasoning trumps IQ. *Harvard Business Review*, 88(9), 27.

Govindarajan, V. and Trimble, C. (January-February 2011). The CEO's role in business model reinvention. *Harvard Business Review*, 89(1/2), 109.

Jaworski, J. (1988) *Synchronicity, the inner path to leadership*. San Fransisco: Berrett-Koehler.

Klinker, T. & Libby, R. (2019). *Greasing the Gears -- Calibrating for Enterprise Business Agility* [video file]. Retrieved from <http://bit.ly/2Pklvea>

Krogerus, X. & Tschäppeler, R. (2008). *The decision book*. London: Profile Books.

Leybourn, E. (2018). Certain Uncertainty [presentation]. *Agile Prague*. Retrieved from <http://bit.ly/2HM3sdW>

Leybourn, E. (n. d.). *Certain Uncertainty*. Retrieved from <http://bit.ly/2HM3sdW>

Liedtka, J. & Ogilvie, T. (2011). *Designing for growth*. Chichester, West Sussex: Columbia University Press

Maani, K. & C Cavana, R. (2007). *Systems thinking, systems dynamics*. Auckland: Pearson Education.

Masnick, M. (2011). Jeff Bezos on Innovation: Stubborn on Vision; Flexible on Details. *Techdirt*. Retrieved from <http://bit.ly/2Ver0QE>

Owens, T. & Fernandez, O. (2014). *The Lean Enterprise*. New Jersey: John Wiley & Sons.

Reid, P. & Porterhouse, J. (2019). *New Zealand Post Group: An Agile Executive*. Retrieved from <http://bit.ly/2Sud3Wg>

Sarasvathy, Saras D. (April 2001). Causation and effectuation: toward a theoretical shift from economic inevitability to entrepreneurial contingency. *The Academy of Management Review*, 26. No. 2. 243.

Schlesinger, L.A., Kiefer, C. F., & Brown, P. (March 2012). New project? Don't analyse—Act. *Harvard Business Review*, p154.

Schwartz, P. (1991). *Art of the long view*. London: Profile Books.

Sivanathan, Niro & Vermeulen, Freek. (November-December 2017). Stop doubling down on your failing strategy. *Harvard Business Review*. 110.

Sull, D.N. (September 2005). Strategy as active waiting. *Harvard Business Review*, 83(9), 121.

Thatchenkery, T. and Metzker, C. (2006). *Appreciative intelligence*. San Francisco, USA: Berrett-Koehler Publishers, Inc.



Strategy for Business Agility

2.1 STRATEGIC THINKING

2.2 STRATEGIC PLANNING MODELS

2.1 STRATEGIC THINKING

Traditional strategic thinking meant predicting the future and moving towards it. Agile strategy accepts the fiction of prediction.

Seeing all relevant future variables isn't possible: our world is too complex. Often unexpected consequences result from actions, and simple cause and effect doesn't take our VUCA world into account. We simply can't predict every possible consequence. And sometimes volatility sparks innovation and we benefit from unpredictable events.

Setting overall direction is vital, as is creating environments that can deliver results and achieve outcomes. Then strategy needs to continually adapt as new challenges emerge.

To think strategically means including multiple perspectives, continually scanning horizons, asking challenging questions and challenging assumptions.

Outcomes

- Accept uncertainty and unpredictability as the norm.
- Recognise the features of complex adaptive systems.
- Set vision, purpose and outcomes.
- Create environments that support strategic agility.
- Recognise multiple perspectives.
- Continually monitor your horizon.
- Challenge predict and plan linear assumptions.
- Continually adapt strategy as you go.

Strategy needs to continually adapt as new challenges emerge.

2.2 STRATEGIC PLANNING MODELS

Practical models bring strategic agility to life.

Cynefin is a mainstay of approaches that help classify problems and challenges. Some may be simple; many others are complex. The latter don't respond to linear solutions. Instead they need experimentation and iteration.

Design Thinking works well to move forward with complex challenges and puts the customer at the heart of a strategic way forward.

The three box strategic approach challenges organisations to decide what they want to preserve and improve, but also what they want to forget. Too often strategies start from the status quo. Forgetting the status quo provides a very different jumping off point. And the way forward from this new jumping off point is experimentation.

Strategy has often been seduced by best practice. A more useful model develops strategy around four practices. Worst practice doesn't work and should be cut. Learn from and adapt good practice. Recognise emerging practice. Work towards creating next practice.

Outcomes

- Use the Cynefin framework to classify strategic problems and challenges.
- Decide what to preserve, selectively forget, and experiment with.
- Adopt a Design Thinking approach.
- Determine worst practice, good practice, emerging practice and next practice.

Too often strategies start from the status quo.



PROGRESS INDICATORS

I've got the idea	Adopt a VUCA mindset to strategic thinking: drop the fiction of prediction. Recognise the limitations of plan and predict strategic thinking. Recognise the value of a variety of strategic planning models.
I'm starting to apply it	Apply agile strategic thinking to your context. Experiment with different agile-related strategic approaches.
I'm totally on the case	Apply agile strategic thinking and planning approaches as a matter of course. Learn from experience and adapt strategy as you go.

THINGS TO READ

Bilton, C. and Cummings, S. (2010). *Creative strategy – Reconnecting business and innovation*. West Sussex, UK: John Wiley and Sons Ltd.

Booth Sweeney, L. (2013). *Systems thinking: a means to understanding our complex world*. USA: Pegasus Communications.

Business Agility Institute (n. d.). *Measures, Metrics, KPIs and OKRs*. Retrieved from <http://bit.ly/3bZUrfb>

Business Agility Institute. (2019). *Domains of Business Agility*. Retrieved from <http://bit.ly/2w1TPVG>

Chorn, N. (2011). *Strategic alignment*. www.normanchorn.com

Coyle, G. (2004). *Practical strategy: structured tools and techniques*. Harlow, Essex: Pearson Education.

Cummings, S. & Angwin, D. (2015). *Strategy builder*. Chichester, West Sussex: John Wiley and Sons Ltd.

Denning, S. (2017). Beyond Agile Operations: How to Achieve the Holy Grail of Strategic Agility. *Forbes*. Retrieved from <http://bit.ly/38WaAk2>

Denning, S. (2018). *The Age of Agile*. New York, United States: American Management Association

Edmundson, J. & Phillips, L. (2019). *Coming Together: Agility, Partnership, and Culture*. Retrieved from <http://bit.ly/38USLS7>

- Gilkey, R., Caceda, R. and Kilts, C. (September 2010). When emotional reasoning trumps IQ. *Harvard Business Review*, 88(9), 27.
- Govindarajan, V. and Trimble, C. (January-February 2011). The CEO's role in business model reinvention. *Harvard Business Review*, 89(1/2), 109.
- Jaworski, J. (1988) *Synchronicity, the inner path to leadership*. San Fransisco: Berrett-Koehler.
- Klinker, T. & Libby, R. (2019). *Greasing the Gears -- Calibrating for Enterprise Business Agility* [video file]. Retrieved from <http://bit.ly/2Pklvea>
- Krogerus, X. & Tschäppeler, R. (2008). *The decision book*. London: Profile Books.
- Leybourn, E. (2018). Certain Uncertainty [presentation]. *Agile Prague*. Retrieved from <http://bit.ly/2HM3sdW>
- Leybourn, E. (n. d.). *Certain Uncertainty*. Retrieved from <http://bit.ly/2HM3sdW>
- Liedtka, J. & Ogilvie, T. (2011). *Designing for growth*. Chichester, West Sussex: Columbia University Press
- Maani, K. & Cavana, R. (2007). *Systems thinking, systems dynamics*. Auckland: Pearson Education.
- Masnick, M. (2011). Jeff Bezos on Innovation: Stubborn on Vision; Flexible on Details. *Techdirt*. Retrieved from <http://bit.ly/2Ver0QE>
- Owens, T. & Fernandez, O. (2014). *The Lean Enterprise*. New Jersey: John Wiley & Sons.
- Reid, P. & Porterhouse, J. (2019). *New Zealand Post Group: An Agile Executive*. Retrieved from <http://bit.ly/2Sud3Wg>
- Sarasvathy, Saras D. (April 2001). Causation and effectuation: toward a theoretical shift from economic inevitability to entrepreneurial contingency. *The Academy of Management Review*, 26. No. 2. 243.
- Schlesinger, L.A., Kiefer, C. F., & Brown, P. (March 2012). New project? Don't analyse—Act. *Harvard Business Review*, p154.
- Schwartz, P. (1991). *Art of the long view*. London: Profile Books.
- Sivanathan, Niro & Vermeulen, Freek. (November-December 2017). Stop doubling down on your failing strategy. *Harvard Business Review*. 110.
- Sull, D.N. (September 2005). Strategy as active waiting. *Harvard Business Review*, 83(9), 121.
- Thatchenkery, T. and Metzker, C. (2006). *Appreciative intelligence*. San Francisco, USA: Berrett-Koehler Publishers, Inc.

Leading for Business Agility

3.1 LEADERSHIP MINDSET FOR BUSINESS AGILITY

3.2 LEADING IN AN AGILE ENVIRONMENT

3.3 LEADERSHIP TOOLS

3.1 LEADERSHIP MINDSET FOR BUSINESS AGILITY

Leading for business agility starts with an agile leadership mindset. And that is taking into account complex and ever-changing environments and accepting uncertainty.

It means planning as you go and making decisions quickly with others, often with limited information. A growth mindset, curiosity and continual learning are key attributes.

The result is leaders who are self-aware and authentic. They won't have all the answers; instead they empower and enable the teams they lead. This means letting go of command and control, extending trust and creating a strong sense of belonging, psychological safety and community.



Leading

Outcomes

- Lead effectively in a VUCA environment.
- Develop your emotional and social intelligence.
- Build trust and empathy.
- Empower the teams you lead.
- Be curious and continually learn.
- Lead authentically.
- Build engagement, psychological safety and community
- Lead openly and transparently.
- Continually scan the horizon and embrace multiple perspectives.

A growth mindset, curiosity and continual learning are key attributes.

3.2 LEADING IN AN AGILE ENVIRONMENT

Culture wins every time. Agile leaders monitor and build culture continuously and role model the big picture 'why'.

Sometimes agile leaders are leading in isolation; at other times they're part of an agile organisation. Either way they need to build strong agile teams and collaborate. That can mean conventional or stretch collaboration.

Experimenting, iterating, working in short cycles, re-assessing and moving off again are agile fundamentals. Without certainty, leaders are learning and adapting quickly. Embracing failure is also part of the mix.

They need to enable strong and self-directed teams that embrace agility, and that are empowered and engaged. They and the teams can then disrupt by questioning the status quo, thinking creatively and innovating.

Outcomes

- Foster an agile culture.
- Focus your people on the why and outcomes.
- Build strong and self-directed teams.
- Collaborate internally and externally.
- Adapt quickly to changing circumstances
- Iterate, experiment, work in short cycles and embrace failure.
- Recognise your role as enabler and disrupter.
- Encourage divergent ways of thinking.

Experimenting, iterating, working in short cycles, re-assessing and moving off again are agile fundamentals.



3.3 LEADERSHIP TOOLS

Conversations are a leader's work: listening as well as contributing. Leaders bring people together to share ideas and generate new futures. Informal networks and relationships get work done and allow leaders' influence to spread.

Leaders use agile practices that work for them and their teams. Scrum, Kanban, SAFe, XP, Agile PM, Design Thinking and Lean StartUp all have a place and none are sacrosanct. They're tools to use and adapt, not to follow religiously. With all practices, agile leaders need to continually prioritise and reprioritise.

Agile tools always come back to people: team members and people who leaders need to collaborate with. Agile leaders recognise their own and team members' strengths and aim them to achieve results. Conversations and coaching are key parts of this. They're mainstays of an business agility leader's toolkit.

Outcomes

- Prioritise and re-prioritise continually.
- Listen effectively and engage in reflexive and generative dialogue.
- Coach others and promote a coaching culture.
- Build relationships and influence others.
- Build on your and others' strengths.
- Adopt and adapt a range of agile and agile related practices and frameworks that fit your environment.

Agile tools always come back to people: team members and people who leaders need to collaborate with.

PROGRESS INDICATORS

I've got the idea	Understand what it means to have an business agility leadership mindset. Understand the principles and challenges of agile leadership. Ready to use agile and agile-related leadership tools in your context.
I'm starting to apply it	Experiment with agile leadership practices and reflect on results. Understand your specific agile leadership strengths and other leadership attributes and competencies you need to develop. Begin to lead with an agile leadership mindset and practices.
I'm totally on the case	Practise agile leadership consistently. Adapt and develop your agile leadership practice based on continuous learning. Influence/coach others to adopt agile leadership practices.

THINGS TO READ

Business Agility Institute. (2019). *Domains of Business Agility*. Retrieved from <http://bit.ly/2w1TPVG>

Courtney, S. & Wheeler, J. (2018). *A Story of Leadership Transformation* [Talk]. Retrieved from <http://bit.ly/2Ta19sN>

D Davis, L. (2019). *A Guide to Collaborative Leadership* [Talk]. Retrieved from <http://bit.ly/2ST0jPS>

Denning, S. (2018). *The Age of Agile*. New York, United States: American Management Association

England, R. & Dr Vu, C. (2019). *The Agile Manager*. Porirua, New Zealand: Two Hills Ltd.

Hamman, M. & Spayd, M. K. (2015). *The Agile Leader*. Retrieved from <http://bit.ly/2SQWcDS>



Leading

Hayward, S. (2018). *The Agile Leader*. London, United Kingdom: Kogan Page.

Hearns, C. (2018). Why Servant Leadership Doesn't Work. *Linkedin*. Retrieved from <http://bit.ly/395kY8Q>

Horney, N., Pasmore, B. & O'Shea, T. (2010). *Leadership Agility*. Retrieved from <http://bit.ly/32jkTMm>

Johnston, K., Coughlin, C. & Berger, J. G. (May 2014). *Leading in Complexity*. Retrieved from <http://bit.ly/2w22G9T>

Joiner, B. (2012). How to Build an Agile Leader. *Chief Learning Officer*. Retrieved from <http://bit.ly/37T3Vp6>

Kniberg, H. (2015). What is an Agile Leader? *Crisp*. <http://bit.ly/2wByanD>

Lagestee, L. (2013). *Agile Leadership Engagement Model*. Retrieved from <http://bit.ly/2HLKyUD>

Lawrence, K. (2013). *Developing Leaders in a VUCA Environment*. Retrieved from <http://bit.ly/2PimVak>

Leybourn, E. (n. d.). *Certain Uncertainty*. Retrieved from <http://bit.ly/2HM3sdW>

Macor, J. D. (2018). Why Change Managers Need to Care About Agile. *Linkedin*. Retrieved from <http://bit.ly/2v9qBUX>

Mandarino, P. (2012). Leadership in an Agile Environment. *Thoughtworks*. Retrieved from <https://thght.works/2SQf1an>

National Audit Office. (2012). *Governance for Agile Delivery* [report]. Retrieved from <http://bit.ly/2HP02an>

Nizker, E. 7 Agile Leadership Lessons for the Suits. *CIO*. Retrieved from <http://bit.ly/32ly8vU>

Reid, P. & Porterhouse, J. (2019). *New Zealand Post Group: An Agile Executive*. Retrieved from <http://bit.ly/2SUd3Wg>

Thoren, P-M. (2019). *Agile people: HR and leaders in the future of work*. Retrieved from <http://bit.ly/37NzQra>

Waters, K. (2007). 20 Qualities of an Agile Leader. *101 Ways*. Retrieved from <http://bit.ly/2v1U2Zc>

Building, Coaching and Facilitating Agile Teams

4.1 SELF-ORGANISING TEAMS

4.2 TEAM STRENGTHS

4.3 AGILE TEAM FRAMEWORKS AND PRACTICES

4.4 COACHING TEAMS AND INDIVIDUALS

4.5 FACILITATING AGILE TEAMS

4.1 SELF-ORGANISING TEAMS

Self-organising teams are at the heart of business agility thinking and practice. But effective teams are more than the sum of agile rituals. Successful self-organising teams draw on numerous team approaches: teaming; Lencioni's five team dysfunctions; Winter's Think One Team; Google's five team dynamics; Korn Ferry's T7 model and Harford's positive disruptions.

Successful self-organising teams are clear on their purpose and can articulate outcomes. And they're committed to both.

They also focus on their own psychological safety, sense of belonging and community. Everyone has a voice. Taken together, these enable experimentation and failure without fear.

But can successful agile teams succeed alone? Well, some have to. Ideally in an agile organisation, teams collaborate: often easier said than done. Conventional and stretch collaboration both play a role here.



Outcomes

- Create self-organising teams with high degrees of psychological safety.
- Encourage cognitive diversity.
- Encourage inter-team collaboration.
- Adopt hardware (clear on purpose and outcomes; and software (focus on psychological safety and trust) team approaches.
- Promote SCARF principles to create high levels of individual and team safety and mutual understanding.
- Encourage teams to develop high levels of emotional and social intelligence.

Successful self-organising teams are clear on their purpose and can articulate outcomes. And they're committed to both.

4.2 TEAM STRENGTHS

The evidence is overwhelming: focus on strengths not weaknesses.

People who focus on their strengths are nine times more likely to appear on the flourishing scale. And if they use them, they're 18 times more likely.

Knowing and focusing on individual and team strengths is an essential element of self-awareness. For individuals and teams to thrive, strengths are essential.

Outcomes

- Adopt a strengths, not deficit, mindset.
- Build on individual and team strengths.

Knowing and focusing on individual and team strengths is an essential element of self-awareness.

4.3 AGILE TEAM FRAMEWORKS AND PRACTICES

Agile teams need the freedom to adopt agile practices that work for them. They're empowered to adopt and then adapt agile ways of working.

These may come from Scrum, Kanban, SAFe, Lean and Agile PM and include:

- regular stand ups
- visualisation: Kanban boards
- sprints
- retrospectives
- FED-ex days
- backlogs
- user stories.

What works for specific teams works for them. Adhering to rituals that don't serve a team's needs has little value.

Outcomes

- Adopt appropriate agile team approaches that work for specific teams.

Agile teams need the freedom to adopt agile practices that work for them.



4.4 COACHING TEAMS AND INDIVIDUALS

Effective individual and team coaching is a key part of empowerment. Great coaches pick up people's signals, focus on people not process, and encourage curiosity and challenges to the status quo. They're positive, action-oriented, and encourage coachees to prioritise, re-prioritise, and reach for high performance.

Coaching is overwhelmingly pull, ie questioning and drawing out answers and generating fresh insights. At the opposite end of the spectrum is push: telling – hardly coaching at all.

At the heart of coaching is effective listening: active, empathic and expansive. And good listeners shift gears to the issues or perspectives of their coachees.

Using different coaching approaches add to a coach's practice.

Approaches to use include:

- strengths-based
- solutions-focused
- caring boot (challenge with support)
- skills and performance
- developmental
- transformational
- neuro-scientific.

All have their value and role.

Outcomes

- Develop the personal attributes of successful coaches
- Adopt a pull, not push, coaching approach.
- Listen effectively.
- Develop and ask a wide variety of coaching questions.
- Use a wide variety of coaching approaches.

Effective individual and team coaching is a key part of empowerment.

4.5 FACILITATING AGILE TEAMS

Facilitation puts people and agile teams at the heart of meetings, stand ups and conversations. The facilitator provides the picture frame; the participants paint the picture.

Effective facilitators plan team meetings. They define the meeting type:

- decision-making;
- share knowledge and information;
- learn; air underlying issues and conflicts;
- team relationships and development;
- innovation

They establish clear purpose, but also allow for generative conversations. Successful facilitators agree meeting outcomes and ways to achieve them, then they check in with everyone and take the emotional temperature of the team. This creates a psychologically safe space, where everyone can contribute and raise uncomfortable issues.

Using a wide variety of facilitation and creative thinking techniques engages, involves, and inspires team members. Effective facilitators then encourage the team to agree actions and accountabilities and use appropriate decision-making techniques. Lastly, they manage unhelpful behaviours



Teams

Outcomes

- Plan for, facilitate and follow up agile team meetings; stand up meetings; and organisation-wide meetings.

The facilitator provides the picture frame; the participants paint the picture.

PROGRESS INDICATORS

I've got the idea	Understand the concept of self-organising agile teams. Identify your own strengths. Identify which agile team and meeting practices will work in your context. Understand the key personal attributes of coaches. Understand and be ready to try pull coaching using a wide variety of questions. Identify which coaching approaches will be effective in my context. Understand the basics of participant-centred facilitation.
I'm starting to apply it	Create self-organising teams and experiment with different agile approaches and techniques. Identify individuals' and team strengths and encourage people to develop and use them. Use agile practices that work in your context. Begin to develop key personal attributes of coaches. Coach individuals and teams using overwhelmingly pull approaches and using a variety of coaching approaches. Facilitate agile meetings and stand ups using a variety of facilitation techniques and approaches. Listen effectively.
I'm totally on the case	Build successful agile teams across an organisation. Help create a strengths-based culture. Use, adapt and innovate around agile team practices. Demonstrate key personal attributes of coaches. Coach individuals, teams and across organisations consistently and successfully, knowing when to draw on, and use, a variety of coaching approaches. Add additional elements to your facilitation toolkit that enhance your practice and effectiveness. Listen actively, empathically and expansively.



THINGS TO READ

Adkins, L. (2010) *Coaching agile teams*. Boston: Pearson Education, Inc.

Alexander, G. & Renshaw, B. (2005). *Super Coaching*. London: Random House.

Buckingham, M. & Clifton, D. (2005). *Now, Discover your Strengths*. Great Britain: Pocket Books.

Buckingham, M. (2006). *The One Thing you Need to Know*. Great Britain: Pocket Books.

Buckingham, M. *Go put your Strengths to Work*. New York: Free Press.

Burley-Allen, M. (1995). *Listening: The forgotten skill*. United States: John Wiley & Sons.

Business Agility Institute. (n. d.) *Build a network of viable teams*. Retrieved from <http://bit.ly/38TJNEV>

Denning, S. (2018). *The Age of Agile*. New York, United States: American Management Association.

Development That Pays (2017). *Scrum vs Kanban - What's the Difference?* [Youtube video]. Retrieved from <http://bit.ly/39ZAmUm>

Editors Cox, E., Bachkirova, T., Clutterbuck, D. (2014). *The Complete Handbook of Coaching*. London: SAGE Publications.

Edmondson, A. (2014). *Building a psychologically safe workplace* [Youtube video]. Retrieved from <http://bit.ly/2T9c1Vt>

Edmundson, J. & Phillips, L. (2019). *Coming Together: Agility, Partnership, and Culture*. Retrieved from <http://bit.ly/38USLS7>

Highmore sims, N. (2006). *How to run a great workshop*. Harlow, GB: Pearson Education.

Hunter, D., Bailey, A. & Taylor, B. (2004). *The art of facilitation*. Auckland: Tandem Press.

Klinker, T. & Libby, R. (2019). *Greasing the Gears -- Calibrating for Enterprise Business Agility* [video file]. Retrieved from <http://bit.ly/2Pklvea>

Kwan, L. B. (2019). The Collaboration Blind Spot. *Harvard Business Review*. Retrieved from <http://bit.ly/2STkRYE>

Leybourn, E. & Hastie, S. (2018). *#noprojects: A Culture of Continuous Value*. United States: C4 Media.

Loubradou, S. (n. d.). *Agile in "Classical" Marketing Teams -- Short and Mid-Term Benefits*. Retrieved from <http://bit.ly/3bZ5Zzf>

Mamoli, S. (2019). *Holacracy for Humans -- Decentralised Leadership in Practice*. Retrieved from <http://bit.ly/2ukZOVc>

Meuse, K. (n.d.). *A comparative analysis of the Korn/Ferry T7 Model With Other Popular Team Models*. Korn Ferry Institute.

Pearl, D. (2012). *Will there be donuts?* London: Harper Collins.

Race, P. (2001). *2000 tips for trainers and staff developers*. London: Kogan Paul.

Rock, D. (2006). *Quiet leadership*. United States: Harper Collins.

Rozovsky, J. (2015) "The five keys to a successful Google team". *re:Work*. Retrieved from <http://bit.ly/3bYir2t>

Wolpers, S. (2016). 20 Questions a New Scrum Master should ask her Team to get up to Speed. *Agile Zone*. Retrieved from <http://bit.ly/3c1lg2t>

Business Agility Meets Innovation and Creativity

5.1 INNOVATIVE MINDSET AND CULTURE

5.2 EXPERIMENTATION AND FAIL FAST

5.3 CREATIVE THINKING

5.4 DESIGN THINKING

5.5 AGILE CUSTOMER MINDSET

5.1 INNOVATIVE MINDSET AND CULTURE

Perpetual innovators adopt certain habits: challenging orthodoxies; intellectual flexibility; learning from the fringe; focusing on the future; and playing wild cards.

Innovators think in different boxes and challenge existing mental models.

To do this, they connect with others, talk to strangers and give permission to others to innovate. The focus is on achieving outcomes, rather than narrow outputs. And there are numerous ways to arrive at outcomes.

But innovation doesn't happen in isolation. It's a communal and connective activity; it's also an organisational culture issue. People need permission to innovate, pursue hunches, reject perfection, get really close to customers and fail. And when they fail, they need to know that's part of the innovation process.

Outcomes

- Adopt innovators' habits and their mindset.
- Focus on outcomes, not outputs.
- Give permission for others to innovate.
- Encourage a collective, rather than individual, culture of innovation.

Innovators think in different boxes and challenge existing mental models.



5.2 EXPERIMENTATION AND FAIL FAST

Experimentation, iteration, and fast failure are at the heart of Lean Startup, Design Thinking, Lean Innovation, and of course agile. All of these approaches contribute to agile innovation and creative thinking. Some iterations may include wild cards and disrupting your business before someone else does.

These methods may be uncomfortable for some. But they're based on the basic scientific method - how we test things in the real world. And our world is VUCA and user/customer reactions to innovations may be unpredictable. They create their own purposes for products and services, or adapt them to fit their needs.

Failure is part and parcel of innovation. Fail fast and move on.

Outcomes

- Adopt an experimentation and fail fast mentality.
- Recognise the value of wild cards and disrupting your own business.
- Recognise the VUCA world in which you're innovating.

Failure is part and parcel of innovation. Fail fast and move on.

5.3 CREATIVE THINKING

Everyone can think creatively; it's not just for the chosen few. Beyond brainstorming, we can brainwrite, scratch, break rules, create an intermediate impossible, use the adjacent possible, adopt zero-gravity thinking, use random links and create Fed-ex times. All are valuable techniques anyone can use.

Thinking big picture, three-box thinking (improve, forget, innovative) and the four practices framework (worst, good, emerging, next) add additional creative thinking dimensions.

Outcomes

- Involve everyone in thinking creatively.
- Use a wide variety of creative thinking techniques.

Everyone can think creatively; it's not just for the chosen few.



5.4 DESIGN THINKING

Design thinking is really design doing. It's a balance between business and art; structure and chaos; intuition and logic. It's action-oriented: learning by doing. Prototype, visualise and see what works. Learn from small and smart failures.

It's human-centred innovation with an emphasis on how people interact emotionally with products or services.

Super empathy and understanding how products and services fit into people's lives as a whole are essential elements. Customers are real people with real problems, not demographics: they have emotional as well as rational needs.

What is? What if? What wows? What works?

Outcomes

- Adopt a design thinking mindset and approach.
- Recognise how products or services fit into customers and users lives.
- Develop super empathy for customers and users.

Customers are real people with real problems, not demographics.

5.5 AGILE CUSTOMER MINDSET

Organisations only exist to serve customers/users. That's the guts of it.

But defining customers and then understanding their needs is complex; we need far more than the basic survey.

Customers/users look for value that means something to them, rather than features that may not make any difference to their lives.

Design Thinking and human-centred design are great frameworks. They include practical techniques including:

- user journey mapping
- user diaries
- empathy maps
- service safaris
- user shadowing;
- personas
- service blueprints
- design scenarios.

All get super-close to the customer/user.

Outcomes

- Recognise the complexity of defining customers: internal customers, purchasers, end users.
- Place the customer at the centre of your organisation.
- Engage and be transparent with customers.
- Build trust with customers and add value to their experiences.
- Use a variety of customer-centric/human-centred design techniques to understand customers/users.

Customers/users look for value that means something to them, rather than features that may not make any difference to their lives.



PROGRESS INDICATORS

I've got the idea	Understand the elements of an innovative mindset and the culture needed to support innovation and creative thinking. Prepare to use a variety of innovation methods to experiment and fail fast. Think creatively using a variety of techniques. Analyse customer needs and the value your product or service gives them.
I'm starting to apply it	Adopt an innovative mindset. Use Design Thinking and human-centred design techniques. Begin to experiment and be ready to fail fast. Use creative thinking techniques and begin to use it results. Use a variety of techniques understand customers/user and empathise with them.
I'm totally on the case	Advocate organisation wide for creative thinking and innovation. Use Design thinking and human-centred design techniques as part of your everyday practice. Build trust, empathise and add value to your customers/ users.

THINGS TO READ

Agan, T. (2014). Christensen, C. (1997). *The innovator's dilemma*. Boston: Harvard Business School Press.

Akers, P. A. (2014). *2 Second Lean*. USA: FastCap Press.

Albury, D. (2011). Creating the conditions for radical public service innovation. *Australian Journal of Public Administration* 70(3).

Bilton, C. & Cummings, S. (2010). *Creative strategy*. West Sussex: Wiley and Sons.

Bilton, C. & Cummings, S. (Eds) (2014). *Handbook for management and creativity*. West Sussex: Wiley & Sons Ltd.

Boynton, A. & Fischer, B. (2011). *The idea hunter*. San Francisco: Jossey Bass.

Callaghan Innovation. (2019). *Activating our Strategy* [Report]. Retrieved from <http://bit.ly/37P6zwp>

De Brabandere, L. & Iny, A. (2013) *Thinking in new boxes*. New York: Random House.

Denning, S. (2018). *The Age of Agile*. New York, United States: American Management Association.

Govindarajan, V and Trimble, C. (January-February 2011). The CEO's role in business model reinvention. *Harvard Business Review* 89 (1/2), 109.

Grodal, S., Nelson, A. J. & Siino, R. M. (2015). Help-Seeking and Help-Giving as an Organizational Routine. *Academy of Management Journal* 58(1), 136-168. doi:10.5465/amj.2012.0552.

Hamel, G. (2012). *What matters now*. San Francisco: Jossey Bass.

Harford, T. (2011). *Adapt: why success always starts with failure*. Great Britain: Little Brown Books.

Hendy, S. & Callaghan, P. (2013). *Get off the grass*. Auckland: Auckland University Press.

Johnson, S. (2010). *Where good ideas come from*. London: Penguin Books.

Kaye, D. (2013). *Red thread thinking*. Sydney: McGraw Hill.

Liedtka, J. & Ogilvie, T. (2011). *Designing for Growth*. New York: Columbia University Press.

Liedtka, J., Salzman, R. & Azer, D. (2017). *Design Thinking for the Greater Good*. New York: Columbia University Press.



Innovation

Miller, A. (2019). *Stop Talking to Customers and Listening to People* [Talk]. Retrieved from <http://bit.ly/3c2kq5S>

Nelson, M. (2019). *From Theory to Practice: Design Thinking that Drives Performance* [Talk]. Retrieved from <http://bit.ly/2Vf2EWP>

Patton, M. Q. (2011). *Developmental Evaluation*. New York: The Guildford Press.

Pisano, G. P. (2019). *The Hard Truth about Innovative Cultures*. <http://bit.ly/38VyOKW>

Ries, E. (2011). *The lean startup*. UK: Penguin Random House.

Secret to Lean Innovation is Making Learning a Priority. Retrieved from <http://bit.ly/2STCNSX>

Sloane, P. (2006). *The leader's guide to lateral thinking*. London: Kogan Paul.

Solomon, M. (2018). *How to Build a Culture of Innovation and Turn Every Employee into an Innovation Powerhouse*. <http://bit.ly/2PiFWJI>

Technology Strategy Board. (2015). *Design Methods for Developing Services*. Retrieved from <http://bit.ly/38Y0wqA>

Tharp, T. (2003). *The creative habit*. New York: Simon & Schuster.

Agile People and Talent Development

6.1 PEOPLE IN AGILE ORGANISATIONS

6.2 DEVELOPING PEOPLE AND TALENT

6.3 MANAGING PERFORMANCE

6.4 MANAGING CAREERS

6.5 ENGAGING PEOPLE

6.1 PEOPLE IN AGILE ORGANISATIONS

Workplaces are changing and hierarchical structures are out of step with agile ways of working. Agile organisations are collaborative, networked and based on cross-functional teams. But many organisations are a hybrid: some teams are agile and some aren't. Organisational theory is one thing; the reality is often messier.

But certain principles are fundamental: rigid plans don't fit with a VUCA and ever-changing environment. People need to be nimble and work iteratively. Transparency and openness are key to an agile culture.

Detailed and prescriptive job descriptions aren't relevant and represent an individual and inflexible way of working. The ability to learn and work across teams and organisations is more important.

Outcomes

- Recognise the effect of organisational structures on culture and how people behave at work.
- Adopt, or move towards, a collaborative, networked organisation based on cross-functional teams.
- Adopt a transparent and open culture.
- Encourage iteration and embrace failure as a learning experience.
- Move away from detailed and prescriptive job descriptions that reinforce individual working and rigidity.

Transparency and openness are key to an agile culture.



6.2 DEVELOPING PEOPLE AND TALENT

A growth mindset and curiosity are great starting points for developing people and talent. Many people don't know their strengths and how they might use them in different areas, until they have the chance to try them out.

Collaborative working encourages formal and informal learning, and effective learning builds competence and confidence. Developing people's talents is a mix: planned and opportunistic. People may not realise they have a talent for something until they do it. So agile people development is iterative and uses a wide variety of learning approaches that brings that all-important growth mindset to life.

Outcomes

- Encourage a growth mindset and curiosity.
- Adopt a strengths-based approach to developing talent.
- Promote formal and informal learning.
- Plan people's and teams' development and also encourage learning in areas outside of their traditional expertise.
- Encourage a wide variety of learning methods and approaches.

Agile people development is iterative.

6.3 MANAGING PERFORMANCE

Agile is about teams, while performance management is traditionally about individuals. That means we need a new approach to managing performance.

With agile comes flexibility and uncertainty; annual performance rounds don't fit in. And ratings are counterproductive. After all, individual ratings are against pre-set criteria that in an agile world have all too often become irrelevant.

Instead frequent team and individual check ins, and coaching are more relevant. Let's get back to agile basics: people over process and great communication. The conversation isn't about the work; it is the work.

So, agile means a shakeup of performance management and adopting an agile mindset and iterative practices.

Outcomes

- Adopt an agile, and ongoing conversation and coaching approach, to performance management.
- Check in frequently with teams and individuals as part of your agile way of working.

With agile comes flexibility and uncertainty; annual performance rounds don't fit in.



6.4 MANAGING CAREERS

One track, one ladder and the one career mindset are gone. What we mean by careers needs a mindset shift: scientist rather than sniper. As the sniper, you've got a specific and narrow goal. As the scientist, you set out on a path, learn and move on. And you take your learning with you and apply it to new situations. Your career is a three-dimensional mosaic, rather than a one-dimensional one-off painting.

We're adding to our career toolkit all the time. But look broader. It's not just workplace experiences that build careers; it's about stepping back and asking yourself - is this what I want to be doing? What are the alternatives? Then it takes courage to change tack and try something new. Agile organisations recognise and accommodate this.

Outcomes

- Promote career mosaics, rather than career ladders.
- Encourage a scientist rather than a sniper mindset.
- Facilitate a broad range of career, experience and learning opportunities.

What we mean by careers needs a mindset shift: scientist rather than sniper.

6.5 ENGAGING PEOPLE

Too many people are disengaged at work. What will engage them? Is one formula the answer? No. But key principles are critical.

Psychological safety, a sense of belonging and having a voice are fundamental. Purpose, empowerment, a sense of achievement, transparency, fairness and a lack of impediments all play a part.

Outcomes

- Create a working environment with high levels of engagement.
- Recognise the fundamentals of what engages people at work.
- Draw on a variety of engagement models to experiment with what engages people at work.

Psychological safety, a sense of belonging and having a voice are fundamental.



PERFORMANCE INDICATORS

I've got the idea	Understand the principles of agile versus traditional people and talent development. Articulate the challenges of introducing agile people and talent development practices.
I'm starting to apply it	Experiment with agile people and talent development practices and learn from the results. Act on feedback from people about what's working and what isn't about agile people and talent development practices.
I'm totally on the case	Apply, and continue to experiment with, agile people and talent development practices. Contribute to the development of new and innovative agile people and talent development practices.

THINGS TO READ

Abate, E. (2017). *Pioneering the Future of Work* [Ted Talk]. Retrieved from <http://bit.ly/3a4ItiN>

Abate, E. (n. d.) 5 Steps to Career Freedom and Fulfilment. *Tony Robbins Blog*. Retrieved from <http://bit.ly/2STDT11>

Adkins, L. (2011). *The scrum framework* [Youtube video]. Retrieved from <http://bit.ly/2TdMU3I>

Bange, C., Marr, B., Bange, A. (2009). *Performance Management: A Global Survey* [report]. Würzburg, Germany.

Buckingham, M. & Goodall, A. (2015). Reinventing Performance Management. *Harvard Business Review*. Retrieved from <http://bit.ly/32kBqzH>

Buckley, R. (2017). *Future Trends & Impact on Business*. Retrieved from <http://bit.ly/38SEyVP>

Business Agility Institute & Leybourn, E.. (n. d.) *What moves you* *whitepaper*. Retrieved from <http://bit.ly/39ZEhAy>

Business Agility Institute. (2018). *Employee Engagement*. Retrieved from <http://bit.ly/37Sh7uv>

Business Agility Institute. (n. d.) *Workforce*. *Business Agility Institute*. Retrieved from <http://bit.ly/3c2Z0FC>

Cappelli, P. & Travis, A. (2016). The Performance Management Revolution. *Harvard Business Review*. Retrieved from <http://bit.ly/3c1CsoH>

Denning, S. (2018). *The Age of Agile*. New York, United States: American Management Association.

Gravestock, R. (2018). *Enabling our people to do the best work of their lives*. Retrieved from <http://bit.ly/38ZY01K>

Hallenbeck, G., Swisher, V. & Orr, J. E. (2011). *Seven Faces of Learning Agility*. Retrieved from <http://bit.ly/2Ph492U>

Hearn, S. (n. d.) *Continuous Performance Management*. Retrieved from <http://bit.ly/2vXVjR6>

Horowitz, D. & Niño, M. (March 2018). *Want True Agility? Give Employees a Voice* [Presentation]. Retrieved from <http://bit.ly/395wf9a>

Kaufman, J. (2013). *The First 20 Hours* [Ted Talk]. Retrieved from <http://bit.ly/2vUDQsF>



Klinker, T. & Libby, R. (2019). *Greasing the Gears -- Calibrating for Enterprise Business Agility* [video file]. Retrieved from <http://bit.ly/2Pklvea>

Leybourn, E. (2019). *What moves you* [Talk]. Retrieved from <http://bit.ly/3c5fMDV>

Leybourn, E. (n. d.). *Certain Uncertainty*. Retrieved from <http://bit.ly/2HM3sdW>

Mamoli, S. (2019). *Holacracy for Humans -- Decentralised Leadership in Practice*. Retrieved from <http://bit.ly/2ukZOVc>

Ogelthorpe, A. (2016). *Agile Career Development*. Retrieved from <http://bit.ly/3c2y6h1>

Parry, S. (2017). *Designing Adaptive Organisations for Everyone including Lean and Agile thinking People* [Presentation]. Retrieved from <http://bit.ly/2ViVFfA>

Parry, S. (2019). *From Make-and-Sell to Sense-and-Adapt* [Talk]. Retrieved from <http://bit.ly/2Vgz0kc>

Pulakos, E. D., Mueller-Hanson, R. A., O'Leary, R. S. & Meyrowitz, M. M. (2012). *Building a High-Performance Culture: A Fresh Look at Performance Management*. Retrieved from <http://bit.ly/2Pg9l1x>

Ryan, M. (2018). *Cultivating collaborative relationships during periods of change*. Retrieved from <http://bit.ly/3c4BmZ9>

Shenk, M. Z. (2018). *Curiosity is your silver bullet* [Talk]. Retrieved from <http://bit.ly/32pDqqy>

Sloan, N., Agarwal, D., Garr, S. & Pastakia, K. (2017). *Performance Management: Playing a Winning Hand*. Deloitte. Retrieved from <http://bit.ly/2TmuPkn>

Thoren, P-M. (2017). *Agile People*. United States: Lioncrest Publishing.

Thoren, P-M. (2019). *Agile people: HR and leaders in the future of work*. Retrieved from <http://bit.ly/37NzQra>

Wijewardena, T. (2019). *Do you dare to ask your HR manager to practice Kanban?* Retrieved from <http://bit.ly/3c1Mk1M>

Worldblu. (n. d.) *10 Principles of Organizational Democracy*. Retrieved from <http://bit.ly/3c1WiA2>

Zahra, D. & Nofuentes, E. (2018). *How a People and Culture team drove an agile transformation*. Retrieved from <http://bit.ly/2uoMXBr>

Our team for business agility



HILARY BRYAN

Agile qualifications and memberships

- ICAgile Certified Professional
- Agile Coach and Facilitator, ICAgile
- Scrum Alliance CAL1 Agile Leadership Certified
- Member of Agile Agnostic
- Founder member of Wellington Business Agility Meetup

Other qualifications

- BA (Hons) Comparative Government
- MA Political Behaviour
- Certificate of Education (Further Education)
- Diploma, Public Speaking and Communication, Speech NZ
- Licentiate to Teach Public Speaking and Communication, Speech NZ
- Fellow, Speech New Zealand (by examination)

Accreditations

- Team Management Systems leadership; emotional and social intelligence; and team assessments
- Lominger (Leadership and Voices 360)
- DiSC profiles
- Bar On EQi Emotional Intelligence
- SSC Leadership Success Profile
- Design thinking, MOOC, Darden Business School, University of Pennsylvania

Experience

- Director, The Training Practice for 20 years
- Developed and facilitated leadership, innovation, strategy and agile programmes

Interests and areas of expertise

- Agile and adaptive leadership
- Innovation and creative thinking
- Leading transformational change
- Leading people in an agile environment



KRISTEN GYORGAK

Agile qualifications and experience

- Agile Coach and Facilitator, ICAgile
- Worked in agile product development environment
- Founder member of Wellington Business Agility Meetup

Other Qualifications

- Bachelor of Science (Hons) Education, Political Science and History

Accreditations

- Gallup strengths coaching (CliftonStrengths)
- Team Management Systems leadership; emotional and social intelligence; and team assessments
- Leadership Development Centre – Leadership Success Profile

Other experience

Facilitated numerous leadership, team building, change and strengths development sessions

Interests and areas of expertise

- Strengths based mindset
- Business agility
- Leading teams through the change process
- Building personal resilience during difficult times
- Innovation, continuous improvement and agile working
- Integrating multiple generations in the workplace
- Business performance measurements and tracking



DINAH VINCENT

Qualifications

- PhD (Fashion Studies)
- PG Cert Museum and Heritage Studies
- MA (Merit) English Literature
- BA English Literature
- Certificate of Journalism

Accreditations

- Team Management Systems leadership; emotional and social intelligence; and team assessments.
- Leadership Development Centre - Leadership Success Profile
- Leadership Circle Profile
- Gallup Strengths coaching (Clifton Strengths)

Experience

Facilitated numerous leadership and team building workshops.

Interests and areas of expertise

- Understanding the barriers to change
- Planning actions to achieve impact
- Resilience

Mindset

Strategy

Leading

Teams

Innovation

People

N E W



T H I N K I N G

D I R E C T I O N S

F U T U R E S

LEARNING • CONSULTING • COACHING

WWW.TRAININGPRACTICE.CO.NZ

