Enabling Change through Coaching Approach

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The purpose of this thesis was to develop a coaching tool for the Learning and Training Network in company X to accelerate the implementation of coaching approach within the company. The ultimate goal for the competence development function in company X is to ensure a life-long learning approach for all employees. The research context is a Learning and Training network in an engineering company which runs long lasting projects operating globally with offices across the world. The operating model has been traditional, and agile way of working is a novelty to the network.

Critical theories in forming the theoretical framework are theories about change, agile way of working, empowering culture and coaching. Life-long learning and motivation theories are also discussed, but only briefly in areas where they serve the thesis purpose. For many, working with agile methods mean unlearning old habits and changing behavior. Thus, agile way of working is part of personal growth. For a team to be fully agile, it must operate autonomously, which fails unless the company culture is empowering.

The methods used in the empirical work were qualitative methods such as observation. unstructured interviews in project meetings, user journey map which was adapted into sprint journey map to serve the research purpose and prototyping. A questionnaire was used to validate the tool after prototype.

As an outcome of this thesis, a coaching tool was developed based on RE-GROW coaching model. As coaching initiates a thinking process with open questioning, a simultaneous learning process occurs. One can argue that repeatedly asked open questions during the network's sprints and in bi-weekly sprint meetings reinforce the learning process leading into a lifelong learning journey. The bi-products of this thesis are documented agile process flows of bi-weekly sprint meeting and 2-week sprints to describe the events in these actions of agile way of working.

Any agile team willing to accelerate the sprint efficiency and enhance learning can utilize the coaching tool. Furthermore, the methodology used in developing the tool can be used by anyone who wants to integrate coaching into any process to boost learning or is looking for more in-depth insight into business.

The coaching tool can, of course, in time, be developed further by adding questions as the knowledge within the team grows or if the events and touch points evolve in time. It would be fair to assume that the more familiar the network comes with the method, the more its agile process develops as well. Other areas to continue the research is to study if coaching approach has increased motivation or empowerment amongst the employees. And, of course, in what extent coaching stimulates life-long learning.

Keywords: Change, agile way of working, coaching, lifelong learning

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Tämän opinnäytetyön tarkoituksena oli kehittää valmennuksen pohjautuva työkalu Yritys X:n Learning & Training -verkoston käyttöön nopeuttamaan ketterän toimintatavan käyttöönottoa. Yritys X:n osaamisen kehittämisen perimmäinen tavoite on varmistaa jokaisen työntekijän elinikäinen oppiminen. Tutkimuksen kohteena on Learning & Training -verkosto insinööriyrityksessä, joka suorittaa pitkäkestoisia hankkeita toimien maailmanlaajuisesti, ja jolla on toimistoja eri puolilla maailmaa. Verkoston toimintamalli on ollut perinteinen, ja ketterä toimintatapa on sille uusi.

Kriittisiä teorioita teoreettisen viitekehyksen muodostamiseksi ovat muutos-, ketterän työskentelytavan-, voimaannuttavan kulttuuriin liittyvät sekä valmennusteoriat. Työssä käsitellään lisäksi elinikäisen oppimisen teorioita ja motivaatioteorioita, mutta vain lyhyesti niiltä osin, joilla ne palvelevat opinnäytetyön tarkoitusta. Monille ketterien menetelmien mukainen työskenteleminen tarkoittaa poisoppimista vanhoista tottumuksista ja käyttäytymisen muutosta. Siten ketterän työskentelytavan käyttöönotto on osa henkilökohtaista kasvua. Jotta tiimi pystyy toimimaan täysin ketterästi, on sen oltava autonominen, mikä ei toteudu, jos yrityskulttuuri ei ole voimaannuttava.

Empiirisen työn menetelmänä työssä käytettiin kvalitatiivisia menetelmiä kuten havainnoimista, epämuodollisia haastatteluja hankekokouksissa, User Journey-karttaa mukautettuna sprint-kartaksi tutkimuksen tavoitteen mukaan sekä prototyyppejä. Työkalun validoimiseksi prototyypin luomisen jälkeen käytettiin kyselylomaketta.

Tämän opinnäytetyön tuloksena syntynyt valmennustyökalu kehitettiin RE-GROW-valmennusmallin pohjalta. Valmennuksessa avoimet kysymykset käynnistävät ajatteluprosessin, jolloin samanaikaisesti tapahtuu oppimista. Voidaan väittää, että verkostossa toistuvasti kysytyt avoimet kysymykset sprinttien ja kahden viikon välein tapahtuvissa sprintkokouksissa vahvistavat oppimisprosessia johtaen elinikäiseen oppimiseen. Tämän opinnäytetyön sivutuotteina syntyi dokumentoidut tapahtumakuvaukset ketterään toimintatapaan kuuluvista sprinttikokouksista ja 2 viikon sprinteistä.

Valmennustyökalua voi hyödyntää jokainen ketterä tiimi, joka haluaa nopeuttaa sprintin tehokkuutta ja parantaa oppimistaan. Lisäksi menetelmiä, joilla työkalu kehitettiin, voi käyttää kuka tahansa, joka haluaa integroida valmennuksen mihin tahansa prosessiin oppimisen lisäämiseksi tai syvällisemmän ymmärryksen saamiseksi liiketoiminnasta.

Valmennustyökalua voidaan tietysti kehittää lisää lisäämällä kysymyksiä tiimissä olevan tiedon kasvaessa kasvaa tai kun tapahtumat ja kysymysten kosketuspisteet kehittyvät ajan myötä. Muita aloja, joilla tutkimusta voidaan jatkaa ovat mm. lisääkö valmentava lähestymistapa motivaatioita tai työntekijöiden itsensä johtamista. Ja tietenkin sitä, missä määrin valmennus edistää elinikäistä oppimista.

Asiasanat: Muutos, ketterä toimintatapa, valmennus, elinikäinen oppiminen

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1   Introduction

The way we work is continually changing. This change can be seen every day as the circumstances around an individual employee are evolving into an ever more complex working environment which is dependent on new knowledge. Meanwhile, people ignore the possibilities of finding solutions to the problems they face. There is a need for the leadership styles to transform the organizations from authoritative and hierarchical towards more supportive and empowering to back individual development. Employees find attractive companies, which provide opportunities for personal growth and these companies have a higher retention rate (Joo, Sushko and McLean 2012, 23).

However, being pro-active in personal growth is not self-evident despite its' nature as the basic human need for everyone. How to boost the willingness to learn and reflect the phenomena outside one's organization into one's work is a key question to many organizations to maintain resilience. In this thesis, it is studied how to make the change and utilize coaching as a tool to empower individuals to develop their thinking. The solution to be studied will only cover a small part of the area of lifelong learning, but it will hopefully offer a starting point for organizations how to initiate the coaching culture in an organization.

The emphasis of this thesis is set on the company's internal Learning & Training Network with three working streams to promote and enhance the personnel's learning. The network is spread across different regions implementing the learning plan in different geographical areas. The network is adapting the agile way of working in its operating mode to promote and deliver learning solutions. There are approximately twentyish members all in all in the network.

The goal of this thesis is to test how the coaching approach can be integrated to boost the transformation towards an agile way of working and in customer interface to gain insight. The goal will be manifested in building a coaching tool be used to run both in a biweekly sprint meeting and during a 2-week sprint. Underlying theories on which to build thinking are change management and coaching theories. Besides, the agile way of working theories are included as that is the way change is leading in company X. Agile way of working is not common amongst most of the employees, and this is an area for learning. Service design methods will be used while creating the tool for coaching approach. Furthermore, I will briefly touch lifelong learning and some theories of empowering culture. However, they are only discussed shortly as enhancing elements, not as in-depth as central theories.

To understand how a coaching model would be embedded as a regular working routine I will study how change is managed in organizational culture and personal habits.
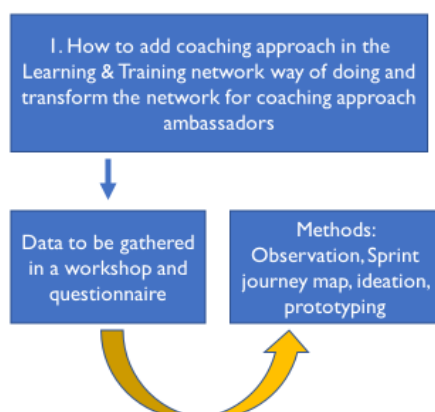
Research question

Figure 1: Research question

I understand that with this thesis I can only touch a fracture of items impacting personal growth for individuals in an ever-changing world. Still, I hope this thesis will give inspiration for coaching and change. Both topics are close to my heart with the experience I have gained in practice. When leading change over a decade in various cases, I have used coaching approach without knowing that it was coaching, which I only found out later once studying for a year to become a Life Coach. To my experience coaching is a useful tool for insight and allowing people to thrive.

1.1   The structure of the thesis

In chapter 2 I will set the scene for this thesis by describing the context in which the empirical part will take place. In chapter 3 the critical theories are studied to create the theoretical framework for the research questions.

According to Abraham Maslow (Pardee 1990, 6), the motivation is an outcome of unfulfilled needs beccause with satisfaction there will be no pressure for a change. Motivation arouses from an individual's internal power to kick-off the action in a particular direction. In this thesis, the objective is to find out how coaching can help in getting the internal power to promote learning and insight gathering. Which in turn, will lead to a change as the individual progresses in personal growth.

I will also study change from a theoretical perspective. I will mainly focus on John P. Kotter's theories as I find them very relevant and easy to adapt to various types of changes. Also, I will touch Kurt Lewin's theory as his view on driving forces is a useful tool to bring out in the daylight powers pushing the change and ones opposing it. Both Kotter and Lewin view the change from an organizational perspective. As they are very commonly used it is essential to

understand what they are to comprehend what the organization offers the individual as an object of change.

As change is always experienced differently by everyone including, to have the individual perspective is utmost necessary for the change to succeed. Even though change can be managed as a process, it includes many feelings. Kubler-Ross change curve (Cameron and Green 2009, 34) is an excellent tool to identify the individual's feelings as the change proceeds. I will discuss that so the most important thing – people involved – would not be forgotten.

I will briefly discuss personal growth and lifelong learning as it enables an individual's mind to be open for change. Life-Long learning is viewed from organizational and individual perspectives. I will study the factors needed to boost the individual's willingness for self-development and thus change. Without motivation, there will be no proactive learning nor taking notice of external signals for insight. Nabi, Abu Al Tareq and Sahedur (2017, 55-56) cite Webster's Collegiate Dictionary when defining motivation as "a motive is something (a need or desire) that causes a person to act." Therefore, I see that building up a concept of coaching to accelerate pro-active continuous learning fails without understanding what motivates people and how motivation can be increased.

Agile way of working as a method is initiated from software development. It is evolving outside of software development into other areas. Agility is sought even in traditional companies motivated by being able to respond the constant changes in the business environment with speed. For many being agile means unlearning from old habits and changing behavior. Thus, it is part of personal growth.

Coaching is a tool I have used for years and found very useful in empowering individuals to take own responsibility for their life and work. A coach does not provide any answers but has a set of questions for a forward-looking approach pushing the coachee towards actions.

Elaborating personal growth towards the desired outcome the actions of insight need to be made visible. In the case of agile, it is about unlearning of old ways of working. How coaching can help will be defined with service design methods. Coaching is based on trust and thus executed in privacy. Communities of interest, practice, and co-creation, on the other hand, can, and should, be made visible for as many as possible to join and share the knowledge.

The results are discussed in chapter 5, and I will propose some ideas for further research and with some ideas about how to apply the outcome into a broader context.

2   The research context

The research context is an engineering company running long lasting projects operating globally with offices across the world. Company X values found a baseline in which the operations

are mirrored. For example, respecting and benefitting global diversity, encouraging for personal development and motivated personnel execute the results. Furthermore, the company values promote co-operation in an innovative way seeking for new ways of working. The company highlights in its' strategy that despite the distance between different locations the teams work closely together to meet customer expectations. Most of the work is executed in a virtual environment due to different locations.

Company X has an aspiration in the long-term to turn all employees into lifelong learners and in short-term to promote and adapt coaching approach in their daily operations. The ambition is to be the leading operator in its field with a future learning style. To achieve the target constant learning and competence development needs to occur. As coaching is one of my passions and I am a passionate life-long learner myself (of which the studies in this degree program is one evidence), I found the possibility to work in this research project extremely intriguing. Besides, the individual motivation factors to trigger in this change project are a fascinating area to discover.

The network in which the research question will be researched can be described as a community of practice (Ontario Centre of Excellence 2013, 3) as the network shares the same topic always seeking ways to improve in agile way of working in developing and implementing the topic of learning in its operating area. In addition, the network regularly interacts in biweekly sprints applying the agile way of working. As agility is still a rather new operating mode, there is still some unlearning to be done. As time evolves, the learning becomes casual creating a social bond amongst the community members (Wenger 2010,182-183).

As said, agile way of working is a novelty and has not been existing in the Learning and Training Network's traditional operation mode. The research environment includes the new agile way of working being manifested in the Network's virtual bi-weekly sprint meetings and a 2-week development/work sprints. Agilealliance.org defines the sprint as an iteration "as essentially synonymous with "timebox" is a departure from the everyday meaning of "the act of repeating" when used in an abstract sense and "one repetition" more concretely; it is that more usual meaning which is conveyed by the sense "iterative development" (Agilealliance.org). In the empirical part of this research, the workshop for the stream leads will be held face-to-face even though the agile development work of the network is taking place in a virtual environment.

3   Theoretical frame

In the table 1 below, I have listed the main theories which will form the theoretical framework for this thesis. In addition, some key words of each theory are listed to key thinking.

Theory	Main sources	Key words
Change theories	Cameron E. & Green, M: Making sense of change Management, Kotter, J.P. Leading Change	Force field analysis, 8 steps of change
Agile way of working	Denning, S: Understanding laws of agile AND Agile's ten implementation challenges	Autonomy, tolerance for insecurity
Empowering culture	Hood, P. J.: Human Resource Development: Motivation and Movement,	Autonomy, self-actualization, curiosity as a driver for learning
Coaching theories	Wilson, C: Developing a coaching culture, Whitmore: Coaching for performance	GROW model, coaching culture

Table 1: Key theories, sources, and words in the theoretical framework

3.1   Successful future requires keeping up with the constant change

Cameron and Green (2009, 111) highlight that Lewin sees organizations seeking balance when facing disorderly hangs. If not deliberately driven towards a new direction and ensured the new way of working to be the new status quo the organization will move back to its original position. The model is described in figure 2 below, and we can see in the illustration that rewarding the desired outcome is one of the keys in the refreeze phase, i.e., making the change stay.
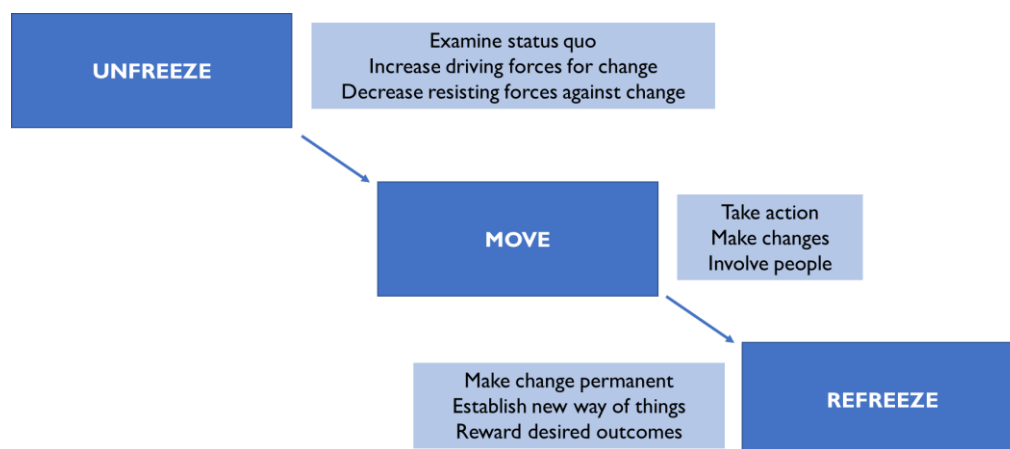
Figure 2: Kurt Lewin's three-step model (Cameron & Green 2009,111)

Levasseur finds (2001, 71-72) the most potent change tools in Kurt Lewin's three-step model which despite its uncomplicatedness works in equally well complex changes. The first step in Lewin's model is to unfreeze the current situation because without letting go of the old, the change is unable to happen. The second step is to make the behavior stick, and the third is to refreeze when appropriate. Besides, Levasseur points out that the model works well in analyzing the change in hands.
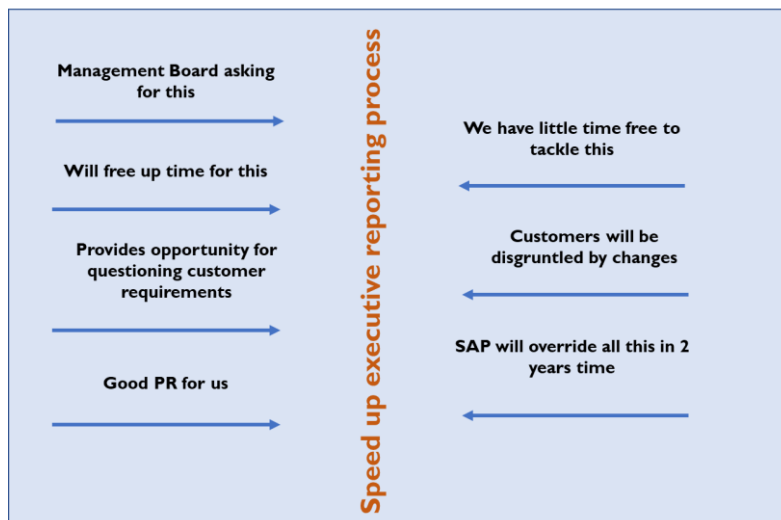
Figure 3: Kurt Lewin's force field analysis (Cameron & Green 2009,110)

In addition to three level step change theory, Kurt Lewin defined the model of force field analysis (Cameron & Green 2009, 110) describing the forces which drive and resist the change to proceed. The rule is that driving forces need to supersede the opposing forces for the change to happen. In figure 3 is an example of the force field analysis unfolding the driving forces for speeding up the executive reporting process. On the left-hand side, one can see all positive forces encouraging the change to take place, i.e., all benefits which are gained after the executive reporting is faster than the current reporting system. On the right-hand side are presented the factors hindering the change to be completed, in this case, for example, the referral to SAP system overriding the planned change in a couple for years and thus proving the change unnecessary.

Cameron and Green (2009, 112-113) see Lewin's model as an useful tool for management to discuss the different forces around the change. Adding in the discussion an analysis of the status quo and the desired state, it is easy to define the needed change process. However, they point out that without the people involved understanding the need for the change the process will not be successful.

1: Create a sense of urgency • Examining the market and competitive realities • Identifying and discussing crises, potential crises, or major opportunities

2: Creating the guiding coalition • Putting together a group with enough power to lead the change • Getting the group to work like a team

3: Developing a vision and strategy • Creating a vision to help direct the change effort • Developing strategies for achieving that vision

4: Communicating the change vision • Using every vehicle possible to constantly communicate the new vision and strategies • Having the guiding coalition role model the behavior expected of employees

5: Empowering broad-based action • Getting rid of obstacles • Changing systems or structures that undermine the change vision • Encouraging risk taking and nontraditional ideas, activities and actions

6: Generating short term wins • Planning for visible improvements in performance, or "wins" • Creating those wins • Visibly recognizing and rewarding people who made the wins possible

7: Consolidating gains and producing more change • Using increased credibility to change all systems, structures and policies that don't fit together and don't 'fit the transformation vision • Hiring, promoting and developing people who can implement the change vision • Reinvigorating the process with new projects, themes and change agents

8: Anchoring new cultures in the culture • Creating better performance through customer – and productivity-oriented behavior, more and better leadership and more effective management • Articulating the connections between new behaviors and organizational success • Developing means to ensure leadership development and succession

Table 2: The eight-stage process of creating significant change, Kotter 2012

John P. Kotter is one of the most quoted change experts, and his eight steps of change is a tool many organizations use when they manage change. In the above table 2 are described Kotter's eight steps of change. The first four steps are to alter the status quo and the four latter ones to make new ways of working commonplace (Kotter 2012, 23). When change is planned it starts with creating the sense of urgency by presenting the threats and opportunities which will either happen if the change does not take place or which follow a successful change. In Kotter's model, a change team is formed to lead the change starting with creating an appealing vision and strategy on how to make the future desired state real. One of the critical tasks is to actively communicate the change and the vision through every channel available and by using every opportunity to communicate. Driving change means also removing change resistance as obstacles on the way towards making the vision to be real. Quick wins are manifesting the success and proving the vision to be in the right direction. As the

transformation evolves, it is essential to touch every process and part of the organization and take them along. The transformation also includes people in the form of promotions and re-cruiting individuals who can move the organization towards the goals. At the last step, it is essential to make the new ways of working or culture as the new normal.

Kotter and Schlesinger argue (2008, 3) that all changes face in some phase human change re-sistance. The previous changes are not studied carefully enough to be prepared for the re-sistance or even in cases the possible change resistance is identified; it is not thorough enough if it is based only on beliefs, not facts. The individuals and their attitude towards the change cannot be categorized; individuals might face the change differently. To make the analysis proper the individuals and their attitudes should be studied separately.

In table 3 below are described four major reasons for change resistance according to Kotter and Schlesinger (2008, 3-4). The parochial self-interest means that people are afraid of losing something valuable in change being that power or change of job. This manifestation might lead to internal politics or opportunism to retain as much of the current situation as possible. The second reason is about the mistrust between the employment and the management caus-ing misunderstandings and mischief. The outcome is feared to be that the employees lose much more than they will gain. The third reason is that on 'floor level' the people assess the benefits and outcome of the change differently than the management due to different knowledge of the current and future situations. The fourth one is about the limitations for all human beings to change manifested in fear of not being able to cope with the pace of the change and not learning the new required skills fast enough.

Reason for change resistance	Manifestation
Parochial self-interest	Fear of losing something leading to self-optimization or politics
Misunderstanding and lack of trust	The reasoning for change is not understood maybe because of the lack of trust between the management and employees
Different assessments	Different assessment of the costs and gains in change for the company or the individual
Low tolerance for change	Fear of not being able to cope with the pace nor new skills required by the change

Table 3: Reasons for change resistance (Kotter and Schlesinger, 2008, 3-4)

Approach	Commonly used in situations	Advantages	Drawbacks
Education + communication	Where there is a lack of information or inaccurate information and analysis.	Once persuaded, people will often help with the implementation of the change.	Can be very consuming if lots of people are involved.
Participation + involvement	Where the initiators do not have all the information they need to design the change and where others have considerable power to resist.	People who participate will be committed to implementing change, and any relevant information they have will be integrated into the change plan.	Can be very time consuming if participators design an inappropriate change
Facilitation + support	When people are resisting because of adjustment problems.	No other approach works as well with adjustment problems.	Can be time consuming, expensive and still fail.
Negotiation + agreement	Where someone or some group will clearly lose out in a change, and where that group has considerable power to resist.	It can be a relatively easy way to avoid major resistance.	Can be too expensive in many cases if it alerts others to negotiate for compliance.
Manipulation + co-option	Where other tactics will not work or are too expensive.	It can be a relatively quick and inexpensive solution to resistance problems.	Can lead to future problems if people feel manipulated.
Explicit + implicit coercion	Where speed is essential, and the change initiators possess considerable power.	It is speedy and can overcome any kind of resistance.	Can be risky if it leaves people mad at the initiations.

Table 4: Methods for dealing with resistance to change (Kotter and Schlesinger. 2008, 7)

The table above describes different methods to manage the change resistance which occurs in any change. Proactive communication and education will lower the change resistance in cases the insufficient knowledge of the reasoning is causing the resistance (Kotter and Schlesinger, 2008, pp. 5-8). If this method is selected, the resources need to be reserved as it is time-consuming especially when many people are involved. The relationship must be on an excellent level as trust is needed to succeed. Participation and involvement can be used if the change resistance is anticipated. When people are involved in the change, their thinking can be heard, and the input utilized in change execution.

The third method which Kotter and Schlesinger (2008, pp. 5-8) mention are to facilitate and support the change. The new skills may be trained, the involved people's feelings supported specially to reduce fears. The fears are often overlooked and underestimated. However, being present and supportive demands time, which has to be taken into account when preparing the support. Negotiation and agreement can be used when specific individuals or groups are known to resist the change by for example using incentives. Particularly when it is known that some people with the power to hinder the change will lose negotiation can help, but to keep in mind that it can be costly.

Manipulation and co-opting resistance (Kotter and Schlesinger, 2008, pp. 5-8) are ways in which some parties during the change try to gain the most personal benefit not necessarily profiting the overall goal. They differ from participation and negotiating as a common way to involve possible change resisters by giving them a key role in execution but not listening to them as the position itself is the reward. The last method Kotter and Schlesinger is too explicit and implicit coercion, i.e., to force the change to happen. Explicit coercion means that the forcing is direct and precise; implicit coercion is indirect forcing for the change. If coer-

cion is used, the consequences need to be thought carefully as forcing may strengthen the resistance. Kotter et al. justify coercion being an only option in cases when speed is essential. In well-managed changes, all the elements to diminish the change resistance are used.
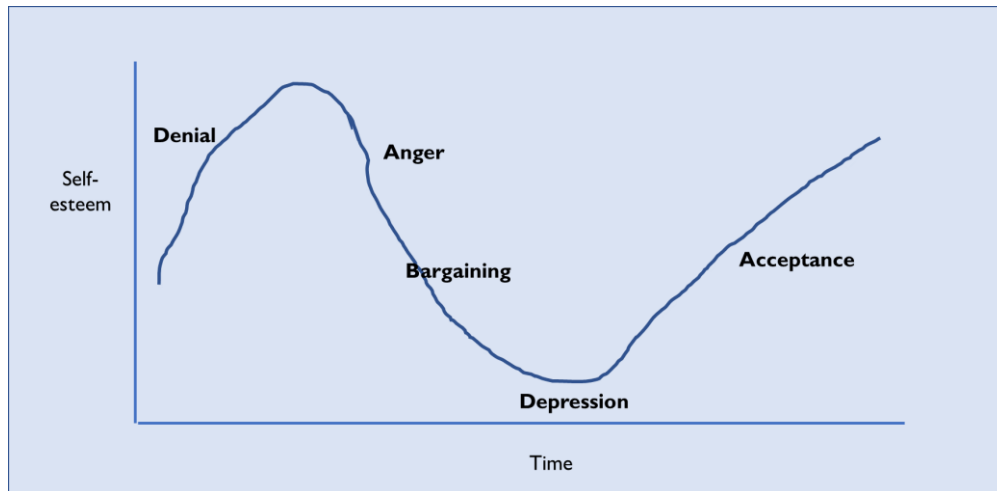
Figure 4: Kubler-Ross Change Curve, i.e., The process of change and adjustment (Cameron & Green 2009, 34)

Kubler-Ross defined change curve as illustrated above in figure 4 to describe individual experience change as a psychodynamic process (Cameron & Green 2009, 32-34) while working with terminally ill patients. Her thinking is that a change in the external world will cause an individual to go through five different internal phases denial, anger, bargaining, depression and acceptance. In the denial phase, people will not accept what they have been communicated or the change, in anger the message has passed the barriers, understood, and the anger and frustration take place. Once the individual is in the bargaining phase, it is about urgently seeking to remedy the situation. In depression, the understanding of not being able to escape or gaining any recovery depression takes over. After the depression, Kubler-Ross identified the last phase being acceptance, not necessarily in a pleasant way, but having accepted that there is no way back.

Different changes of change
Relief: 'At least I now know what's happening now, I had my suspicions, I wasn't just paranoid
Shock and/or surprise: really a subset of denial but characterized by a sense of disbelief
Denial: Total non-acceptance of the change and maybe 'proving' to oneself that it is not happening and hoping that it will go away
Anger: Experiencing anger and frustration but really in an unaware sort of wat, that is, taking no responsibility for your emotions
Bargaining: The attempt to avoid the inevitable
Depression: Hitting the lows and responding (or being unresponsive) with apathy or sadness
Acceptance: The reality of the situation is accepted
Experimentation: After having been very inward looking with acceptance, the idea arrives that perhaps there are things 'out there'. 'Perhaps some of these changes might be worth at least thinking about. Perhaps I might just ask to see the job description of that new job'.
Discovery: As you enter this new world that has changed there may be the discovery that things are not as bad as you imagined. Perhaps the company was telling the truth when it said there would be new opportunities and a better way of working.

Table 5: Adams, Hayes and Hopson's evolution of the Kubler-Ross Change Curve (Cameron and Green 2009, 35)

Adams, Hayes, and Hopson (Cameron & Green 2009, 35) added a few phases into Kubler -Ross Change Curve as presented in figure 4 to describe the curve in more detail. The Kubler-Ross Change Curve defines well how individuals experience an organizational change. As Adam et al. describe usually some incidents foresee the change and thus the relief of realizing that one's beliefs and intuitions get an explanation. However, an unpleasant change may cause disbelief or denial of the change, leading to neglecting to take responsibility for one's emotions for example by openly being angry. After denial an individual starts to bargain to avoid the change and as the situation cannot be changed a depression phase follows. Once understood that the change would proceed the acceptance has been reached initiating testing the new environment and finally even discovering positive angels and aspects of the change.

3.1.1 How to lead change

Kotter (2012, 3-4) argue that in many cases well-led change has created a competitive advantage for the organizations but also in many cases after an unsuccessful change process left people scarred and organizations with misused resources. He claims that in change agony is apparent being the downside of the change. However, significant errors usually made in change can be moderated or avoided if change skills are used (Kotter 2012, 17).

Caldwell (2003, 133) discusses how charismatic, influential leaders changed their corporations into leaner and faster companies driven by a shared sense of strategic mission and values. The leaders were characterized as visionary, being capable of identifying themselves as change agents, being lifelong learners, capable of handling complexity and pressure, having a strong belief in people and specially catalyzing the change. Furthermore, being visionaries,

they are gifted to describe the future in a concrete and inspirational way for people to follow them.

If charismatic leaders initiate the change with an inspiring vision, then managers are the real change agents and the role of middle management is emphasized Caldwell (2003, 134-135) argues. The former is essential in the current role of managers after a paradigm shift of the role of a manager when organizations have changed from hierarchical and controlling into empowering and enabling. The transformation concerns especially managers who have traditionally controlled and measured the individual worker's performance. Besides, constant technological change means constant resilience in the changing environment.

Significant organizational changes need to be led from the top level, and the top leaders' visibility is essential. Gill defines (2003, 309-310) leadership in change by showing the way towards the desired future by using personal power. Leading change means that the individuals are aligned with the goal and direction, common orientation, common values, and shared priorities. Gill underlines 2003, 313) that shared values is the key to a strong organizational culture, and thus the leaders' role is to promote them by being role models — and demonstrating them in practice to execute the cultural change. In the table 6 below, we can see how important role leadership plays in changes leading by example.

Key to successful change: Survey of 259 senior executives in Fortune 500 companies in USA	
	% mentioning this as important
Leadership	92
Corporate values	84
Communication	75
Teambuilding	69
Education and training	64

Table 6: Key to successful change: Survey of 259 senior executives in Fortune 500 companies in the USA (Gill, 2003)

What type of leaders is best to lead the change? Kotter mentions (2012, 172-173) that only during the last decade has started the development of leaders who do not only budget and control but who can create collective visions and strategies. Large egos do not serve the changing world anymore. He makes the division into two: the management to manage the status quo and leaders to lead the transformations. Kotter points out (2012, 193) that the skills cannot be developed short-term but are gathered during the whole career; thus, lifelong learning is essential. The organizations can enhance the growth by empowering individuals to lead, in highly controlling organizations people are not living up to their full potential, and

therefore the organizational growth does not occur, either. In the worst case, the best talents leave the organizations.

So, the top leaders for the company are without a doubt in key position driving change. Especially in a constantly altering volatile world, the change is ongoing as Kotter highlights (Kotter, 2012, 192). Therefore, constant change is not only touching organizations; it is relevant also for individuals (Kotter 2012, 190) and thus lifelong learning habits become essential.

3.1.2 The role of the change agents

In a well-managed transformation, the role of change agents is to provide expertise when the goal of the change is to increase efficiency. The support may come in forms of technical know-how or general advice in the form of consultancy. Their part is also to clarify the events and incidents on the organizational and individual level for the people. The role is more natural to form and define in a stable organization with a well-planned change. In these transformations, the change agent facilitates the change (Caldwell 2003, 132).

In Lewin's model, the role of change agents is to monitor the people's attitude towards the transformation (Levasseur 2001, pp.72-73). Especially in cases which can cause job losses due to improved efficiency, it is hard to motivate people to participate in the new system and change their behavior. Then the change agents can ease the situation in helping to minimize the change resistance by communicating the reasoning. In the second phase, the change agents' role is to enhance the vision by communication and in the third phase to work side-by-side to take the new system into use by implementation and testing. The last phase needs to be taken to its end until the change agents can move from the changing scene.

3.2 Curiosity as a driver for self-development

Kashdan, Rose, and Fincham (2004, 291) define curiosity using dictionaries as 'a disposition to inquire, investigate or seek after knowledge; a desire to gratify the mind with new information or objects of interest; inquisitiveness.' In table 7 below the process leading to curiosity is described. At first, the individual's attention needs to be stimulated by new phenomena or challenges to trigger thinking. Then when evaluating the new knowledge, the individual needs to find it rewarding to act upon it. Third, the experience of using those insights and stimuli needs to make the individual experience the feeling of flow with active engagement. After the exploration, it is essential for personal growth to be able to apply the new learnings into current or previous practices. Finally, the individual is ready to change his behavior based on new knowledge.

Process initiated by curiosity leading to personal growth
1) Increased attention allocation to scan and orient oneself toward novel and challenging stimuli
2) Cognitive and behavioral exploration of rewarding stimuli
3) Flow-like engagement with rewarding stimuli and activities
4) Integration of novel experiences by assimilation or accommodation

Table 7: Process initiated by curiosity leading to personal growth (Kashdan et al., 2004, 291 - 292)

Fulfilling curiosity may motivate individuals to experience new things leading to inspiration by the novelty or complexity of the issue in hands and thus cumulating learning. In addition to novelty and complexity also ambiguity and even conflict can boost personal growth triggered by curiosity (Kashdan et al. 2004, 291).

To learn constantly Znidarsic and Jereb (2011, 187, 192) consider to be a basic need for people. One can describe learning in organizations as a positive circle as the new knowledge by one individual will spread to others impacting the specific individual again. Superiors' role in learning is significant as they are the source of stimulating the learning. An excellent example of an opportunity to learn is project teams with changing team members based on the task and skills and competencies needed for solving the task. All members learn from each other during the project transforming the learnings into new knowledge to be used in the future.

Kashdan et al. (2004, 292) discuss flow being critical to curiosity as an enjoyable and satisfying experience. Yet, he uses the word absorption instead of flow as they do not highlight clear goals nor challenge-skill balance related to the objective. However, during flow, an individual loses control of time but experiences the feeling of being control of the task itself. Personal development is reached through the complexity of the task and by extending one's skills to a new level and being assured when using them (Kashdan et al., 2004, 292).

Curiosity unites people without prior knowledge (Kashdan et al., 2004, 302) of each other when curious people tend to be more receptive to others. Curiosity increases well-being as the need for seeking and finding purpose is fulfilled. Also, when facing confrontation or stressful situations, curious persons exploit their inbuilt and gained resources. The latter, when used in a organizational context, adds the competitive advantage exploiting the human resources to its full for an operation.

The emotions pride and shame were thought earlier to determine the motivations for achievement (Covington 2000, 173-174). Those whose actions were driven by shame supposed to take only easy responsibilities or jobs to avoid disappointment as those whose drivers were pride based were considered to take more demanding tasks. Later research proved that goals

have a substantial role in motivating in achievements and thus having an impact on an individual's conduct.

Steel and Köning (2006, 889) argue the importance of time in motivation. Actions leading to short-term reward are perceived as more motivating than those which reward is not seen in short-term.

3.2.1 Change requires life-learning both for individual and organization

In table 8 below, Kotter defines (2012, 190-192) the habits which lifelong learners have. The habits are not difficult to adapt, but as Kotter explains in a short-term they produce agony as the outcome of risk-taking may lead to an undesired result, self-reflection cause negative feelings and thus the change and later learning does not occur. However, when facing the discomfort by developing these habits, lifelong learners develop immunity towards temporary uneasiness they might cause. Kotter has identified that the best lifelong learners and leaders which he knows have ambitious and aspirational, yet humanistic goals.

Mental habits that support lifelong learning
Risk taking: Willingness to push oneself out of comfort zone
Humble self-reflection: Honest assessment of successes and failures, especially the latter
Solicitation of opinions: Aggressive collection of information and ideas from others
Careful listening: Propensity to listen to others
Openness to new ideas: Willingness to view life with open mind

Table 8: Mental habits that support lifelong learning (Kotter 2012, 191)

Dunphy, Turner, and Crawford (1997, 234) point out that the learning and organization's performance are related if the learning transfers into capabilities serving the performance. They argue that it is not the learning itself that develops the organization on its way towards a learning organization but the actions around it generating capacity for future changes as well. Furthermore, they combine knowledge, technical skills and performance together forming the competence.

The usage of tacit skills and knowledge verifies according to Dunphy et al. (Dunphy et al. 1997, 235) whether the organization is a learning organization or not. The critical moment for the organization is when people resign meaning how well the knowledge is inbuilt in the structures and way of working. In addition, Dunphy et al. refer to Prahalad and Hamel stating that a company is a portfolio of competencies and core capabilities are the shared learning of

the corporation. The purpose of the competence portfolio is to produce new products or innovations.

A sustainable organization should have the focus in the future and builds capabilities, both human and technology to meet the future needs in a changing environment. In order to meet future challenges and even opportunities organizations need to be innovative which in return requires learning and unlearning (Znidarsic and Jereb 2011, 185-186). The description of innovation cannot only be limited to artifacts but also, but it is also a state of mind, even a feeling or an emotion. To be able to innovate leading to disruptive technology entails out-of-the-box thinking in its broadest meaning facing the opportunity or issue from an unusual or extraordinary angle (Znidarsic and Jereb 2011, 185-186).

Lifelong learning is the key in both individuals, organizational and corporate success. Global conference on lifelong learning, 1994: "In the twenty-first century those individuals who do not practice lifelong learning will not find work; those organizations which do not become learning organizations will not survive." Lifelong learning means that an individual can achieve their full potential by developing skills and knowledge throughout life leading to a better quality of life. As Kotter (2012, 190-192) argued the ambition drives lifelong learners to succeed and thus motivates learning.

For organizations to harvest the investments in the learning (Znidarsic and Jereb 2011, 187) requires opportunities to utilize the new knowledge and learned skills. In the end, those organizations which are known for investments in learning and human development are found attractive gaining a head start to their competitors in innovations. Alterations in location, changes in everyday practices and habits promote learning and unleashing full potential.

It is also essential to make the distinction between training and development (Joo et al., 2012 19-20), the latter becoming more important in the contemporary world. The purpose of training is to ensure adequate skills to meet today's needs when development focuses in the future and also to areas yet unknown. Lifelong learning is for the development of the individual.

3.3   Empowering culture to unleash individuals' full potential

Lotich (2015, online) defines empowerment in a company as a belief that employees are willing to take more responsibility and also have the capability to answer customer needs. Employees need to be provided with the means to deliver the responsibility and to make critical decisions. Empowerment is a way to give employees higher authority and responsibility to take care of the needs of the customer and to provide employees with the means for making influential decisions. Lotich (2015, online) adds that "everyone within an organization should

be involved in managing customer expectations and improving quality. Empowered employees understand their role in supporting the vision by taking care of the needs of the customers".

To harness the potential of employees (Hood 2001, 19-20) requires an empowering organizational culture which depends on the confident managers being able to release the power to subordinates. As an essential outcome of empowerment, teams will lead themselves to unleash the real and underlying potential of the organization's human resources. The more organization competes in a global market the more weight should be put on the personnel understanding the impact of external influencers.

For an individual, the key to be empowered is to understand the vision and goals set by the leaders (Greasley, Bryman, Dainty, Price, Naismith and Soetanto. 2008, 39-55). Furthermore, culture must promote openness and collaboration. An empowered individual feels competent in performing the tasks in hand which s/he also finds meaningful. The outcome of the tasks is impactful. There is also a question about the autonomy of performing the task as power and information are shifted for the employee. Greasley et al. (2008, 39-55) point out that everyone can describe with their own words what empowerment means for him. The definition of empowerment does differ, naturally, based on the individual. For the individuals' common denominators are being able to decide and have autonomy at work. On the organizational level, those organizations having an empowering culture pursue teamwork effectively.

Maslow has divided the hierarchy of needs in five different phases (Pardee 1990, 8). Before a man can fulfill the upper level needs the lower level needs to have to be satisfied. For example, on the first level, the psychological needs of food, water, sex and shelter before second level safety need like not to be threatened.

The essential for this thesis are the fourth and fifth level needs. Ego needs lay on the fourth level in this context that would be the need for achieving and autonomy (Pardee 1990, 9), but if the needs on the fourth level are not fulfilled one feels frail and insignificant (Tripathi et al. 2018, 500). On the fifth and top level is the highest need i.e. self-actualization meaning regularly developing oneself and unleashing one's full potential (Pardee 1990, 9), being also the most motivating element for constant self-development (Tripathi and Moakumla 2018, 499), but the older the person is the more critical becomes self-esteem and self-actualization (Pardee 1990, 16).

One's desire for life will be fulfilled on the fifth level by as a motivation to satisfy the needs and willingness to contribute (Tripathi and Moakumla 2018, 499). If we think of the approach in lifelong learning and self-development, we see that before the self-development takes place, the individuals need to have fulfilled the need for autonomy. The positive angle of this fulfillment is that an autonomic individual seeks ways for self-development as soon as the

need for autonomy is fulfilled. The challenge lies in offering proper options for self-actualization to fit the person's interests.

The challenge in self-actualization (Tripathi and Moakumla 2018, 500) lies in being able to reach the fifth level seems to be for only a small amount of people possessing qualities such as honesty, objectivity, independence, creativity, and originality. Each person desires to move upwards in the hierarchy, especially on the four first levels, named by Maslow named D-needs, i.e., deficiency needs. However, not everyone wants to achieve self-actualization. The latter is essential to understand when to prompt stimulus for self-actualization and thus life-long learning. The need to fulfill esteem needs must be utilized and achieving mastery or status can be used as incentives to strive for more knowledge.

Characteristic	Manifestation
Realistically oriented	Convincing and accurate insights about self and others around.
Acceptance and realism	Accept themselves and help others to accept themselves and the world around them.
Spontaneity	Spontaneous in core judgements, adjust to social prospects, open and progressive.
Autonomy and solitude	Problem-centered individual, need for solitude, fixing problems to serve others, focus for life purpose.
Confidential and privacy	Value for own time and space for self-betterment, accountable for own actions.
Autonomy and independence	Environment, social settings and a structure cannot be a barrier as one has the capability to make the decisions by oneself.
Sustaned newness or appreciation	Gratitude to other people as they are taken as new as are things. Remained optimism and experiences of joy.
The peak experiences	Mystical and peak experiences in a harmony with the world leaving one stimulated and ready for growth and change.
They identify with mankind	Identifying themselves to people around the with the feeling of attachment. Conscious and sensitive for people's needs.
Interpersonal relations	Always profound and significant relationships and interaction with only a few people but capable of sharing affection to others as well.
Values and attitudes	Belief of uncensored and unrestricted nature of human being with freedom of expression for all morals and standards.
Discrimination between means and ends	Capability for sympathy and empathy with no ego intervention in dealings, thus no complication of means and ends.
Philosophical and unhostile sense of humor	Rather philosophical than hostile sense of humor, looked up for inspirational character.
Creativeness	Generally creative and inventive with various ways.
Resistance to enculuration	Independent of culture for personal growth, above the culture.
Imperfections	Aware of one's imperfections but persistent in learning, development and growth. Transcending the environment, not just surviving.

Table 9: 16 characteristics of Maslow's self-actualizing person (Tripathi and Moakumla 2018, 501-502)

In table 9 above are described the 16 characteristics of a self-actualizing person briefly. Tripathi and Moakumla (2018, 501-502) point out that according to Maslow the opportunities around us are essential for individuals to adjust for circumstances leading to self-actualization (Tripathi and Moakumla 2018, 501 – 502). If this is interpreted in the organizational context arranging stimulus and nudging towards right direction could be useful. Offering a wide range of choices without limiting the freedom to choose could push the employees in the right direction (Hansen and Jespersen. 2013, 4).

3.3.1 Empowerment in practice

Hood (2001, 22) has visualized the relationship of personal, professional and organizational development in the format of the insides of a clock. When one of the cogwheels moves, it gives a push to another cogwheel taking them forward. From the illustration in figure 5 one can see that self-actualization takes place in professional development leading together with autonomy, personal effectiveness and empowerment to self-fulfillment which described by Maslow lays on the highest level of personal need hierarchy. Hood (2001, 22) underlines that the third cogwheel, professional development, cannot be achieved if the personal develop-ment, i.e., the security has not occurred and followed by organizational development, i.e., status and satisfaction.
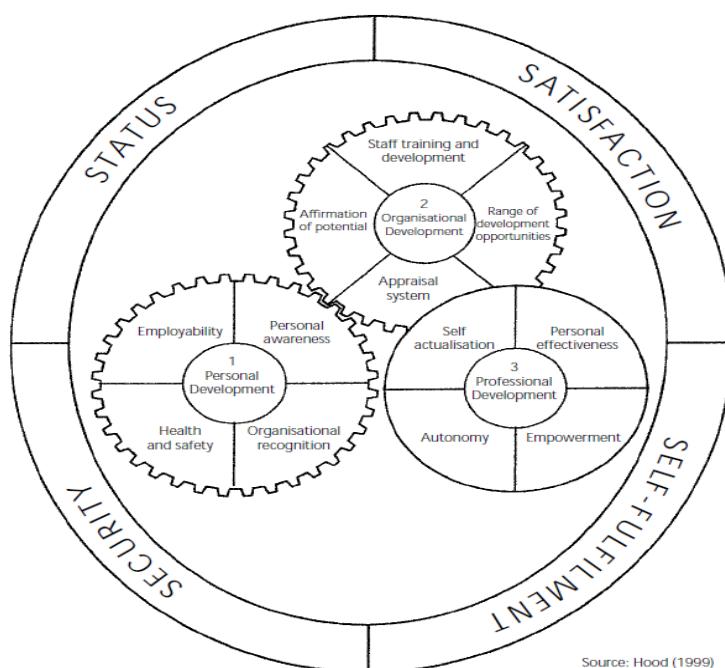
Figure 5: The Forces of Motivation (Hood 2001,22)

In the first cogwheel, recognition plays a role of positive affirmation leading to a positive vi-cious circle (Hood 2001, 22), which should be integrated into the model of proactive self-de-velopment model to accelerate personal growth.

FINISH
4

START
I

Unconscious
competence

Unconscious
incompetence

Conscious
competence

Conscious
incompetence

Unconscious incompetence = low
performance, no differentiation or understanding
Conscious incompetence = low performance,
recognition of flaws, and weak areas
Conscious competence = improved
performance, conscious, somewhat contrived
effort
Unconscious competence = natural, integrated,
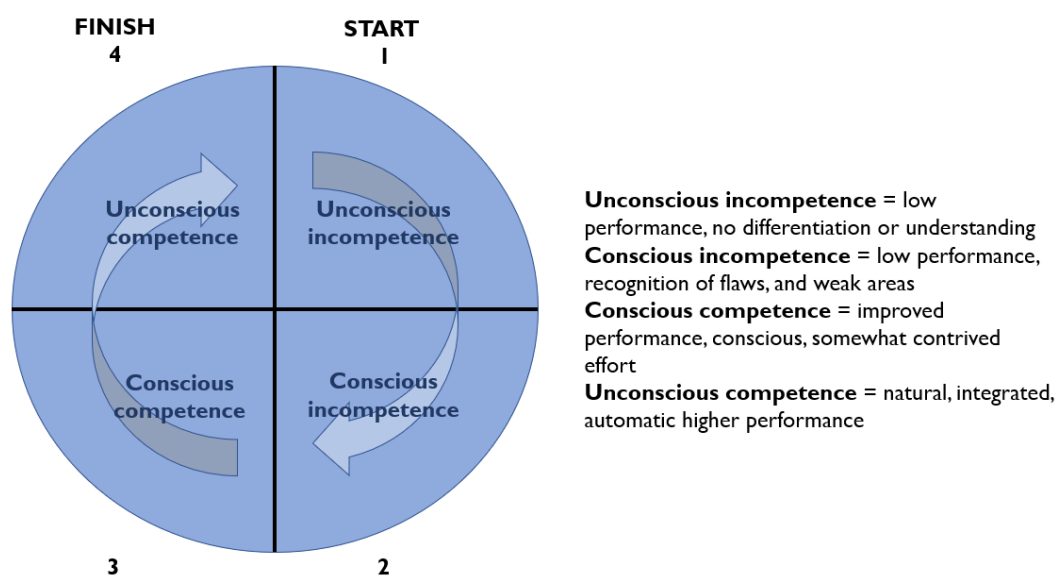automatic higher performance

3

2

Figure 6: Learning cycle (Whitmore 2015, 101)

Whitmore (2015, 101-103) visualized learning in the process of the circle as in figure 6 above. A child learns to walk by moving straight from unconscious incompetence to conscious competence, so the process does not necessarily happen clockwise. As another example, he gives a teenager learning to drive with an instructor moving from conscious incompetence to conscious competence. He argues that self-coaching would be a more beneficial learning method saving time and money as the learning would take place in the non-judgemental environment and unconscious incompetence growing by each trial and effort into unconscious competence.

The momentum for discussing individual learning objectives and motivating for learning would be according to Ahlgren and Engel (2011, 339) when the annual bonus targets are set in a company in which the major part of personnel has at least a degree level education. In their case study a company set and tied the learning objectives in receiving the annual bonus, the financial motivation was clear for the personnel, and the company covered the cost of the competence development.

Bennet A. and Bennet D. (2008, 7-9) separate knowledge into two parts in which the first describes knowledge as representing insight, purpose, and theories leading into action. They describe the other form of knowledge as steps needed in selecting the information required for action. Wisdom has a close relation with tacit knowledge including experience, but the equation exceeds just adding these two together. Bennet and Bennet (2008, 7-9) argue that consciousness is formed of a flow of thoughts thus being a process. To utilize tacit knowledge, unconscious knowledge will be utilized in addition to conscious knowledge.

3.4   Transforming towards an agile organization

The agile approach is initiated (Denning, S. 2016, NRO 6, 3) from software development in 2001 to meet the quick changes with a focus on customer-oriented digital development. Alongside the growing importance of digital in businesses in general and the success of agile software development producing the outcome valued by the customer, agile management started to spread outside of the software industry.

Agile organizations have a culture of innovation meaning continuous scanning of organizational components and seeking for ways to improve or develop them. Harraf, Wanasika, and Talbot (2015, 678-679) claim that it is not innovations as such but the whole organizational culture that promotes innovations. They add that there seems to be a correlation between this type of culture and companies' prosperity and agility. An innovation culture is a natural state; innovations are neither favored nor underestimated, they are part of the strategic targets and aligned with the changes in the external environment (Harraf & al 2015, 678-679).

The complexity of the contemporary world has increased the fluctuations around us and in organizations. The trend is not changing back in time, on the contrary. Amount of interdependencies will increase in pace which will be faster all the time. Organizational agility has become one of the ambitions to respond to this need (Joiner and Josephs 2007, 35-36). However, agile is not that simple that it would be just one approach. Denning (Denning 2016, NO 6, 3) has identified 70 different ways to use agile methods. Despite the dozens of different practices, Denning found three core principles which apply when using the agile methods: The Law of Small Team, The law of the Customer and the Law of the Network.

To start with the first law (Denning, 2016, NO 6, 4), the teams need to be cross-functional with a limited number of members and have autonomy. Yet, Denning argues that many teams arguing being agile are still having a bureaucratic structure having a bureaucrat as a leader and being only by name a team, but not in the real way of working. McKenzie & Aitken (2012, 329) argue that despite the autonomous character of agile teams' diversity and broad geographical outreach makes the transformation multifaceted to manage.

The core practices of a truly agile team to get the work done include:
1. Work is organized in short cycles
2. The management doesn't interrupt the team during the work cycles
3. The team reports to the client, not the manager
4. The team estimates how much time work will take
5. The team decides how much work it can do in an iteration
6. The team decides how to do the work in iteration
7. The team measures its own performance and produces finished work at the end of each short cycle
8. Work goals are defined before each cycle starts as outcomes through user stories
9. Managers systematically remove impediments
10. The team systematically inspects and adapts performance to ensure continuous improvement

Table 10: The agile team fulfilling The Law of a Small Team (Denning 2016, NO 6, 4)

When the agile teams were set right the early adopters (Denning 2016, NO 6, 5-8) of agile methods turn towards the customers. Each member of the team has the customer in focus, and the first thought is to think how the development benefits the customer If the answer is that there is no customer benefit the work should be immediately ended. As a difference to a traditional organization in which only the customer interface has the customer insight into the agile organization, each person understands who is and how they create value for the final customer. An actual agile organization has its' whole structure from values to processes and daily operations to serve the customer; everything else is eliminated. Adding value to the customer is the most important law of an agile organization Besides, the early feedback (Denning 2016 NO 5, 19) from the customers' demands a mind shift change from delivering finalized products to presenting unfinished, even very early phase ideas to the customers. Thus, in an agile way "being done" does not happen nor is the feedback from the customer always positive.

To Denning (2016, NO 6, 6-7) a genuinely agile organization is a living organic network of high-performance teams in which the top management does not withhold the knowledge, but innovation and knowledge are spread around the organization. The teams interact with each other as needed to solve everyday problems. The top management is still needed but not for the traditional hierarchical reasons but to point the general direction. The hierarchy in agile organizations is based on competence instead of managerial position. In an agile organization, the learning takes place in different teams interacting with each other. Denning (2016, No 6, 7-8)sees that in the future the high-performance teams and customer focus will have no value if the learning and creating of dynamic networks does not take place. In the era of "Con-

nected Economy," he sees the power of network be essential in the success of agile organizations. This phenomenon requires (Joiner and Josephs 2007, 35-36) also change in the leadership style as the agility has failed to succeed due to lack of leaders whose style to lead is aligned with the needs which agility entails.

3.4.1 The change starts from the leaders as learners

For an organization to be truly agile (Denning 2016, Vol 6, 12 in all its' ways of working means a paradigm mindset change. According to Denning (2016, Vol 6, 12), the seeds for the change are planted when the leaders understand how the traditional inward-looking way of working does not result in the organization's success over time. They need to comprehend what the customer value means, and that quick fixes for the original product plan do not benefit the organization in the long term as the product might be delayed from optimal delivery or does not meet the customer expectations. Besides, the leaders need to seek (Denning 2016, Vol 43 NO 6, 12) insights proactively by getting coaching, peer learning or literature.

The benefits of having an agile leadership style lie (McKenzie and Aitken 2012, 330-331) on the ability to address tensions. As McKenzie and Aitken (2012, 330-331) claim tensions might be positive in cases which different options are evaluated, and the outcome leads for innovations and opportunities. Besides, an agile leader can identify those items of which the organization needs to unlearn. An agile leader faces unpleasant positioning as working in uncertainty also leaves others in an unpleasant sense. Thus, being an agile leader means an experience and development mind combined with the skills of politics, negotiation, and emotional intellect. However, due to the unpleasantness, the leaders often restrain from leading conflict situations and seek consensus. In the long run, this might not be beneficial for the organization.

As agile organizations act fast (Harraf, Wanasika, Tate and Talbott (2015, 680), they can make decisions and respond swiftly. They also have inspiring visions which enable working in a collective way taking a clear direction to meet the strategic goals. Harraf & al. (2015, 680) underline the importance of leadership guaranteeing that decisions are made, and the actions carried out. The more employee participation in decision making the more the employees embrace the change followed by the decisions. A leader's role is to guide and to evaluate what level of responsiveness the organization should take.

Joiner and Josephs list (2007,36) as the evolution of an agile leader in the following five phases: expert, achiever, catalyst, co-creator, and a synergist. They argue that 90 % of the managers are still on pre-expert, expert or achiever level. Thus, the number of managers who can lead agile organizations is minimal. They describe the experts' leadership style meets the needs of firm organizations and uncomplex situations as their style is based on tactical, problem-solving positioning. To succeed in the global economy requires the minimum catalyst's

leadership style with visionary and facilitative orientation skills. Appelbaum, Calla, Desautels, and Hasan argue (2017, 70) that the leadership needs to demonstrate an ability to take risks if the organization wants to transform its' operation mode into an agile way of working.

The expert and achiever leaders base their leadership on a heroic approach (Joiner and Josephs 2007, 39) retaining the solitary charge of operations. They cascade the style for their subordinates distributing the over-controlling and under-utilizing of human resources in their teams. As a result, the people perform only tasks within their given responsibility area leading to a lack of ideal teamwork benefitting from all the team member's competences. Denning (Denning 2016, NO 5, 18) points out that agile leaders understand the change in value setting followed by the change in communication. Instead of measuring performance and efficiency (Denning 2016, NO 5, 18) the valued measurement is focusing on continuous improvement and transparency requiring movement from top-down communication to genuine interaction inspiring for innovations. McKenzie & Aitken argue (2012, 330) that leading agile the leaders are always balancing between knowing and doubting. The challenge is to identify the right level as an in-decisive style can be interpreted as weakness. On the other hand, a too confident attitude can lead to wrong decisions. Seeking balance and weighing options means, besides, to be able to manage tensions while the team or people are weighing different options despite the uncertainty.

3.4.2 Four agile leadership competencies

The post-heroic agile leadership competencies as described by Joiner and Josephs (2007, 39) are the following four: context-setting agility, stakeholder agility, creative agility, and self-leadership agility. An agile leader perceives the world of constantly changing and thus understands the needs for lifelong learning.

A leader utilizing context-setting agility can forestall the coming changes (Joiner and Josephs 2007, 39-40) on longer-term by having the radar out in their environment and analyzing which are the next initiatives to take beyond the own industry. The stakeholder agility means understanding the stakeholder expectations and how they change aligned with the other changes taking in place simultaneously in the external or internal environment. Post-Heroic leaders respect their view while seeking and gaining insight into the stakeholders' thinking. These leaders enter a dialogue for improved quality in stakeholder relations.

Creative agility means (Joiner and Josephs 2007, 41) that the leaders are looking for new ways to solve even common issues and that they are in constant seek of newness. They do not feel uncomfortable about comparing and gaining insight from opposite positions, for example, long-term - short-term despite the possible strain.

The last form of agility in leadership Joiner and Josephs (2007, 41-42) describe the self-leadership agility. Post-heroic leaders understand the importance of self-awareness including their behavior and feelings, how to develop their behavior to be aligned with their values and personal goals. Furthermore, they understand what the role of their personal growth in their professional growth is. Thus, being committed to continuous personal growth is essential to becoming an agile leader. Denning (2016, NO 6,18) argues that there is a difference in "doing agile" and "being agile." For the organization to become genuinely agile the all the leaders need to make a paradigm change in their mindset as only partial transformation into an agile way of working keeps the organization in traditional operation mode with the control mindset over the autonomy of agile teams.

3.5   Coaching as a tool in learning and change

In this chapter, the role of coaching in lifelong learning, individual development and some fundamental elements of coaching will be discussed. Joo et al. (2012, 21) argue that to gain permanent behavioral changes and change in learning just training is not enough. Thus, a more individual approach is needed. Coaching would be an answer as it touches many fields, for example, adult education and organizational development. Whitmore (2009, 31) sets the perspective in coaching moving from past, fear and blames culture into aspiration and future leaning culture.

Coaching originates from sports, and Whitmore (2015, 9-11) sees as the pioneer Tim Gallwey who turned the thinking from giving instructions to handling the competition with one's inner voice and to other words winning the thoughts of oneself. Whitmore argues that the coach is the stimulant to grave the facts from inside oneself. As an outcome of the coaching process principal goal is to improve performance but the dictated management style used in traditional management is excluded. Coaching is a tool to improve individual and organizational performance by early definitions and by later ones (Bond and Seneque 2013, 59) it is defined as a procedure with a clear linkage to learning leading for individuals being able to thrive. Coaching has five main lines being personal/life coaching, executive coaching, corporate/business coaching, specialty/niche coaching, and group coaching. Bond and Seneque (2013, 59) discuss coaching from the goal-oriented point of view seeing the role of coaching as a growth generator and as a stimulant for change execution. They motivate their view with the business perspective using coaching for sustainable growth and increased competitiveness in the organizational context.

	Coaching	Ask instead of tell	Enhance awareness	Know nothing!

Know a lot!	Advice and guide	Shape experience	Mentoring

Figure 7: The most commonly understood definitions of coaching and mentoring (Wilson, 2011, 408)

The figure 7 above presents the most common definitions of the difference between coaching and mentoring which are intertwined to some extent (Wilson, 2011 407-408). As we see in mentoring knowledge sharing occurs as the mentor guides the mentee. In coaching, on the other hand, the coach does not need to have any substantial knowledge but instead empowers the coachees thinking only by asking questions. In this thesis, the coaching is aligned with the definition by Bond and Seneque (2013, 59) how coaching is used in an organizational context. Also, the separation between coaching and mentoring will be explained.

	Manager–as-coach	Executive Coaching	Formal Mentoring
Purpose	Learning and development Performance Improvement Retention	Self-awareness Learning Behavioral change Performance Improvement	Socialization Management development Understanding organizational politics
Coach/Mentor	Internal Manager/Supervisor Lack of coach experience	External Professional Unregulated, so credentials not obvious	Internal Senior Manager, usually two layers higher Lack of mentor expertise
Coachee/Protégé	Employees	Most executives and higher level mangers	Lower level employees to high potential
Process	Less-stutctured	Systematic and structured	Structured
Focus	Partnership Communication	Issue/Problem centered	People/Process centered Mutual benefits
Duration	Ongoing	Short-Term	Long-term

Table 11: Comparison Manager-as-coach, Executive Coaching and Formal Mentoring (Joo et al. 2012, 30)

In the table 12 above, Joo et al. (2012, 30) compare different two types of coaching approaches and formal mentoring. If we align the comparison into the purpose of this thesis we see that manager-as-a coach approach is less structured and an ongoing process.

Whitmore (2009, 10) discusses the role of a manager in the role of a coach. In addition to emotional skills like empathy and impartiality, there needs to be a positive relationship between the coach and coachee built on trust. It does not help the process that the manager might lack a role model, or the subordinate find the leading by coaching suspicious and thus finds the situation somewhat fearful (Whitmore 2009, 10). The benefit of coaching is that once the technique is adopted, it can be used with any subject as the coach does not need to know anything about the subject in hands (Whitmore 2009, 18). Manager-as-coach is becoming more common and found to be an inspiring and motivating solution to develop employees and to gain a higher retention rate. As benefits employees are empowered and making up their mind by themselves, performing beyond their current level and feeling that the employer appreciates them. Besides, the feedback is instant and beneficial taking easily place in everyday work situations (Joo et al. 2012, 23-24).

In-house coaching means that coaches are members of personnel, and the coaches are trained by the employer to act as coaches to other employees (McDermott and Neault 2011, 125-126). The relationship is confidential, and communication might be handled through Human Resources without interaction between the line manager and the coach. Hagen, Blalek, and Peterson (2017, 541-542) argue that peer coaching is dyadic with a long-term commitment and regular meeting. The topics are usually performance based and related to development in skills or competencies. Many organizations have found peer coaching as a cost-effective tool for personal and professional development. The difference of managerial coaching and peer coaching is that in peer coaching there stands no power nor hierarchical position between the coach and coachee. In addition, a difference to other coaching forms (Hagen et al., 2017, 554) peer coaching benefits the individual both professionally and personally as other forms of coaching mainly address to one of these, not both.

3.5.1 Individual vs. group

As coaching is becoming a more natural part of organizations, it still occurs mainly on a one-to-one, i.e., dyadic format. Yet, in group interventions, simultaneous learning develops 'system thinking' in a group (Brown and Grant 2010, 31-32). The dyadic coaching develops the individual as Brown and Grant (2010, 31-32) argue that in the group coaching the organization benefits of systemic learning. Therefore, they suggest that group coaching interventions should be increased in organizations alongside dyadic coaching. Additionally, they remind of the differentiation of team coaching and group coaching. In the former team refers to a group of people working closely together and possibly even towards the same goal, in the latter group is a bunch of individuals who participate in the same coaching intervention.

Usually in the case and external coach is acquired to coach a group (Brown and Grant 2010, 32 -34) the aim is to coach for a common goal. In an internal group coaching it often questions about integrated leadership style without any specific goal but a group development in general. The benefit of group coaching vs. individual coaching is that the individual is incapable of performing systemic changes in an organization as a group undergoes the same systemic experience during coaching intervention.

3.5.2 GROW or not GROW

In this section, the different, most common coaching methods will be discussed. Whitmore (2015, 55) suggests following the GROW model in coaching sessions as it has a structured flow. The different phases of the model are presented in the table 14 below with some example questions:

Acronym	Description	Example Questions
G - Goal	Coachee is asked to clarify what they want to achieve from each session. Determines the focus of coaching	What do you want to achieve this session? How would you like to feel afterwards? What would be the best use of this time?
R - Reality	Raise awareness of present realities. Examine how current situation is impacting coachee's goals.	How have things gone on the past week? How have you handled any problems? What worked? What didn't work?
O -Options	Identify and assess available options. Encourage solution –focused thinking and brainstorming.	What possible options do you have? What has worked in the past? What haven't you tried yet that might work?
W – Wrap-Up	Assists the coachee determine next steps. Develops an action plan and builds motivation.	What is the most important thing to do next? What might get in the way? Who might be able to support you? How will you feel when this is done?

Table 12: Phases of GROW model (Grant 2011, 120)

Whitmore (2015, 55-56) motivates setting the goal before analyzing the current situation leading to more positive goals as any negative experiences or past may cause negative thinking. After the goal is set either for short term or long term a realistic plan is created based on current state analysis. The options to widen the solution strategies are identified after which clear actions with commitment is defined. Whitmore emphasizes that the key is awareness and responsibility which comes with the coach's integrity. The model can be used wrong with blaming tonality. This is a well-functioning model and will lead to a fruitful coaching session. So just by knowing this model is enough to start a coaching session.

Grant (2011, 120) reminds that the GROW model has evolved into a different type of varia-tions. For example, in T-GROW Topic for the coachee to name is added before goal setting and in OSKAR model (Outcome – Scaling – Knowhow and resources – Affirm and action – Re-view) being an example for a solution-focused model. Some models are very complex with various phases and steps. Grant claims that the simpler the model, the better as the simple models provide flexibility for the coach during the session, though, he adds that for newcom-ers in the field a complex model will remind of items needed to be remembered during the coaching session.

Grant (2011, 120-125) sees the coach's role to ensure the flow while the coachee is using his/her self-regulating role. To avoid coaching sessions to be just individual interventions without a continuous engagement he promotes RE-GROW model as an evolution of GROW. The two additional phases before the goal setting tie the session into the previous session by first reviewing and evaluating progress and events which has taken place after it. The downside for this model for the novices might be that they get stuck in the evaluation and do not move forward with the process. Which of course, is the purpose of the whole session.

Figure 8: The RE-GROW model (Grant 2011, 125)

In the figure 8 above, are illustrated the relations of phases (Grant 2011, 125) in RE-GROW model. Review and Evaluate phases touch the progress after the previous session. However, that progress is kept out from the current session, and the information is only touching the loop of coaching flow through goal setting. It may or may not be integrated into the current session's theme. To this model works well when there is a set of coaching sessions agreed. In ad hoc situations the traditional GROW model works well and with good intention can be used by anybody willing to help in individuals to gain insight and progress in self-development.

3.5.3 Towards a coaching culture

Empowering culture does not directly mean coaching culture. Now, let us discuss shortly which elements support coaching culture and what benefits such a culture provides.
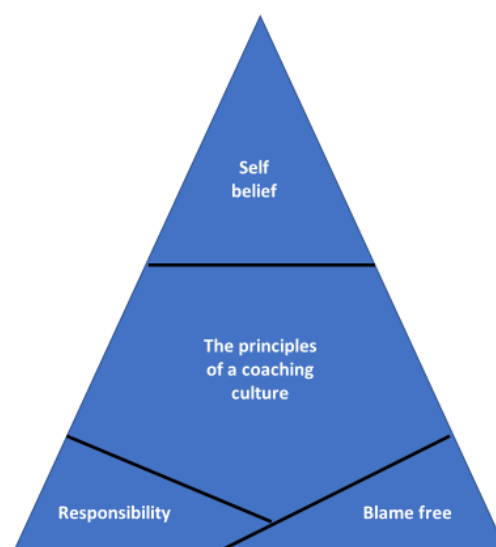
Figure 10: Three principles underlying the coaching culture (Wilson 2011, 408)

To embed the coaching culture into an organization is built on three principles as described by Wilson (2011, 408-409) and illustrated in figure 10 above. The first is about responsibility is shared within an organization. If the manager micro-manages, does not provide the subordinates with positive feedback and keeps the responsible self the employees are not empowered and thus will not take responsibility themselves. Encouragement and empowerment impact individual's self-belief, yet the outside recognition is not the only factor leading into self-belief. The third element acting in a blame-free environment relate to people's way of learning from the mistakes they have made. In fact, if the individual is allowed to talk about the failure and how s/he would solve it the next time the satisfaction and self-belief grows. Wilson (2011, 408-409) argues that it is rare to find an organization in which all three principles are in place. Yet when they are, the organization benefits of a trustful culture.

Phase	Manifestation
Nascent	Little or no commitment for coaching culture, only occasional coaching occurs. No leaders as role models.
Tactical	Recognition of value of coaching culture but no deep understanding what it means. Mainly seen as HR activity with some systems in place to train coaches and mentors. Low integration into management style based on low commitment.
Strategic	Significant effort in training coaches and providing them confidence of coaching. Consequences of delivering /not delivering coaching. Leaders manifesting how coaching behavior support key business drivers. Despite the formal process in place the informal process is not yet fully in place.
Embedded	People in all levels are engaged both in formal and informal coaching. Coaching and mentoring is mostly informal and they are a seamless part of HR mechanisms occurring automatically when needed. Confrontative issues are raised and people understand coaching as way for personal or organizational development.

Table 13: Different phases of evolution in building coaching culture (Megginson and Clutterback 2006, 232-233)

In the table 15 above, we can see the evolution of coaching culture in an organization as Megginson and Clutterback define it (2006, 232-235). In the nascent phase, one could argue that coaching has no role in the organization. If a few individuals utilize coaching ad hoc coaching is only benefitting them but not the organization. In the tactical phase, the training programs are changing thinking, yet an effort is needed to turn the learnings into practice. In the strategic phase, people feel confident to coach in different situations and the organization is rewarding the coaching activities. Once coaching is fully integrated into the everyday practices in the embedded phase, the coaching and mentoring occur automatically when there is an individual need for it. Megginson and Clutterback suggest that coaching should be linked into business drivers through integrating the approach into strategy, measure and process, integrating coaching and high performance, having coaching as a core business driver for justification and making coaching a way how to do business. Besides, being a coachee should be encouraged and training to become a coach should be provided. The culture creation should be systemic not process driven.

Furthermore, there are four characteristics (Joo et al. 2012, 25) of managerial behavior which enhance coaching culture: Open communication, team approach, appreciating people over the task and ambiguous nature of the working environment. Also, the presence of the superior by supporting, questioning, appreciating, giving feedback and just being a resource for the employees strengthens coaching culture as described in table 16 below.

Behavioral taxonomies of coaching
Personalizing learning
Broadening employees perspectives – getting them to see differently
Question framing to encourage employees to think through issues
Stepping into other's shoes to shift perspectives
Providing feedback to employees
Soliciting feedback from employees
Setting and communicating expectations
Being a resource

Table 14: Behavioural classifications of managerial coaching (Joo et al. 2012, 25)

One sentence crystallizes Gallwey's coaching style, as Whitmore (2015, 10) expresses it:" Coaching is unlocking people's potential to maximize their performance. Adding his explanation that "coaching is helping people to learn rather than teaching them" supports the focus question set for this thesis. As the purpose is to unlock one's own potential to learn and

transform one's behavior for proactive learning the paradigm change is in empowering the employees to think for themselves. Table 17 below describes the differences how people remember what they have learned.

	Told	Told and shown	Told, shown and experienced
Recall after 3 weeks	70 %	72 %	85%
Recall after 3 months	10%	32%	65%

Table 15: Benefits of experienced learning (Whitmore 2015, 22)

3.6 Sum-up of theoretical framework and relevance to research questions

In the figure 9 below, the theories previously discussed have been summed up with their connection to each other. The overall target is to accelerate life-long learning for an individual in company X, life-long learning and personal growth play essential roles in creating innovations. However, in this thesis the focus area is in changing towards an agile way of working in which innovations do occur, but in this thesis context on a minor scale, though preferred. Coaching is considered as a tool making change live and accelerating the transformation. The empowering culture is the enabler for the others. Agile way of working needs autonomy for the teams which empowering culture provides. One can argue that likewise individual autonomy is needed.

In this thesis, it is studied how a coaching approach can help to accelerate change and cultural transformation. The overall aim is to use coaching approach and how to add coaching approach in the Learning & Training network way of doing and transform the network for coaching approach ambassadors. The purpose of the coaching approach is to use coaching methods to enhance and accelerate the lifelong learning culture within the company to increase competitiveness by adapting into a continually changing business environment.
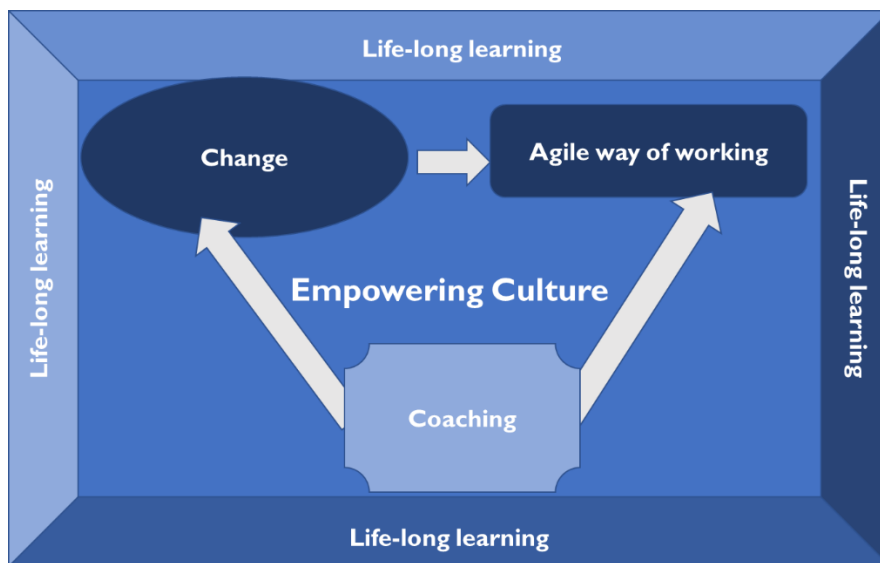
Figure 9: Relations of different theories in the theoretical framework

The illustration in figure 9 above describes the question and research methods. The company X has formed a Learning & Training network from across global organization and the network's members represent local organizations. The desired result is to transform members of the network into coaching ambassadors as previously discussed change agents. If the wanted tool works as planned, the coaching ambassadors will fulfill one of the criteria adding clarity into the new way of working, i.e. what the coaching approach and culture is about.

Thus, the challenge is to create a tool fitting the coaching approach fits in the stream leaders' toolbox. Both Lewin's and Kotter's change models would work. Lewin's model is simple and would be easy to follow. In addition, the field force analysis is necessary to understand the underlying system to break during unfreeze phase.

However, Kotter's 8 step model defines more in detail different phases of change. Those phases create an excellent backbone in addition to the working process for communication and explaining the case. Some change resistance can be anticipated amongst the network members, which needs to be considered. The theories of change resistance and insight about change curve will come in need.

Working in an agile mode means autonomous teams. As described before an empowered individual experiences autonomy in daily operations. So, these two factors are related. As the focus group is experts in their field, autonomy is essential as well as self-actualization. Emphasizing autonomy can be used as positive change management message integrated into the change vision.
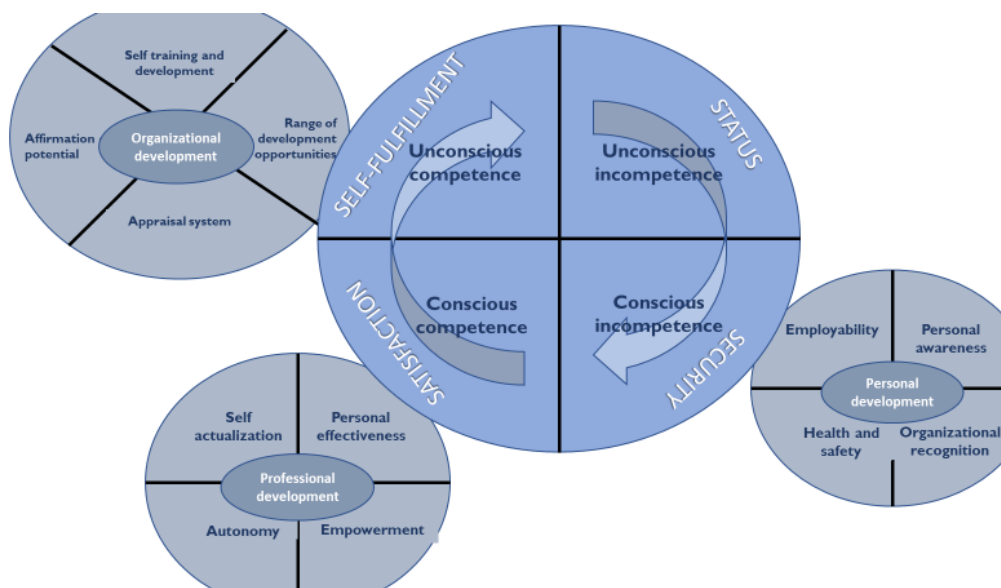
Figure 10: Combined of Whitmore's Learning Cycle and Hood's Forces of Motivation

Combining Whitmore's Learning Cycle (2015, 101) and Hood's Forces of Motivation (2001, 22) as presented earlier in chapter 3.3.1 in figure 10 above one can see that building on empowerment, the individual is able to choose the areas of passion, accelerate the learning and motivation in continuous seek for more self-development and ways to practice the learning and at the end share conscious competence. The organization development and growth take place when the unconscious competence of the employees is allowing flourishing through development. That is one of the objectives with the coaching approach in the focus case's agile sprints.

4   Design project with methodologic theories

The five core principles of service design according to Schneider and Stickdorn are 1) User-centered – the angle of the experience is the customer's 2) Co-creative – in the process should be involved all stakeholders 3) sequencing – the visualization of different actions to make the storyline tangible 4) evidencing – physical objects transforming the intangible services tangible 5) holistic – the service needs to cover the whole environment in which it will be operated or impact (Schneider and Stickdorn 2010, 34).

The process itself is by nature human-centered as it is people who use the services. Furthermore, Nessler points out that the whole process is based on deep insight on people; thus the name 'human-centered design' (Nessler, 2016). dSchool of Stanford University states the basics of service design approach in one sentence: 'To create meaningful innovations, you need to know your users and care about their lives' (Hasso Plattner Institute, 2010). Thus, it is essential to include behaviorism and cognitive knowledge to service design to some extent. The

more we are interested in people and their motives the more we understand how the service under development will resonate with and benefit the end-users.

The other characteristic is the iterative, non-linear way of working. At the beginning of the design work the designers are to create their process based on service design principles as each development project is individual by nature. The project requires patience from the development team as quite often there is a need to take a step back and redo the previous phase. Schneider & Stickdorn underline that key in the service design process is based on learning from the mistakes. (Schneider and Stickdorn 2010, 124-126). So, the failure in redoing the phase is not to be considered a failure, but a learning experience to gain more insight into the problem and opportunities.

4.1   Service Design thinking based on Double Diamond model

In design process, the reflection is usually taking place in forms of testing prototypes after exploration and creation. Before this phase quite many rounds of iteration have occurred, leading to building the first prototypes, especially if the design object is a physical artifact. If not, the prototyping can be presented by storytelling using different probes to visualize the story. Even though the reflection phase is about testing the prototype with the representants of end-users, the roots lie in reflection the reactions and the experience with the target group. Based on insight gathered on reflection the iterations are repeated as many times as needed. The implementation phase does not end the iterations as the whole process is about continuous improvement (Schneider and Stickdorn 2010, 132-134).

In this thesis the chosen Service Design method is the Double Diamond model designed by British Service Design Council. The reasoning for selecting this specific model lies in its simplicity helping to explain to people uncommon with service design thinking, what happens in the process. Furthermore, the process of Double Diamond model has an effect to push the work forward.

4.2   Double Diamond process as the research framework

The British Service Design Council has introduced the Double Diamond Model dividing the process into four phases: Discover, Define, Develop and Deliver (Nessler, D, 2016). The Double Diamond illustration solution (Design Council, 7) describes well one of the key aspects of service design process, from research process moving from diverging phase to converging phase. The two first phases Discover and Define are divergent phases in which the insight is gathered, and they focus on identifying the problem. The more insight, the better. In the point in which the diamonds touch each other the problem to be solved should be identified. The two following phases Develop and Deliver funnel the information focusing on delivering the.

When designers land on the second part of the first diamond, i.e., in Define phase they try to make sense of all the insight gathered after initiating the design project and during the Discover process (Design Council, 7). Sensemaking is one of the most crucial parts of the design process. The more multidisciplinary team, the better it is to understand how 'the world looks like' from the proper perspective.

So, the object of the Define phase is to end up with a clear brief for the Develop phase. The Design Council points out that the brief should get a sign-off from all the involved stakeholders (Design Council, 8). To get there, this requires trust from between all parties and trust in the process. What if the customer does not find the brief addressing the customer's current business objectives, even though in the best case the solution could be disruptive in the market. Yet, the customer decides.

To this research project, Double Diamond process fits as it describes well the progress which should be made from diverging phase to converging phase including deliverables for each phase. Besides, the structure is easy to understand, and the model can easily be communicated to the customer, in this research case to the company X. Furthermore, Double Diamond process is well-known amongst the service design community, and thus the research approach is commonly understood. However, of course, the most important thing is that the Double Diamond process is a very clear method to ensure progress during the research process giving insight and understanding of the status of project and actions to be taken to reach the end of the project.

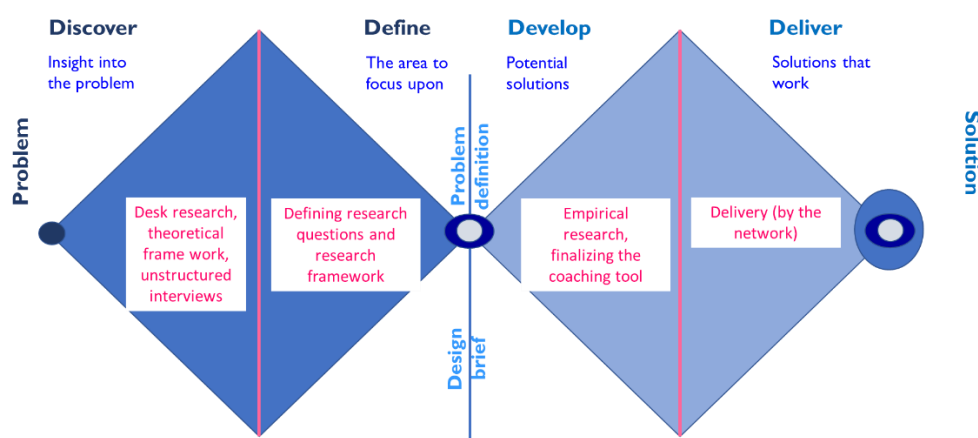### 4.2.1 Double Diamond model applied in research context

Figure 11: Work phases in this thesis

All service design demands research in a form or another. Moreover, all research starts with defining the research question. There needs to be time reserved defining the question, and

Design Council's method of framing the challenge method is useful in this phase. Discover phase in this thesis covers the desk research by reading literature to define the theoretical framework for the thesis. Noted meetings with Company X have given the insight to understand the research environment. Both desk research and meetings have led into defining the research questions described in figure 11 above - as is the purpose of Define phase in Double Diamond model.

In research question the primary – and in this thesis context -the goal is to create a coaching tool for 2-week sprints to accelerate the implementation of agile ways of working and secondary to seed the thinking of lifelong learning into employees' minds. The secondary objective is out of this thesis context remained for future research.

4.2.2   The relation between different theories in the research context

In figure 12 below the relations between different theories are described. The focus of empirical research area is framed. One could argue how the area covers the research question. In the research question - as presented in figure 1 - agility is the new way of working, this is a skill the network needs to improve in using.
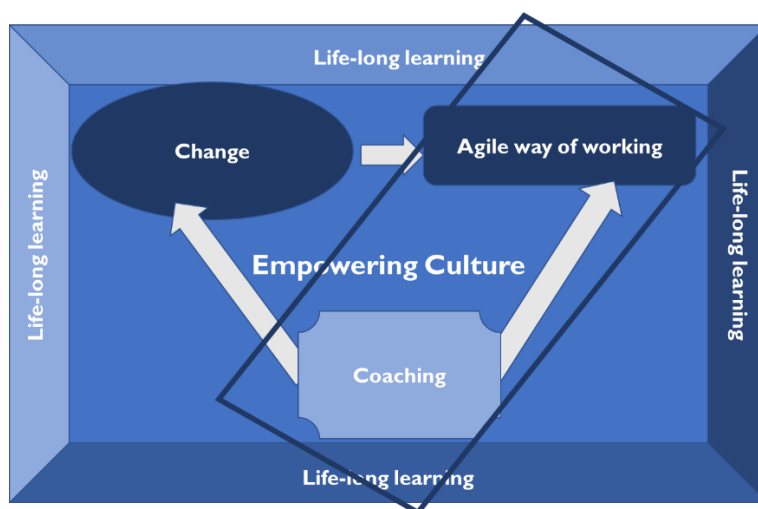

Figure 12: Focus area in the empirical research

During Develop phase the focus is on the empowered community of practice as in figure 13 below. Ontario Centre of Excellence for Child and Youth Health (2013) defines them as follows: "Communities of practice (CoP) are groups of people who share a passion, a concern or a set of problems regarding a particular topic, and who regularly interact in order to deepen their knowledge and expertise, and to learn how to do things better ". Empowerment will arise from the empowering culture, and in the focus case of this thesis, in willingness to authorize the learning network for autonomy in own operations. Coaching is the tool to support

the transformation. It can also be seen as a boundary object between the community members. A boundary object (Doolin and McLeod, 2012) is an object which is easy to communicate and form a common discussion ground. So, it can be argued that even if coaching is the tool for transformation, it additionally functions as a common ground for the individuals within different teams to discuss how to go further, how to make this happen and how to gain more insight.

Figure 13: Research environment in Company X

Now the methods which have been used will be discussed when collecting the data in empirical research. In figure 14 below the methods of data collection are illustrated. Kumar (2014, 171-173) divides collected data into two categories; primary and secondary sources. Data from primary sources the researcher collects him/herself, and data from secondary sources is existing documents which are relevant to the research. Kumar (2012, 171-173) reminds that when the researcher chooses the method, it is essential to understand the background of the focus group, i.e., socioeconomic and demographic circumstances.
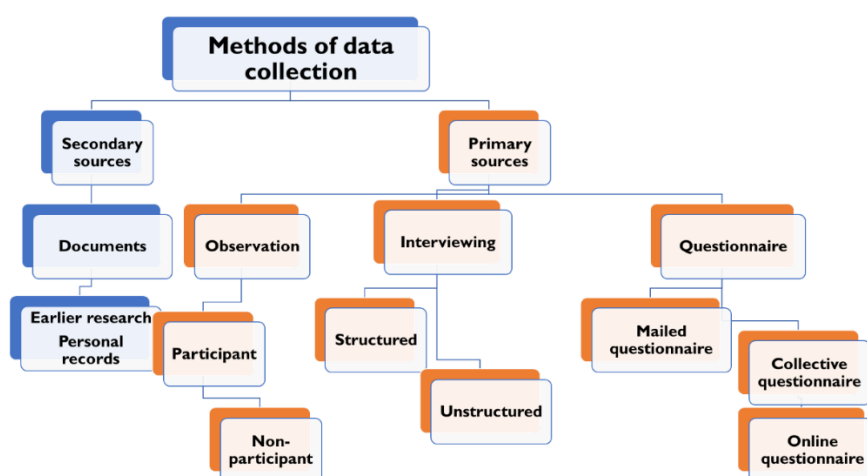

Figure 14: Methods of data collection (Kumar 2014, 172)

In this research, the primary sources play a significant role. The illustration by Kumar is adapted it into this research context as presented in figure 15. Observing the participants as a facilitator during the workshop gives insight about the general thinking and mindset about the change, and what type of ideas resonate with the participants. Observation, in this case, can be interpreted as a non-participatory observation as the workshop is facilitated by the writer of this thesis, but not participating in the workshop content, only ensuring the flow of the workshop
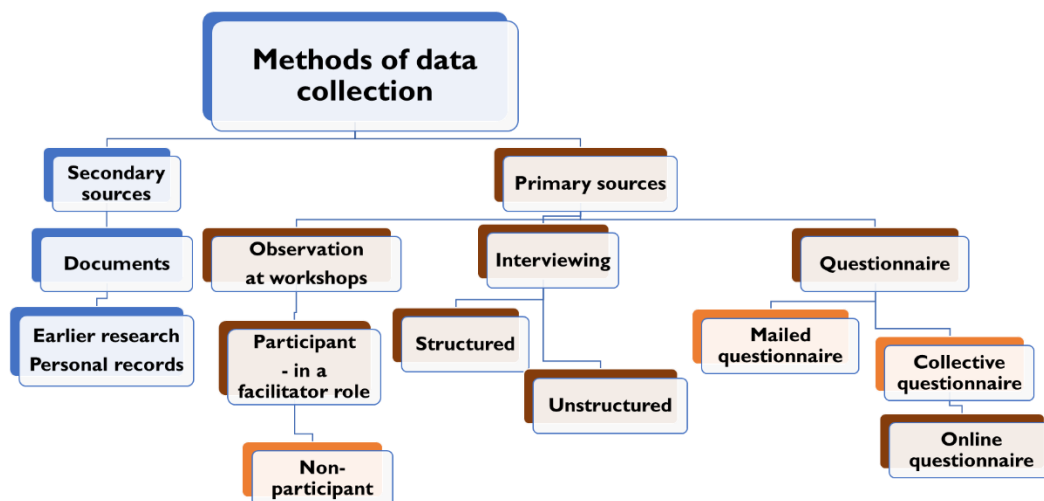

Figure 15: Kumar's model of the method of data collection applied in this thesis (colored brown)

4.3   Discover – initiating the empirical research

The first phase of the empirical research was to identify the theories which were related to the research area. The objective of the desk research was to get a comprehensive perspective of theories to be examined and included in the theoretical framework.

Figure 16: Work executed in discovery phase in empirical research

In figure 16 above is illustrated the work executed in discovery phase. As the name of the first phase of the first diamond says, this phase is about diverging, so the theories chosen for desk research were based on discussions with the company in several documented meetings to study and to create a general understanding of the research area. These theories were growth mindset, i.e., motivation theories, coaching theories, system thinking, theories about communities of interest, practice and co-creation, theories about agility, networks and their interfaces, neuroscience, swarm intelligence and service design principles as a research process.

As a result of the desk research and to converge the insight to meet the focus of the research question the most relevant theories proved to be theories about change, motivational, coaching and agile way of working. As presented earlier in figure 12 the theoretical framework is built on these theories as mentioned earlier to answer the research question.

Interviews are a trendy way to collect research information (Kumar 2014, 176-178). The format can be structured or unstructured which is for the researcher to decide. In structured interviews, the information is gathered from each interviewee the same way giving easily comparable data. In unstructured interviews, the researcher has the freedom to let the questioning float and evolve during the interaction. The benefit of an unstructured interview is that it provides the investigator with deep insight and might reveal unexpected information. However, to conduct and unstructured interview the researcher must be skilled (Kumar 2014, 176-178).

The meetings with Company X started as a diverging phase to get as much information as possible to frame the focus area as a result. The interviews were unstructured (as mentioned in figure 16) and as described by Kumar (2014, 176-178) by asking as questions depending on the topic discussed in the meeting. The overall goal of the meetings was to gain insight and understanding of all phenomena impacting the research area in Company X. The diverging phase in meetings lasted from April 2018 until November 2018 with a total of 5 meetings. The meetings are documented in the meeting notes.

As an overall result of the Discover phase the possible theories were listed to be studied further to build the theoretical framework for this research. The desk research was chosen to provide insight of possible theories for the company and discussed in meetings. The unstructured interviews were to gain insight and to test which of the possible theories would be most suitable to meet the purpose of this thesis.

4.4   Define – framing the research area

In Define phase the methods were similar as in Discover phase, i.e. desk research and unstructured interviews as they proven to be practical in this case. The primary objective was

to converge the thinking, narrow the amount of critical theories and at the end to form the theoretical framework and to define the research question (figure 17).
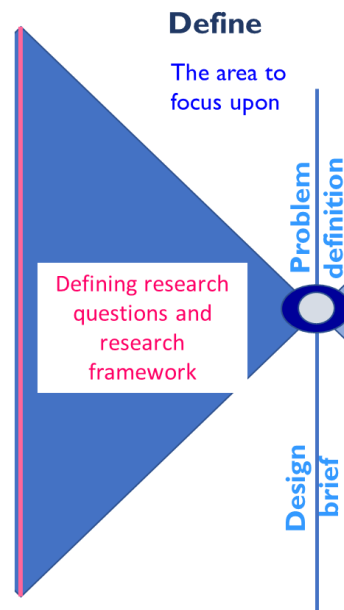

Figure 17: Work executed in this thesis in define phase

By gained insight of desk research and meetings as described in the previous chapter with the company, the theoretical framework consists of change theories, theories about agile way of working, empowering culture and coaching. The reasoning for selecting these theories was the following: changing the way of working into agile and in the long run the individual perception positive towards lifelong learning change theories were needed to understand how to lead the change towards the wanted direction. Theories about agility fell naturally to gain insight about the environment in which the new way of working is implemented. Agile way of working cannot thrive if the culture is not allowing the freedom for teams to decide on subjects within the team. Empowering culture is also connected with motivation pursuing from self-actualization causing personal growth. Coaching theories were selected as a method to accelerate the change and trigger individual thinking leading to personal growth. In addition, developing a coaching tool and to integrate coaching into agile way of working required to gain insight about coaching.

System thinking would have been an exciting area for research to understand how to achieve a systemic change. However, including that would have widened the scope of the research too much. Another stimulating area would have been stepping into the theories about communities of interest, practice, and co-creation to comprehend how the tacit knowledge

spreads in communities and how that could be used as a change accelerator and growth fac-tor. The same motivation applies in studying networks and their interfaces, neuroscience and swarm intelligence. Still, to keep the research focused these theories were left out of this thesis.

After meeting with the company, the focus area was defined to consider a network of three streams, each of them working independently and connecting to share learnings and results of the sprints. Ambler and Holitza (2012, 62) see agile adoption as a significant cultural shift and coaching as an imperative for the adaption to take place. Thus, coaching was selected to be in focus as a convenient tool in this research.

So, the result of this phase was to identify the critical theories to meet the problem and to crystallize the research question. The input for next phase, Develop, was to build a tool to accelerate coaching approach and change into agile way of working.

4.5   Develop – creating the tool

The next phase was to start the actual development work as illustrated in figure 18 below. The objective of this phase was to develop a coaching tool which would integrate the coach-ing approach into 2-week sprints and agile way of working of Learning and Training Network at Company X. The methods chosen were sprint journey map, observation during the work-shop execution, ideation, prototyping and using a questionnaire to gather feedback of the prototype to finalize the tool. The methods will be explained later in more detail.
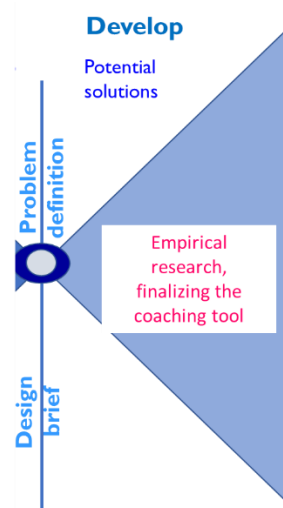

Figure 18: Work executed Develop phase in this thesis

Schneider and Stickdorn (2010, 158 -159) describe customer journey maps as a vital tool in service design. The value of creating customer journey maps comes in expressing all possible

customer interaction points visually makes the complete service tangible and comparable. Also, the development and pain points are easy to identify from the visual map and to analyze for further development work.

Design Council (Design Council, 11) calls this map User Journey map. The Council points out that one of the objectives of creating this map is to create empathy towards all user groups. Thus, it is recommended to have a multi-disciplinary team creating the map to consider all possible users. The map may include different layers to cover all the touch points. The benefit of using this tool is that it soon reveals the missing links between the service and the users which are easy to turn into opportunities.

In this thesis User Journey Map was chosen as described by the Design Council. To motivate the choice the stream leads of the Learning and Training Network will be the tool user. To adapt the map for the research context it is called a sprint journey map. The purpose illustrated in the map (figures 19-21) was to gain insight about the events following each other in the sprints and to increase overall understanding of the sprints. In the end, the sprint map illustrated all events during the sprint journey. The advantage of the sprint map was that it was easy for the workshop participants to work with and document the sprint events.

In the focus area are the three different streams with their specific sprints of the Learning and Training Networks. A sprint in agile development (agilealliance.org) is an iteration period in which the development takes place. The length of the sprint is usually the same enhancing the team to work in a fast way in development. A project is formed of various iterations of sprints.

The sprint for the Learning and Training Network endures two weeks. During that period the coaching interventions are planned to be used in suitable touch points as mapped in figure 19 later below. The purpose of these interventions is to engage the members of the network in the agile working mode and to boost the progress of delivering the member-specific tasks. Furthermore, by coaching the members are given support to succeed in their tasks.

A stream meets twice a week virtually to evaluate the previous sprint and to decide on the goals and tasks for the next sprint. To identify the perfect touch points and coaching opportunities it was essential to define the structure, i.e., the flow of the sprint meeting. Utilizing the user journey method adapted into sprint journey map, the workshop participants described on post-it notes the different events occurring in a bi-weekly sprint meeting and setting them on the timeline illustration the duration of the sprint meeting, 30 minutes.

Based on the insight gained by desk research and informal interviews in meetings with Company X, a workshop was held for Learning and Training Network stream leads to define the sprint journey and to identify the touchpoints for coaching interventions. The participants of
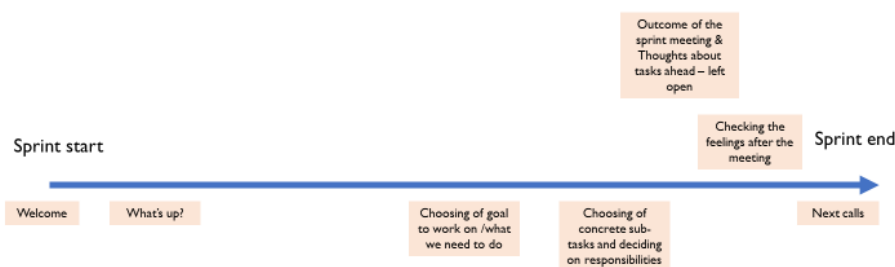
the workshop were two current stream leads and one recent recruit who was beginning to work in the company. The fourth participant was about to take over one of the stream lead positions shortly as a maternity leave cover, and participation was a part of the hand-over. To clarify, only one workshop was held during the research in total.

Figure 19: Opportunities for coaching interventions on the sprint journey map

In figure 19 above the outcome of identifying the touchpoints and integrating RE-GROW model is illustrated. RE-GROW model was chosen as it ties two sprints together with RE-part. The upper line illustrates bi-weekly sprint meeting and the lower line 2-weeks sprint (despite the text in the picture as bi-weekly sprint). At first, the participants posted on flip charts events occurring in bi-weekly sprint meeting and during the 2-week sprint. The participants identified these events as suitable touch points for coaching interventions also illustrating the linear procedure in both processes. These two processes with specific touch points create the opportunities for coaching intervention and thus integration of the RE-GROW model into the network's sprints. The outcome of the process and intervention is described as follows.

Process: Sprint meeting (sprint journey)

Outcome of the
sprint meeting &
Thoughts about
tasks ahead – left
open

Sprint start

Checking the
feelings after the
meeting

Sprint end

Welcome   What's up?   Choosing of goal
to work on /what
we need to do

Choosing of
concrete sub-
tasks and deciding
on responsibilities

Next calls

Figure 20: Sprint meeting structure in bi-weekly meeting

In figure 20 above the flow of the sprint meeting is illustrated. The meeting starts with wel-
coming all the participants in the meeting. Most of the activities seem to occur after the mid-
point of the meeting. In 'What's up?' phase the status of the tasks from the previous sprint are
evaluated giving insight for the next tasks ahead. Choosing the goal to work on for the two
weeks defines the content in the next event i.e. choosing the sub-tasks and deciding who will
be responsible for them. The outcome is summarized as the next event and thoughts about
tasks ahead are discussed, yet the topic is left open. To gain commitment and engagement
the participants' feelings are checked before agreeing on the next meetings and ending the
meeting.

Process: Sprint journey – 2 weeks sprint period

Teams ongoing discussion

2 weeks
sprint starts

2 weeks sprint
period ends

Follow-up – 2 times /
week status calls (approx.
15 min)

Checking the feelings

JIRA

Next sprints

Summary call – all 3 streams together,
concrete results

Figure 21: Sprint journey for two weeks sprint period

The similar user/sprint journey method as described in figure 20 for events in bi-weekly sprint
meeting was applied to define the events during the 2-week sprints, and as illustrated in fig-
ure 21. There are two follow-up calls per week to check the sprint status and progress. During
the first sprint week, the feelings amongst the network participants are checked. JIRA (Atlas-
sian.com) is a sprint management tool developed specifically for agile teams. In one stream

JIRA is used and filled in at the middle of the sprint. The other streams do not actively use the tool, as learning the new way of working is the priority. Besides, there is an ongoing discussion in Microsoft Teams regarding the full sprint. The contents of the next sprints are initiated at the beginning of the second week. Just before the next stream meetings, all three streams gather together to share the concrete results of the sprint.

4.5.1 Prototypes

Prototypes are commonly used (Hasso Plattner Institute, 6) to test how the solution works. If possible, it is recommended to test several prototypes at the same time. In the testing phase, it is vital to observe how the end-users experience the service. The testing is not just showing the prototypes and telling how they work for the test group but giving the entire stage for the test group. Recording experiences, it is not just finding out about the experience of how the test group uses the service, but what is their overall experience about the service including feelings. If the testing phase proves the prototype is not working or the usage not being explicit, it is time to take a step back and return to the desk. However, the design team will be able to gain valuable insight into the next versions of prototypes.

On the early phase prototypes (Stickdorn et al. 2018, 65-75).can be used in a 'safe' environment like a design studio. However, the sooner they can be tested in a 'real-life environment,' the better. Prototyping leads back to the human-centered approach as the team learns on the way also about the behavior of the end-user group. To support successful testing the team can, for example, act out the service, use props or in digital context prototypes relevant into that context. The team learns not only about the possible solution in question but also what the solutions developed in the future might be as the insight is gathered on the way.

4.5.2 Patterns leading to prototyping

For a researcher identifying patterns is essential. They indicate that the data is making sense and the conclusions can be made (Miles, Huberman, and Saldana, 278-279). Patterns are incidents which are alike and as the noun says, follow a specific pattern. That tells the investigator that certain phenomena do occur after specific events. Of a pattern, one can conclude to form a theory.

As the theoretical framework and data including patterns in this thesis' experiments will lead into a creating a prototype, testing the prototype can be seen as testing or confirming the findings as Miles et al. (2014, 293-294) define validation of research results. One reason is the work executed in solitude from the start to the end of the research process. To build trustworthiness, it is not only about explaining what the findings are, but as necessary it is to tell how they were discovered. The latter is often neglected. In this thesis the patterns proved to be the events in sprints bringing the sprint forward.

4.5.3   The coaching model – a prototype

In the workshop (as described prior the figure 19) participants were ideating questions for each intervention touch point based on REGROW and GROW models. REGROW model was used as a moving item between two sprint meetings to review and evaluate the tasks and outcome of the sprint. The questions ideated in the workshop were powerful, (Carlsson & Forssell 2008, 130-131), i.e., they cannot be answered yes or no. The questions which can be answered yes or no are classified as closed questions, and those which leave room for thinking are called open questions. Open, powerful questions trigger the respondents thinking and are focusing on the current moment or future. If the questions can be answered quickly with yes or no type of answers, they leave out many exciting angles and encourage the respondents to think from different perspectives.
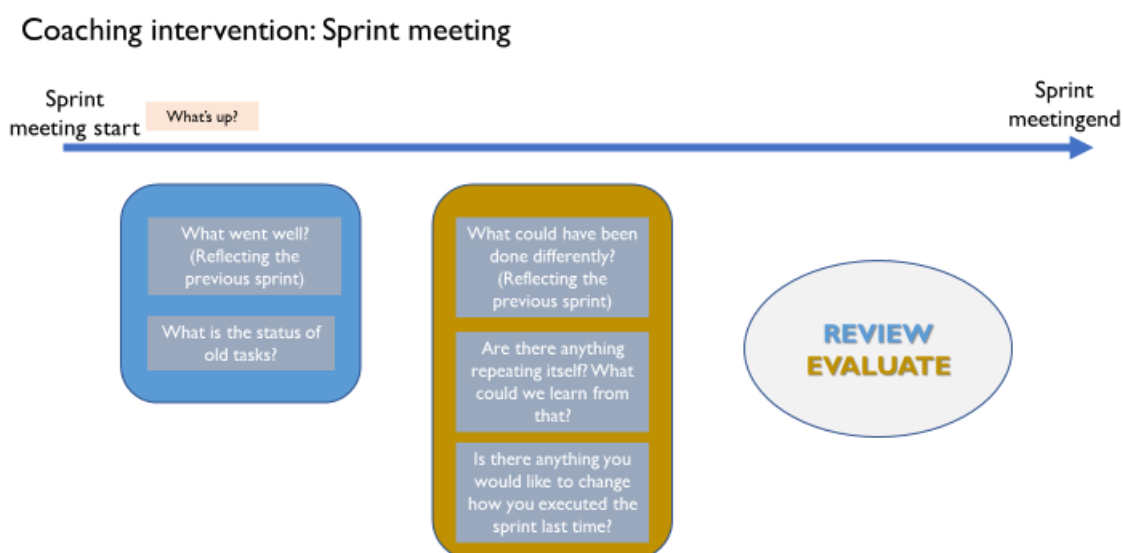
Figure 22: Review and evaluate coaching intervention in sprint start

In general, the right moment for coaching an agile team is when one sprint ends, and another one starts (Adkins, 2010,79). In figure 22 above the questions to cover review and evaluate phases in REGROW model are color coded. The questions on blue surface cover the review phase and on brownish yellow the evaluate phase during 'What's up?' touch point. These phases include only a few questions compared to later phases. The idea is not to spend too much time on this touch point, only to bind the previous sprint meeting, sprint and current sprint meeting together.

Coaching intervention: Sprint meeting

Choosing of goal to work on/what we need to do

Sprint start

Sprint end

What kind of goal setting would inspire us?

What is the most important goal we want to accomplish?

What kind of goal would be so ambitious that it almost frightened us?

What obstacles we may face?

What would make this goal better / more concrete / more measurable?

How will this support us going forward?

How much would achieving this goal take us closer to our overall goal?

What options do we have? / are there any other options than the tasks we have chosen?

What are the concrete items related to the goal?

How realistic / challenging you find this goal?

**GOAL
REALITY
OPTIONS
WRAP-UP**

Figure 23: Coaching intervention in choosing the goal for next 2-week sprint

Once stepping in choosing the goal for the next sprint the amount of questions increases (figure 23). Each phase of the GROW model is covered with questions which ensures that there is progress in moving forward. The questions challenge the participants to think from different angles like 'What kind of goal would be so ambitious that it almost frightened us?' in Goal phase.

Coaching intervention: Sprint meeting

Choosing of concrete sub-tasks and deciding on responsibilities

Sprint meeting start

Sprint meeting end

What do you think is the most important task for us/you to achieve this goal?

How do we know we have accomplished our goal?

Could we measure the progress/success of the task somehow?

How do we define it is accomplished?

How should this task be?

How could we make this task more concrete?

Is this task something you can accomplish within next 2 weeks?

Where are we now with this task?

Can we achieve our tasks within the set time period?

What is already done?

Who has already worked with this before?

What type of support would you need?

What would you find a good option to proceed?

Could there be any other way how we could proceed?

Can we break this into smaller entireties?

What could we learn from our previous experiences?

Are there more efficient ways to distribute the tasks?

Who / what could help us?

**GOAL
REALITY
OPTIONS
WRAP-UP**

Are there anything we should park to be dealt with later on?

What steps help us achieve the goal?

Figure 24: Deciding on sub-tasks for next 2-week sprint

Ideating questions for the touch point of deciding on sub-tasks created the most amount of questions (figure 24) of all the opportunities for intervention. The reason is that subtasks need to be concrete and easily comprehensible for the participants to be able to execute them. By asking many questions, the tasks become more concrete. Another benefit of asking clarifying and also challenging questions is that the stream will gain insight if these specific sub-tasks are the right ones to perform during the next sprint.

In this phase by observing the question ideation one could see that the ideation the questions was found easy. In addition, the observed discussion revealed that the more insight by questioning could be gathered would benefit both the stream leads and the stream members. The stream leads wished by questioning to bring clarity into the sprint.
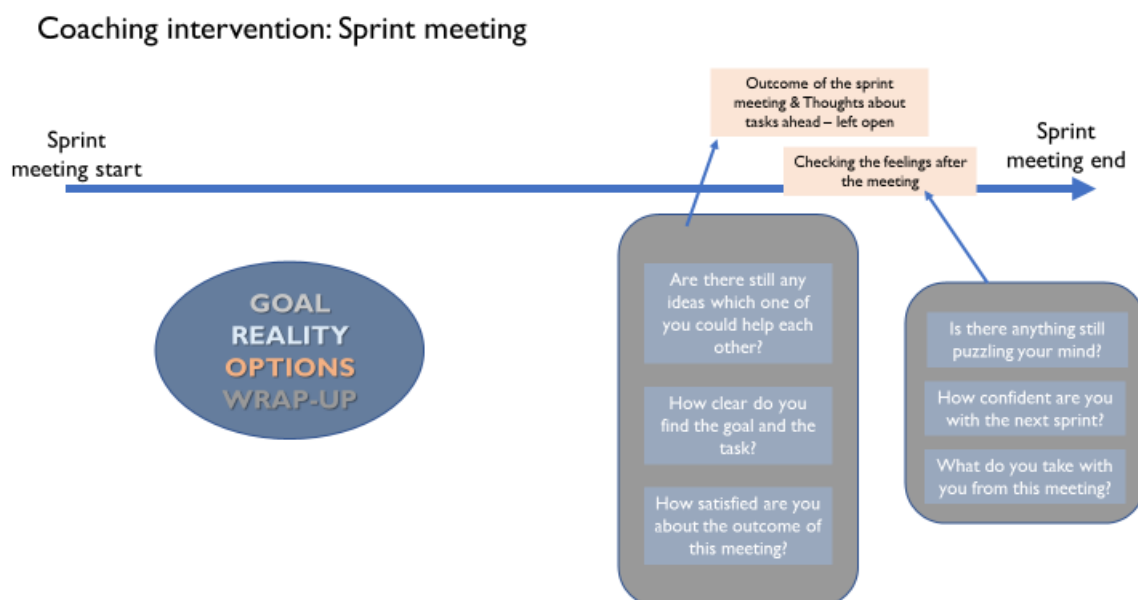
Figure 25: Evaluating the sprint outcome and checking the participant feelings

At the end of the 30 minutes (figure 25), in bi-weekly sprint meeting the questions chore is to round up the meeting. The interrogative goal is to evaluate the efficiency of the meeting and an additional checking of the resourcing for the next two weeks. The questions ideated in the workshop aim in addition to wrapping up the meeting checking the feelings of the participants. As the agile way of working is new, it is essential that the participants feel comfortable with the tasks when they leave the meeting.
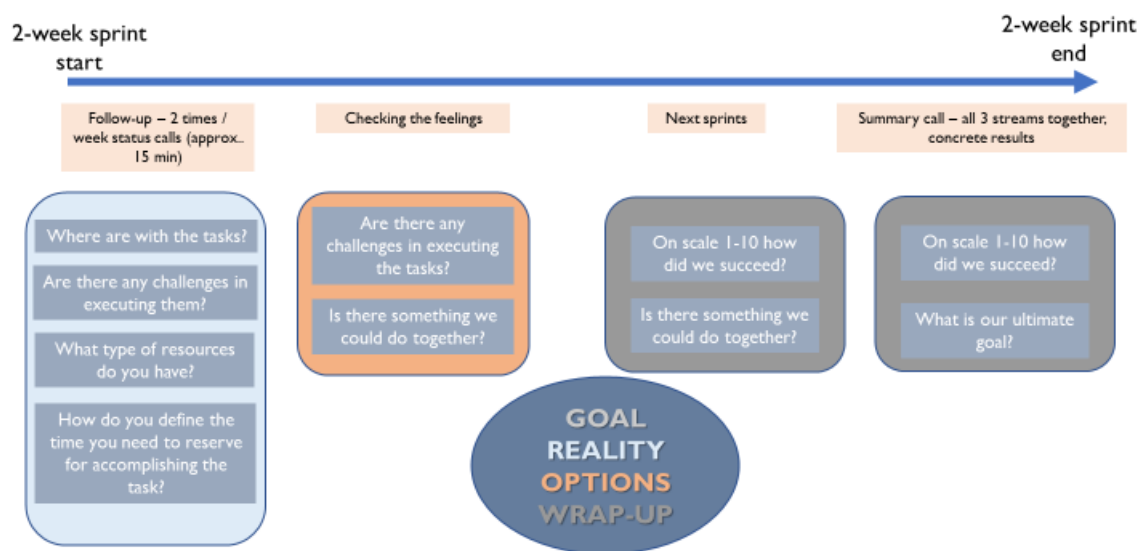
Figure 26: Coaching interventions during the 2-weeks sprint period

The workshop participants identified questions to be utilized during the 2-week sprint period (figure 26) to increase engagement and strengthening the sense of community. Interaction by coaching during the two weeks sprint is essential (Ambler and Holitza, 2012, 62) for the members of the network to adopt the new way of working.
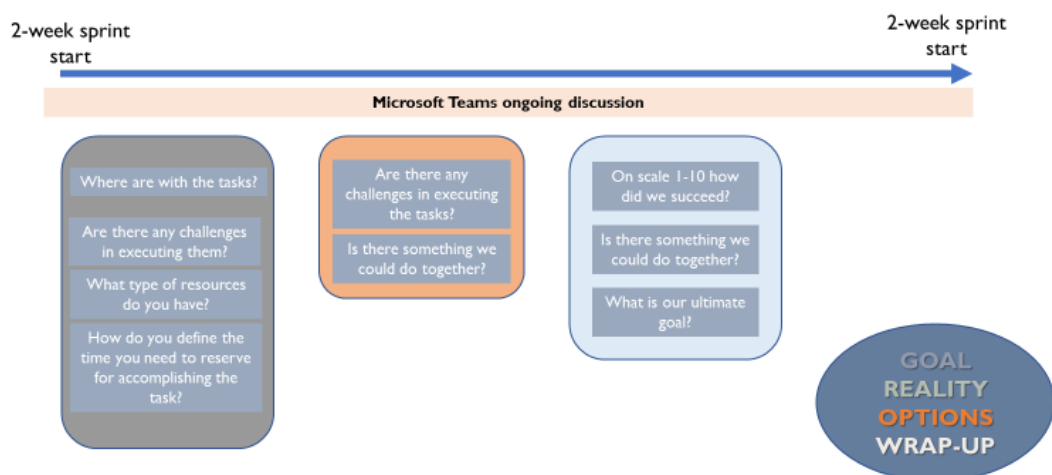
Figure 27: Coaching interventions through Microsoft Teams

Zeus and Skiffington (2007, 148-149) point out that communications tools on via computer technology offer new ways of interaction for virtual teams. Despite the challenges of not being able to meet face to face coaching can enhance success factors for a virtual team to thrive. Via coaching the engagement can be increased via enthusiasm and being social virtually. As seen above in figure 27 the powerful questions trigger the stream members thinking. The benefit of the tool is that it can be used continuously and the stream lead in a role of a coach can anticipate (Zeus and Skiffington 2007, 150) any changes in participants self-efficacy or possible obstacles in performing the set tasks.

To mention, as a side product the workshop was found an excellent induction tool for the newcomers to understand the flow of the sprint and to document the steps both in the bi-weekly sprint meeting and 2-week sprint. By explaining the steps, the full flow of the sprint was clarified by the current stream leads to the new ones to lead the streams in short.

4.5.4 Questionnaire to evaluate the prototype

A questionnaire is close to an interview (Kumar 2014, 178-179), especially a structured interview. The difference is that there is no one to explain the questions as the respondent reads them and records the answers in a format the researcher has defined. The challenge is to make obvious and easily understandable questions as any misunderstandings will har the quality of the data gathered. Kumar mentions that running a collective questionnaire in which the participants answer it at the same time increases the participant rate. A collective questionnaire is easy to organize in connection with a meeting or a classroom.

As a result of questionnaire, the stream leads reviewed the tool and only one adjustment was made based on the questionnaire results. The content in RE-phase was changed into starting with question about status of the old tasks. After this question the other questions follow such as what went well and what would the team or members of the stream would have done differently.

4.6 Research biases

In this section, research biases are discussed and how they might impact the research results. This is important because the qualitative research methods are used in this research. In qualitative experiments, the interpretations of the examiner play a key role in how the results are formed. Thus, it is essential to pay attention to biases to ensure the objectivity and reliability of the results.

Analytic bias	Manifestation
The holistic fallacy	Interpreting events as more patterned and congruent than they really are, lopping off the many loose ends of which social life is made – that is, sloppy research
Elite bias	Overweighting data from articulate, well-informed usually high-status participants and underrepresenting data from less articulate, lower status ones
Personal bias	The researcher's personal agenda, personal demons, or personal "axes to grind", which skew the ability to represent and present fieldwork and data analysis in a trustworthy manner
Going native	Losing your perspective or your "Bracketing" ability, being co-opted into the perceptions and explanations of local participants

Table 16: Analytic biases in qualitative research (Miles et al. 20014, 294)

When analyzing the results in qualitative research, a trap lies in falling into analytic biases. Miles et al. (2014, 294) name four common ones (table 16) and warn about how they might nullify the whole research. The holistic fallacy means that conclusion based on patterns or data are drawn too hastily or lazily leading into untrustworthy results. Elite bias occurs when some persons participating in research as objects are getting more weight in analysis because of their position in the hierarchy or they are more vocal and overrule some more timid participants. All participants must be treated equally despite their position or articulation.

The third Miles et al. (2014, 294) name is that the researcher is opinionated and let us that lead the analysis. There might be several reasons why the personal agenda is driving the research, but the results are not reliable.

The risk of research bias in this thesis rested on holistic fallacy and personal bias. The desire to build the tool was strong both n the company and by the researcher. In addition, the in-depth pre-knowledge by the researcher could have risked the results by driving the own agenda. Being aware of these biases was useful to deliver the prototype and to finalize it into a coaching tool for the Learning and Training Network to deliver.

The last part of the Double Diamond model i.e. the Deliver phase is not implemented in this thesis (figure 28). The delivery of the tool will be performed by the stream leads of the Learning and Training Network in company X.
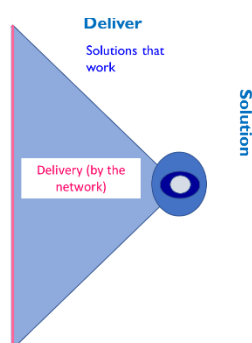
Figure 28: Deliver phase of the Double Diamond model (not implemented in this research)

4.7   Final results

So, a visible outcome of this thesis work is a coaching tool to serve the Learning and Training network at Company X in accelerating the coaching approach to be adapted in bi-weekly sprint meetings and 2-week sprints (figure 29).
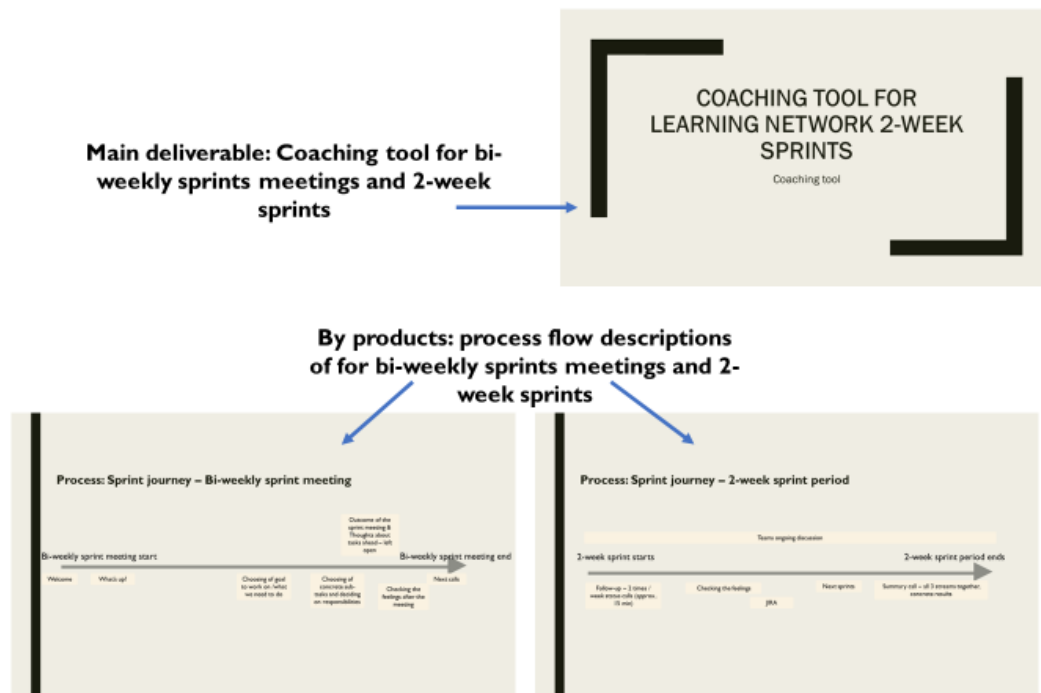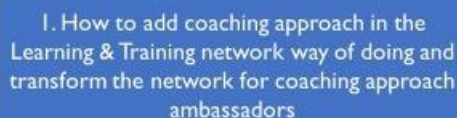

Figure 29: Deliverables of the development work

As coaching initiates a thinking process with open questioning, a simultaneous learning process occurs. One can argue that repeating the open questioning during the sprints and in bi-weekly sprint meetings reinforce the learning process leading to a lifelong learning journey. The tool can, of course, in time, to be developed further with additional questions or if the events and touch points evolve in time. It would be interesting to run a similar workshop after one year and see how the agile way of working and the process have been developed as I assume that the more familiar the network comes with the method, the more the process develops as well.

The bi-products of this research are the documented process flow both in bi-weekly sprint meeting and in 2-week sprints. In addition, these documented maps can be used in induction for newcomers in the network. A process is a flow of events and activities (Berente, Vandenbosc, Aubert 2009, 120-121) as the overall goal to serve customers with a product or service. In a process output of the previous activity is the input for the next activity. The flow in a process is an illustration of transfer and usability.

Research question

Figure 30: Research question revisited

To evaluate the outcome to the original research question as presented again above in figure 30 one can argue that the coaching approach has been added in the Learning and Training network's way of doing. The latter part as transferring the network members into ambassadors of coaching approach has not been tested as by the time of finalizing this thesis the approach adaptation is just starting. The transformation should be evaluated after a certain period, for example after one year. However, repeating the same questions time after time will make them familiar and thus easier to adapt the coaching in a personal toolbox of skills.

5   Summary and conclusions

According to Denning (2016,3-6) and as discussed earlier there are three prevailing laws for agile development: The Law of a Small Team, The Law of the Customer and The Law of the Network. In this research case, the first law is fulfilled by dividing the network in three streams and the last one having the actual network in which the development takes place. (The customers are not forgotten; those are the learners in the network's operating area benefitting of the network's ability to deliver learning solutions to meet their needs. However, the customer – and in this case the internal customer - was not in focus of this research.) The coaching model created in this research support to fulfill the core practices of Law of a Small Team, for example by asking questions about time consumption, deciding about the goal and tasks – also about the amount of the tasks – during one iteration and evaluating the performance. Joiner et al. (2007, 36) define as being a catalyst one of the characteristics of an agile leader. I see coaching as a method catalyzing the thinking, and thus as a method, it works well in an agile team leader's toolbox.

As the results of the empirical study show, there are many opportunities for coaching during the bi-weekly sprint meeting and 2-week sprint. As coaching activates a thinking process the individual growth starts. I would argue that besides the individual thinking process coaching helps to adopt the agile way of working. The powerful, open questions presented by the stream leads empower the participants to disinter the answers from their knowledge and take the responsibility to look beyond the set scene in the meetings. In addition to individual growth, the tacit knowledge will grow as participants are sharing their views with the network during the sprints and in bi-weekly sprint meetings.

GROW model is a simple coaching tool. Repeating the questions by utilizing the coaching tool from one sprint to another implements the usage of the tool in stages as a standard way of working. The more the stream leaders use the tool, the more confident they will become in their coaching approach.

As Kashdan et al. pointed (2004, 302) curiosity serves organizations in two ways: 1) it increases well-being as the need for seeking and finding purpose is fulfilled, and 2)in confrontation or stressful situations curious persons exploit their inbuilt and gained resources. The latter, to my mind, when used in an organizational context, adds the competitive advantage exploiting the human resources to its full for an operation.

To my mind, both curiosity and constant self-improvement fit the objective of the lifelong learning as the less structured approach lower the barriers to intervening. Lifelong learning is an ongoing process. It occurs when the mindset changes from a narrow learning viewpoint to a broader perspective to serve as a platform for curiosity and constant self-improvement leading to personal growth.

5.1   Change needs to be consciously led

When reflecting previously discussed change theories to Learning and Training Network's agile way of working, one can see that one force – as presented in Lewin's force-field model (Cameron & al. 2009, 110-111) - driving the change is to accelerate the learning within the network. Another force to consider is the ultimate goal, i.e. enhancing the life-long learning amongst the employees. Furthermore, when mirroring to Kurt Lewin's three-step model, the network has moved from the unfreezing phase to move phase. The action is taken by creating the coaching model and changing the way of running the sprints. People involvement is implemented by stimulating the thinking and empowering the individuals to come up with answers based on their knowledge. The last phase in Lewin's model – refreeze – is the reality when coaching model has become everyday practice when both the stream leads and sprint participants find it comfortable. For example, the first phase is often forgotten when new technology or ways of working are introduced. The personnel will find it hard to understand why something which is for them a perfectly working system should be replaced with a new one. The motivation is utmost important if a crisis does not cause change. Moreover, even in crises, the change must be communicated by the management. However, this is not enough. People support things if they are actively involved.

 It would be interesting to observe and interview the stream leads and participants after a certain time point to evaluate the impact of the tool. To measure in what extent the tool has accelerated the change both on individual and organizational level would be an intriguing topic. In addition, it would be useful to investigate opportunities to improve the model.

To my mind, the Kobler-Ross Change Curve (Cameron & Green 2009, 34) is an excellent tool to identify how to address the persons in different phases of change. It is also essential to understand that individuals do not move at the same pace forward on the curve. So, the skills of empathy and listening are essential for a good change leader. I would recommend the stream leads to study the change curve related to the adaption of the agile way of working and their stream members. Especially the phase of the bi-weekly sprint meeting, in which the feelings are checked, offers also an opportunity to be attentive for any change resistance or sceptsism.

The first three steps in Kotter's theory (Kotter 2012, 23) are to my mind most vital for the change to succeed. The level of urgency and how it is perceived by the stakeholders and individuals involved in the change is vital. Without a clear vision, it is hard to understand how the world will look like after the change and without understanding that it is hard for the individual to get an answer for the question: 'What's in it for me?'. When I was working for an organization in which change management had its process and was highly appreciated forming of change coalition was straightforward, in the two other ones when working with a major change it was harder to get enough human resources allocated to execute the change. In one of them, the management expected that working alone for the change without direct contacts to key stakeholders would be enough for execution. The downside of an unsuccessful start is that 'rewarming' the change does not create the same sense of urgency as the unconscious thinking is that 'this cannot be that important because the first start was so lame.' However, those people who work with the 'rewarming' can influence a lot for the positive outcome by demonstrating their enthusiasm – but only if they have the top leaders' visible support.

To proceed further in Kotter's model (Kotter 2012, 23) are vital, i.e. to be present amongst the people and to measure the temperature towards the change. Communication is essential. To my experience, the top leaders must be out in public to tell big picture including the vision. However, the line managers are the those who are to answer the questions about the change and to clarify the vision. There are cases in which they are not provided with the proper answers or even informed about the change prior the other employees. Of course, there are changes like organizational restructurings in which the information is disclosed until official announcements, but it would benefit the change if the line managers would be given tools to support them in communication. The subordinates quite often observe how their line managers behave. If they ares not spending time nor paying attention to the change, it will be treated as less important and 'not for us. I have experienced that type of behavior hindering the change to be executed as planned and thus need for extra resources have occurred.

The two last steps (Kotter 2012, 23) are about freezing the change like in Kurt Lewin's model (Cameron & al. 2009, 111) discussed earlier or as Kotter (Kotter 2012, 23) calls the last step

anchoring the change. Once the change process has been finalized the work does not end. For all who have tried to change own behavior understand that unlearning from old habits, routines and ways of working is much harder than learning new skills. In the significant process change I was involved, there was an entire team reserved to support the change to stay side by side with the people as change objects. The team went on the field and worked with the project teams using the new process and the ways of working. On the top of the project teams getting the support they needed, the process implementation team gained insight how the change was perceived and if there was any need for any additional development. The insight was also gained about the cultural change as the change was aiming to impact that as well. As a global organization, the know-how of local cultures was essential, and insight was gathered through local change agents. Cultural change is something which needs to be addressed with opening all senses.

I see the stream leads in their role as change agents as they are facilitating the change (Caldwell 2003, 132) with the new tool and coaching the stream during the sprint. In addition to facilitation, the stream leads have an opportunity to reflect the feelings amongst the sprint participants as open questioning reveals personal thoughts giving an insight the about reality. By evaluating the answers, the stream leads can ease the change and lead it towards the desired direction based on their insight. I would recommend the stream leads to gather regularly together and share their insights of different streams. Based on their understanding they can either adjust the coaching tool or think other actions to develop further the way of working.

One cannot underestimate the importance of being prepared for change resistance. As presented in table 4 there are various ways to plan and tackle the possible resistance to adapt the new ways of working. As Kotter et. al (2008, 7) describe education and communication are the tools. As the focus case is 'learning by doing' the educational part is covered by working in an agile mode jointly. Another advantage is that the participatory factor is included as all members of the Learning and training network are active participants in the network's sprints. As discussed in the previous paragraph the stream leads have an opportunity to facilitate the change in their role as sprint facilitators and thus as change agents.

To some extent there will occur negotiation during the sprints and willingness to turn back to old habits. Will the negotiation only focus on sprint content is for the stream leads to decide by how much the discussion will include topics of the real way of working in addition to sprints objectives. Kotter et al. name (2008, 7) two additional tools like manipulation and explicit and implicit coercion as ways to handle the change resistance. These two are like tools to level with a 'normal change' when time is short, but if any learning is aspired to take place, they are not applicable. The negative feelings they will cause might block the willingness to learn. According to my personal experience even in forced changes people overcome,

the learning does occur, but the impact of learning might not be recognized until after some time has passed. The participatory way to tackle the change resistance by evoking curiosity towards the change and new way of working. As Kashdan et al. (2004, 291 -292) argue curiosity leads towards personal growth and in best cases it stimulates the individual into experimenting new things.

5.2 Self-actualization in a simple way

As self-actualization is a manifestation of an individual development as well as demonstrating life-long learning I would like to point out that coaching provides a system for personal expression. At first sight just by answering the open questions might look a too simple initiative in activating the thinking process and curiosity to drive the individual towards self-development. As learning occurs (Znidarsic et al. 2011, 185-187), the individual personal growth will benefit the whole organization forming foundations for the future individual and organizational success. Managers, and in this research case, the stream leads, role is to stimulate the learning. I argue that powerful, open questioning is the right stimulus as the thinking process is initiated and enhanced in each sprint.

The benefit of the coaching tool developed for this case is that in best scenario it will bring out in daylight the unconscious competence alongside the conscious competence (Whitmore 2009, 101). To my mind the more the individuals use their insight and are encouraged to speak out their mind the more they will trust themselves and widen their thinking zone. An additional benefit is that by listening the others exposing their perceptions the more tacit knowledge will be absorbed. One could say that at its best during the each sprint collective learning occurs.

5.3 Critics and lessons learned

As constant change seems to be the new normal in contemporary world change theories are popular among management. Even though Kotter is well known, and his Eight Steps of Change published first in 1996 a leading methodology to lead change one can ask how the process fits small and middle-sized companies – not to talk about teams in change. If performed as described by Kotter the process takes time to implement. The positive side of the process is that it is systematic and forces the change leaders to think thoroughly the change strategy from different angles. However, in small organizations there are not a large amount of resource to tie up leading the change as the majority of the people need to run the daily operations.

To function well Kotter's approach needs to be adapted to each organization's needs. Lewin's models force field analysis and three steps of change work (figures 2 & 3, Cameron and Green 111, 110) better and are more agile, thus easier to implement in small and middle-sized companies. From an individual point of view Kubler-Ross change curve (figure 4, Cameron and

Green 2009, 34) provide valuable information and help both the individual and the change leaders to understand the individual experience. I would recommend change leaders to evaluate existing models and adapt them to meet their needs keeping though the change goal in mind.

A missing part of this thesis is evaluating the level of understanding of agile methods amongst the Learning and Training Networks members and the stream leads. One could argue that the evaluation would have brought more in-depth understanding into the questioning. Even though in coaching the coach does not have any prior knowledge of the topic as the open questioning empowers the coachees to come up with the insight, it would have been useful to understand the general level of comprehension of agile way of working.

One lesson learned is that if a thesis is applied in a context which is outside one's own daily environment it would be useful to document the critical path of the research project to understand critical items and timelines for research execution. This would serve both parties to comprehend what type of resourcing is needed and by when.

Another lesson learned is to demystify the thesis writing. The objective is to learn and in best case to deliver a service, tool or product which adds value in the beneficiaries' operations. Defining the scope is essential. If the scope is too wide, as I had in the beginning, it is hard to outline what is the focus of the research work. Once the scope is narrow enough the focus falls into its place naturally.

Last lesson learned is that writing a thesis work and running a research project falls under project management. The principles of project management apply especially when thinking of time management. Once the deadline is set, it is easy to split the project in subprojects. I realize, that I implemented this thesis in a sprint mode delivering the tasks in certain time period and agreeing on the tasks for the next sprint. Of course, the more the researcher can use own passion, the better. But just to remember not to fall into research biases blinded by passion to subject.

5.4 Recommendations for further studies

To sum up, an agile way of working flourishes in an empowering culture which allows the team to work in autonomy. It would be exciting to study how to develop an empowering culture in an environment towards an agile way of working and what role service design methods would play in that research. Would co-creating accelerate the cultural change and how the perception of empowering culture changed during the co-creation process. I assume that individuals perceive empowering culture very differently based on their backgrounds and desires.

For further research, it would be interesting to study what type of impact a coaching approach would have on customer interface, in this case being the end-beneficiaries. Furthermore, another area to expand the research would be to see how to make the sprint participants adopt the coaching method as their interactive tool encouraging peers to coach each other during the sprints. It would be stimulating to explore if there were any changes in their interaction and how those possible changes might influence the performance of the team.

Besides, many thought-provoking areas were not included in this research. One area to enter would be system thinking to understand how small systematic changes would increase the willingness to learn and how human curiosity could be triggered. Another vast area for further research is how different types of communities would motivate the individual learning and how tacit knowledge can be utilized to its full potential. In this field, I would also include swarm intelligence.

It would be interesting to study further with a more multidisciplinary team the solutions and how to improve the coaching model after a specific period. The members of the team could include the internal customers of the network as they are the beneficiaries of the learning solutions. The final – and the most critical question – would be to study how the change is adding value for the Company X's customer and how the learning approach benefits their customers and therefore the business. I would argue based on the theories and knowledge I have gained through this research project that the increased curiosity should add value to the customer's business. Of course, without any data to prove it – it cannot be said before proper research has been executed.

The implementation of the coaching tool has just started. By keeping the tool extremely simple one can hope that it would be easy to adapt as part of the sprint routines. The more advanced the stream leads and the network members become with the coaching method the more complexity with new methods can be added. The fulfillment in gaining insight and learning will hopefully lead into a positive circle of lifelong learning.

I hope this thesis will inspire any teams working in an agile mode to think about how they could actively add coaching in their toolbox and way of interacting if not already used. For those teams already utilizing coaching, I would recommend to study and learn different methods of coaching to excel in both learning and performance — a successful agile team masters both in operating in autonomy and in coaching. I also wish that the tool and method how to develop the tool would be useful or a source of inspiration for any agile teams – or teams in organizational development – to adopt coaching as a normal part of daily work.

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Figures

Tables

Appendices

Appendix 1: Facilitator Script

Facilitator Script

Purpose of the event	To create coaching approach for Learning & Training network	
Equipment	Templates on flip charts, post-its and pens	12.2.2019 9:30-10:30
Participants	Learning & Training network Stream leads	
Duration	1 hour	

Workshop 12.2.2019

Timing	Item	Purpose	Outcome	How
9:30 – 9:40	Opening	To explain the purpose and flow of the workshop	The participants understand the flow of the workshop	Agenda & objectives on the screen
9:40 – 9:55	Sprint Journey	Sprint participant journey – what happens before, during and after the sprint meeting –	To identify natural touch points for open questioning / coaching approach

Blueprint to describe coaching approach during the sprint | Participant journey for the opportunities for insight gathering & coaching approach on flipchart, post-its |
9:55 – 10:10	Creating a toolbox for coaching	Brainstorming – ideas for open questions for each touch point	Toolbox of questions	Ideas on sprint meeting flipchart
10:10 – 10:15	Categorization of ideas based on GROW	Prototype – to create a prototype to be tested in one biweekly sprint	Ideation of the frame for prototype	Affirmation diagram of post-its
10:15– 10:25	Next steps & wrap-up	What will follow after the workshop, preliminary implementation ideas	Execution plan drafted - prototyping	Action plan on roadmap
10:25 - 10:30	Closing			

Appendix 2: Prototype Testing Questionnaire

Prototype Testing Questionnaire

Research questions

- *How to add coaching approach in the Learning & Training network way of doing*
- *How to transform the network for coaching approach ambassadors*

Introduction

This questionnaire is to evaluate the usefulness and functionality of coaching model to be used in Learning & Training network sprints.

Sprint meetings: general

1. After using the model which were your instant feelings of the model?

2. Could you describe of the interaction with the meeting participants?

Phase 1: RE(-GROW)

1. How did you find the review phase?

2. How did you find the evaluate phase?

3. What did you find different compared to running the meeting without the model?

4. Which questions you would like to change? How would you change them?

5. Is there something missing?

Phase 2: GROW

1. How did you find the grow phase in coaching touch points?

2. How did you find the reality phase in coaching touch points?

3. How did you find the options in coaching touch points?

4. How did you find the wrap-up in coaching touch points?

5. What did you find different compared to running the meeting without the model?

6. Were there any differences between coaching touch points how well the coaching model worked?

7. Which questions you would like to change? How would you change them?

8. Is there something missing?

9. How confident are you using the model?

2 week period sprint interventions

2-week sprints: general

1. After using the model which were your instant feelings of the model?

2. Could you describe of the interaction with the meeting participants?

Phase 1: GROW

1. How did you find the grow phase in coaching touch points?

2. How did you find the reality phase in coaching touch points?

3. How did you find the options in coaching touch points?

4. How did you find the wrap-up in coaching touch points?

5. What did you find different compared to running the meeting without the model?

6. Were there any differences between coaching touch points how well the coaching model worked?

7. Which questions you would like to change? How would you change them?

8. Is there something missing?

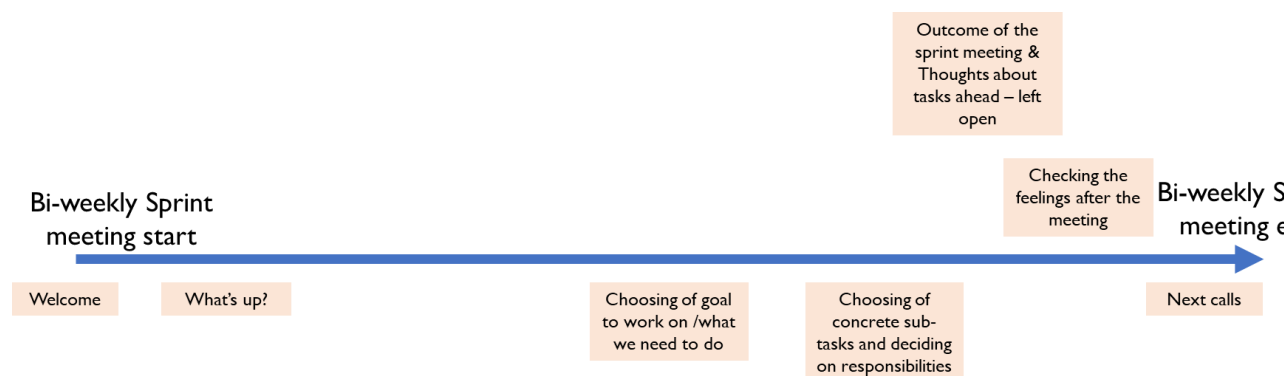9. How confident are you using the model?

Wrap-up

1. Anything else you would like to add?

THANK YOU 😊!

Appendix 3: Coaching Tool

Coaching Tool for Learning & Training Network Sprints

Bi-weekly Sprint meeting, 30 minutes

Phase 1: Welcome

Review
What went well? (Reflecting the previous sprint)?
What is the status of old tasks?

Evaluate
What could have been done differently? (Reflecting the previous sprint)?
Are there anything repeating itself? What could we learn from that?
Is there anything you would like to change how you executed the sprint last time?

Phase 2: Choosing of goal to work on/what we need to do

Goal
What kind of goal setting would inspire us?
What is the most important goal we want to accomplish?
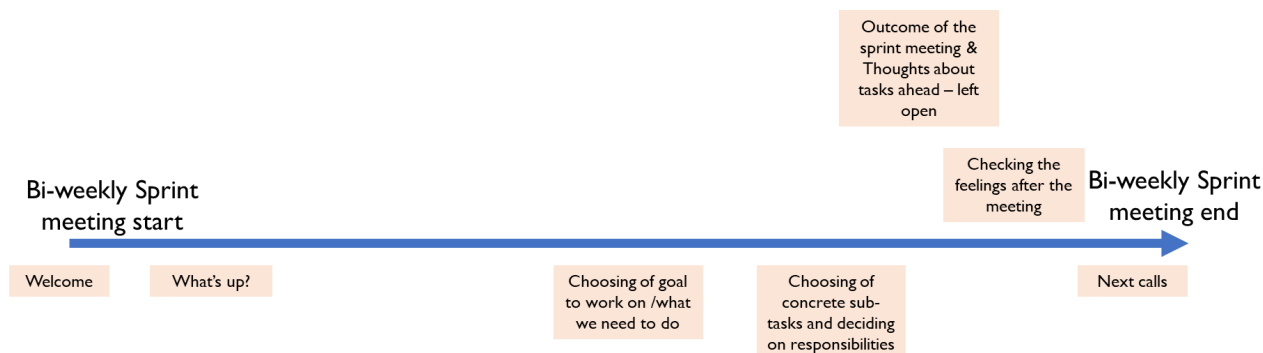What kind of goal would be so ambitious that it almost frightened us?

Reality
What obstacles we may face?
What would make this goal better / more concrete / more measurable?
How will this support us going forward?
How much would to achieve this goal take us closer to our overall goal?

Options
What options do we have? / are there any other options than the tasks we have chosen?

Wrap-up
What are the concrete items related to the goal?
How realistic / challenging you find this goal?

Outcome of the sprint meeting & Thoughts about tasks ahead – left open

Checking the feelings after the meeting

Bi-weekly Sprint meeting start

Bi-weekly Sprint meeting end

Welcome

What's up?

Choosing of goal to work on /what we need to do

Choosing of concrete sub-tasks and deciding on responsibilities

Next calls

Phase 3: Choosing of concrete sub-tasks and deciding on responsibilities

Goal
What do you think is the most important task for us/you to achieve this goal?
How do we know we have accomplished our goal?
Could we measure the progress/success of the task somehow?
How do we define it is accomplished?
How should this task be?

Reality
How could we make this task more concrete?
Is this task something you can accomplish within next 2 weeks?
Where are we now with this task?
Can we achieve our tasks within the set time period?
What is already done?
Who has already worked with this before?
What type of support would you need?

Options
What would you find a good option to proceed?
Could there be any other way how we could proceed?
Can we break this into smaller entireties?
What could we learn from our previous experiences?
Are there more efficient ways to distribute the tasks?
Who / what could help us?

Wrap-up
Are there anything we should park to be dealt with later on?
What kind of steps help us achieve the goal?

Phase 4: Outcome of the sprint meeting & Thoughts about tasks ahead – left open

Wrap-up
Are there still any ideas which one of you could help each other?
How clear do you find the goal and the task?
How satisfied are you about the outcome of this meeting?

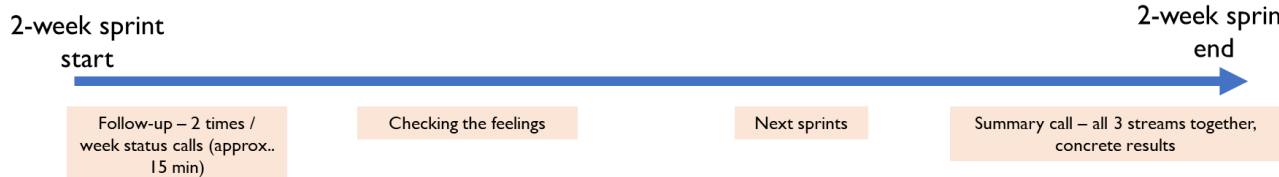## Phase 5: Checking the feelings after the meeting

Wrap-up
Is there anything still puzzling your mind?
How confident are you with the next sprint?
What do you take with you from this meeting?

2 week period sprint interventions

2-week sprint
start

2-week sprint
end

| Follow-up – 2 times / week status calls (approx.. 15 min) | Checking the feelings | Next sprints | Summary call – all 3 streams together, concrete results |

Phase 1: Follow-up – 2 times / week status calls (approx.. 15 min)

Goal
What is our ultimate goal?

Reality
Where are with the tasks?
Are there any challenges in executing them?
What type of resources do you have?
How do you define the time you need to reserve for accomplishing the task?

Options
Are there any challenges in executing the tasks?
Is there something we could do together?

Wrap-up
On scale 1-10 how did we succeed?
Is there something we could do together?

Phase 2: Checking the feelings
Goal
What is our ultimate goal?

Reality
Where are with the tasks?
Are there any challenges in executing them?
What type of resources do you have?
How do you define the time you need to reserve for accomplishing the task?

Options
Are there any challenges in executing the tasks?
Is there something we could do together?

Wrap-up
On scale 1-10 how did we succeed?
Is there something we could do together?

Phase 3: Next sprints

Goal
What is our ultimate goal?

Reality
Where are with the tasks?
Are there any challenges in executing them?
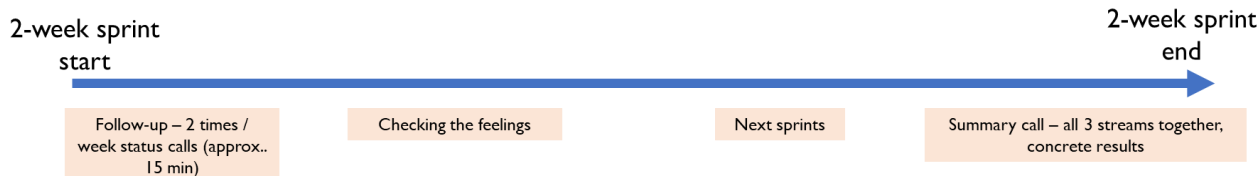What type of resources do you have?
How do you define the time you need to reserve for accomplishing the task?

Options
Are there any challenges in executing the tasks?
Is there something we could do together?

Wrap-up
On scale 1-10 how did we succeed?
Is there something we could do together?

2-week sprint
start

2-week sprint
end

| Follow-up – 2 times / week status calls (approx.. 15 min) | Checking the feelings | Next sprints | Summary call – all 3 streams together, concrete results |

Phase 4: Summary call – all 3 streams together, concrete results
Goal
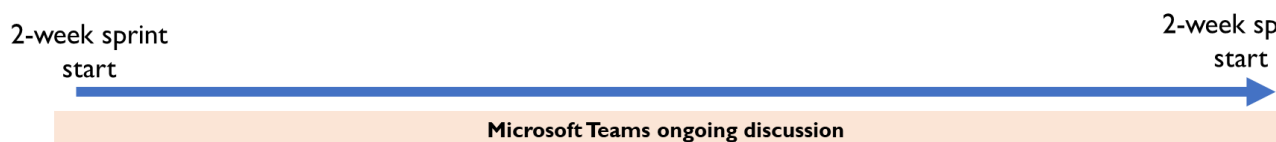What is our ultimate goal?

Reality
Where are with the tasks?
Are there any challenges in executing them?
What type of resources do you have?
How do you define the time you need to reserve for accomplishing the task?

Options
Are there any challenges in executing the tasks?
Is there something we could do together?

Wrap-up
On scale 1-10 how did we succeed?
Is there something we could do together?

2 weeks sprint, ongoing discussion in Microsoft Teams

2-week sprint
start

2-week sp
start

Microsoft Teams ongoing discussion

Goal
What is our ultimate goal?

Reality
Where are with the tasks?
Are there any challenges in executing them?
What type of resources do you have?
How do you define the time you need to reserve for accomplishing the task?

Options
Are there any challenges in executing the tasks?
Is there something we could do together?

Wrap-up
On scale 1-10 how did we succeed?
Is there something we could do together?