Qualitative interview-based research: An exploratory study on the role of the agile coach and how the coach influences the development of agile teams

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ABSTRACT,
This report presents the results of a descriptive and explorative multi-method study into the role of agile coaches and their influence on the development of agile teams. Based on eight interviews with agile coaches, but also informed by the analysis of a literature study. The conclusion is that the tasks of agile coaches can be categorized into four roles. These roles are defined by the tasks, but also the setting they are performed in. These roles are all in support of the common goal agile coaches have which is enabling ownership. The maturity and hierarchy level of teams determine to what the degree the coach is able to influence the development of teams and the organisation. In the study is emphasized which tasks are most important for which role and what tools a coach uses to which ends. The paper provides an overview of the roles, tasks, and tools to help agile coaches reflect on their own position and create an understanding of the importance and value of the coach to use by managers.

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1. INTRODUCTION

Outside of the software development industry, the agile way of working continues to grow in popularity and its applicability in other types of organisations and sectors. The values of 'being agile' as noted by the original writers of the Agile manifesto (Beck et al., 2001), describe these, merely in the form of guidelines. When adopted correctly, these can work for every type of organisation. Many organisations now start to realize the potential of positive change and advantages the agile way of working provides to their businesses (CollabNet, 2019). Current literature, describing theories and frameworks, might be incomplete or inapplicable to use for the types of organisations that are not from the software development sector. However, the strength of the agile values is that these organisations can and will have to change and shape the agile values into their own agile structure. These customised frameworks are not uncommon in the software development, but the frameworks that exist, might not be fit for implementation at the new generation of organisations becoming agile (Hoda & Noble, 2017).

Organisational change

The transition to an organisation that is working completely agile requires a complete change. In terms of organisational design, it will have to result in self-organising teams, where members of different backgrounds work together in multidisciplinary teams, which results in much tighter company cultures (Mutusamy, Simmons, & Wheeler, 2005). But, in terms of organisational performance, the goal is an improvement of performance across all aspects related to previously existing departments, i.e. in order to increase customer satisfaction (Beck et al., 2001). Ultimately, the process towards agile teams will result in a loss of hierarchy, which means a shift of responsibility towards team autonomy, and is most difficult for the manager to accept (Mutusamy et al., 2005). In an agile organisation, the self-organising teams have their own responsibility in drafting, completing and reflecting on the project, which is reflected in the autonomy that agile teams need to take. This autonomy can be divided in different informal roles (Hoda, Noble, & Marshal, 2010). Also, the people in the teams have to be able to fulfil their part of the project, as the teams are often multi-disciplinary. A lack of multidisciplinary approach and high specialisation could pose a problem regarding reorganisation of teams. Besides understanding and mastering the process, the individuals will have to improve their expertise (Jovanović, Mas, Mesquida, & Lalić, 2017). Finally, it calls for the need of an (in)formal system that connects individuals in an organisation, as communication is key in the process of self-organising teams and agility. The multidisciplinary factor already allows individuals to be connected since they have to work together. But, a more appropriate system, beyond regular emails and phone calls, is necessary (Moe, Dingsøyr, & Dybå, 2008). This facilitation of support can also be facilitated by the agile coach (Rosha & Lace, 2016). The ultimate goal of the agile way of working for most organisations is to increase innovativeness, increasing customer satisfaction, lowering costs, lowering cycle times/ lead times and improving output quality (CollabNet, 2019). This goal is supported by the introduction of the agile way of working to these self-organising, multi-disciplinary teams, who can be compared, to some degree, to self-organised teams as described by (Hackman, 1986).

The change to an agile organisation can only be done when supervised by a person that coaches and directs the process in order for the business to successfully integrate the agile way of working, often this role is still overlooked (Parizi, Gandomani, & Nafchi, 2014). This person is an agile coach, "An agile coach helps teams or individual adopt and improve agile methods and practices. A coach will help people rethink and change the way they go about development" (Kelly). After the teams have had their agile training, they are not yet fully equipped with the skills necessary to lead the agile process as effectively and efficiently as possible. The agile coach helps the team to stay within the scope of the project and directs the meetings to keep them effective. The agile coach is used through different levels of the company and therefore the key in successful team collaborations and effective workflow processes, which is also captured in the coaching capability of an organisation (Adkins, 2010).

1.1 Research objective and design

Agile is a very important topic to this date and because there are articles published frequently, it is important to consider that this research will not be able to cover all aspects known from the literature, as some also fall outside the scope of this research. The literature base keeps expanding and consists of much more than the role of the coach and the influence on the development of agile teams. Other subjects relevant in this research area are the agile transition, which will be a small part of this research, and the scaling of agile in organisations which is at least as important.

The objective of this research is not focused on providing one way of going about the roles of agile coaches and team development. Instead, this research provides an overview of the answers given by agile coaches in agile organisations to increase the understanding of the context surrounding an agile coach in practice. To create an overview, the answers are analysed and presented in the results section. With this overview, agile coaches can reflect upon themselves and their role in the agile team, to understand what they actually do to influence the teams' performance and what they can do to improve that performance. This paper can also be helpful for managers of organisations in transition to understand the added value of the coaches. To further help the agile coach, this paper also provides a literature overview of different theories, coaching roles, tasks and tools from different perspectives. Combined and compared with the data from the interviews, a contribution is made to the existing knowledge of agile teams, the performance of self-organising teams and the role of agile coaches within agile origination.

It is critical to understand that each agile coach might work differently and have another approach, this simply has to do with the personality and experience the coach has. There might not be one effective way of working or one solution to the problems (in a transition), as each scenario, project, and organisation is unique (Kropp & Meier, 2015). The coaches' subjective view on the matter on hand calls for freedom of interpretation of the data and framework. Where many different factors influence the development of agile teams and other dimensions of the agile transition, selecting the best method is the start of the process. therefore, it is important to select the best agile method fitted to the organisation's needs (Rasnacis & Berzisa, 2017). Since the research area is very large and multi-faceted at the end of this paper limitations and ideas for future research will be discussed. This paper starts with substantiating reasons for the importance of continued research in this field.

1.2 Research question

The research question that will be answered in the end is, *'What is the role of an agile coach within an agile organisation and how does an agile coach influence the development of agile teams?'*.

By using sub-question the research question will be expanded. These questions are needed to be able to answer the research question to the maximum extent, as well as understanding the research context surrounding agile coaching and team development. The questions are meant to fill the gaps in the overarching research question. The sub-questions that expand the research question are:

- What is agile performance and what metrics can be used (by agile coaches) to measure agile team performance?
- What is the importance of an agile coach within the organisation (to guide during transition phase)?
- What tools do agile coaches use and what techniques can the agile coach use to interfere during the meeting to manage team performance?

2. THEORETICAL BACKGROUND

2.1 What is Agile methodology

2.1.1 Different types of agile methodologies

The 12 principles stated in the Manifesto, only gave guidelines for high-quality development in an agile manner (Beck et al., 2001). They do not propose a formal structure or framework, each organisation can or has to use. The goal of the principles is to motivate practises that facilitate change in demand during the development stage, ergo higher agility. These practises are allowing organisations to bring more value to customers and therefore, customer satisfaction increases. (Dingsøyr, Nerur, Balijepally, & Moe, 2012). There are various agile methods that have been developed since the creation of the Manifesto. An organisation will have to decide which methodology fits best and how to implement this method. The organisation should make sure that the chosen method is best fitted for the organisation's design, culture, and goals, which becomes apparent in the amount of (structured) adoption frameworks and adoption solutions that have been developed and proposed by (Gren, Torkar, & Feldt, 2017; Qumer & Henderson-Sellers, 2008; Qumer, Henderson-Sellers, & Mcbride, 2007; Rasnacis & Berzisa, 2017; Sharif, 2014; Sidky, 2007; Sureshchandra & Shrinivasavadhani, 2008).

The annual State of Agile is an independent organisation that surveys organisations all around the world to assess the state of agile. This means that they report agile success, metrics, project management tools, agile methods, agile scaling techniques and experiences. The data from 2019 is summarised from 1319 respondents from more than 14 different industries. 97% of the respondents indicated that their organisation works agile. They report that Scrum is still the most used agile method worldwide as can be seen in (**Error! Reference source not found.**). Scrum is followed by hybrid/multiple methods. Especially this method is interesting to use by organisations. Because it becomes clear here that organisations tailor agile frameworks, or adoption solutions to their own needs and design, even by combining different methods. That way, the organisation is able to implement the agile structure in their organisation with higher rates of success and without it failing, because of mistakes during the design phase. Other agile methodologies can exist which are not represented in (Figure 1). However, these methodologies are used on a very low scale. Either, because they have become outdated when new and better methodologies have been developed, or because the environment of organisations is changing and calls for a different type of approach. The

differences between all these methodologies fall outside the scope of this research and will not be further explained.
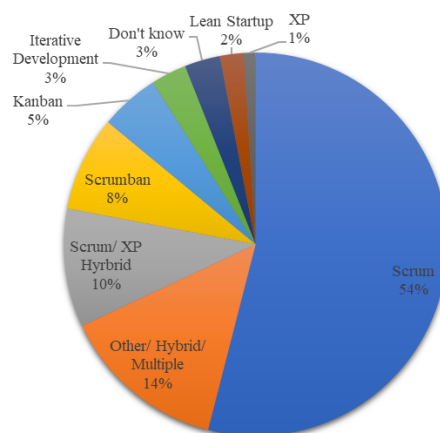

Figure 1 *Most common used Agile methods. Adapted from "The 13th Annual State of Agile Report", by CollabNet VersionOne, 2019, www.stateofagile.com/#ufh-i-521251909-13th-annual-state-of-agile-report/473508. Copyright by CollabNet, Inc.*

2.1.2 Agile Transition

Big changes that have commenced in the world in terms of globalization, innovation, new technologies, different social-values, reduced product life cycles, and quick changes in customer demand have created a dynamic and competitive landscape in which greater emphasis is placed on the organisational need for engagement towards more innovation (Abrahamsson, Warsta, Siponen, & Ronkainen, 2003; Mutusamy et al., 2005). Organisations have to change their organisational design and cultures to be able to meet those challenges and face them. Becoming agile is one way for organisations to do so. The agile way of working implies high levels of autonomy and self-organisation.

Difficulties during the agile transition

For an organisation to become agile there is not one decisive and agreed-upon way. Meaning there is no framework or solution for organisations to use in becoming agile that provides a guaranteed success. Resistance to change from employees in the organisation makes a transition difficult. Some reasons for this resistance are lack of experience, fear of the unknown, lack of job security, preference for structure, and a dislike of increased work-load (Magpili & Pazos, 2017; Thursfield, 2015). What makes it even more difficult are the different agile methodologies that exist, which all call for a slightly different and unique approach of adopting into the organisation (Kropp & Meier, 2015). In '*Different types of agile methodologies*', it is already mentioned that a lot of different adoption frameworks and solutions exists, each has their own techniques, steps and (dis-) advantages. Other relevant issues in the context of agile transition are challenges and obstacles during the transformation process, agile framework development, balancing the coexistence of agile and standard methods and assessment of achieved transformation (Jovanović et al., 2017). During the transition it is especially important to also focus on conflicts between individuals since these pose a significant problem to manage in the process of change management (Wu & Tang, 2015). The question that remains for the organisation is which method suits them best.

Agile adoption framework

The way an organisation can decide which adoption framework they want to use is by following a structured approach to adopting agile practises. One of these approaches is the 'Agile adoption framework' (AAF). This model proposed by (Sidky, 2007), allows for a structured approach to find the best agile practises, for an organisation and mentor the agile practices adoption process, without neglecting the organisational factor of the adoption process. This model does not guide the organisation through steps of becoming agile, only in selecting the best practice.

Reviewing databases with peer-reviewed literature, one adoption framework is cited the most and thus, most endorsed by researchers in this research area. It is called the 'Agile Adoption Improvement Model' (AAIM) and was created by (Qumer et al., 2007), to assist in introducing, evaluating and improving the agile software development method (procedures or techniques) in a software development organisation. This model is the most exhaustive in its kind because it allows for evaluation and improvement, besides giving a step-by-step approach to adopting agile practises.

The model consists of three 'agile-blocks', which represent the stages of the transition, and each block consists of more sub-steps. At the start of the transition, an organisation is in AAIML 1, called 'Agile infancy'. The most important aspects are introduced at the start of the transition and are speed, flexibility, responsiveness. Since an organisation is unable to achieve all steps at once, these aspects are necessary for establishing a foundation to accomplish the rest of the agile levels. The model ends with the last stage, AAIML 6, called 'agile progress'. In this final stage, the focus lays on lean production and keeping the process agile. Here, the practices are centred around the foundation of a lean production environment (quality creation with least amount of assets and inside a short time period) and to keep the agile processes efficient, which have been established at an earlier stage (Qumer & Henderson-Sellers, 2008). The drawback of this adoption framework is that it is focussed on software development companies. Some organisations may try to tailor this framework to try and fit it for their organisational needs. However, with the ability to choose an adoption method from an extensive list of options, another adoption framework might work better in other types of organisations.

Critical success factors

Conditions of a successful transition are important to keep in mind for an organisation that is becoming agile. It requires the tools, people, processes, environment and a different mindset for successful integration. The success substantially depends on the leading role of an agile coach and the management (Qumer & Henderson-Sellers, 2008; Sidky, 2007). Critical success factors, identified by (Chow & Cao, 2008), are a delivery strategy, agile software engineering techniques, team capability, project management process, team environment and customer involvement. Ranked as the most important is the delivery strategy. This relates to the agile adoption method that the organisation uses. The importance of that is again underlined. Team capability is the second important factor for a successful transition and it relates to self-organising teams.

2.1.3 Self-organising teams

As agile teams are self-organising teams (Hoda et al., 2010; Hoda, Noble, & Marshal, 2013; Mutusamy et al., 2005), self-organisation is very important for the transition of a hierarchal organisation to an agile organisation. Part of the organisation's goal of adopting agile teams is to increase innovativeness. Self-organising team structures have been developed as the optimal approach to increase flexibility and team performance (Magpili & Pazos, 2017). The innovation is supported by organic structures and flexible work agreements with more autonomy, a greater degree of informality, high degrees of information exchange, and participative decision-making (Mutusamy et al., 2005). Self-organising teams share these characteristics for a large degree and will have a big impact on innovative behaviour (Dunphy & Bryant, 1996). The importance of self-organisation is already mentioned in 1 of the 12 principles from the Agile Manifesto in which it is mentioned as the best architectures, requirements, and designs emerge from self-organising teams (Beck et al., 2001). Self-organising teams manage their own work, planning, and do not depend on a manager or leader (Cockburn & Highsmith, 2001; Magpili & Pazos, 2017). Here it is important that the teams have mutual trust, respect and one clear goal (Cockburn & Highsmith, 2001; Spiegler, Heinecke, & Wagner, 2019). The level of self-organisation is affected by leader coaching and team design. Well-designed teams are able to reach higher levels of self-organisation than poorly designed teams. Where effective coaching has a stronger impact on well-designed teams than poorly designed teams as well. During the design phase, it is important for organisations to design the teams correctly, thinking about effort, performance strategy, knowledge and skill. If done correctly the teams are able to exploit effective coaching more for the benefit of self-organisation (Hackman & Wageman, 2005).

Team member's roles in self-organising teams

Self-organising agile teams are composed of employees that take responsibility, participate in the decision-making process and manage their tasks, sorting these tasks on importance and fit. (Highsmith, 2004). In order for a team to become self-organising, the team member will take on different informal roles, as a coordinator or mentor (Hoda et al., 2010) in order to fill in the gap left behind by the lack of a clear leader (Slagter & Wilderom, 2017). Agile coaches always take at least one informal role, whilst other team members divide the other informal roles. (Hoda et al., 2013). Understanding that the individuals take different informal roles besides their formal, organisational function, is essential for agile coaches to successfully guide agile teams in the process. In (Hoda et al., 2010) is presented that one person, such as an agile coach, may play the Mentor, Champion, Promoter, and the Terminator roles at the same time, however, each of these self-organisational roles was only ever played by one team member at any given time. This is different from the development role the team member already takes on i.e. as a data analyst or tester in a software development organisation. This means three things. First, agile coaches always take on self-organisational roles. Secondly, members of the agile teams may take on different roles, but each self-organisational role is only taken by one person. Finally, only developing roles can be taken on by team members, besides the self-organisational role.

This proposes a division of tasks that also determines the role of the agile coach and can be used to identify by the coach to determine his or her function within a team. This is depending on the roles the team members take on themselves. In other words, if a team member takes on the Coordinator role, the agile coach does not have to anymore On the other hand, the role of the coach is not limited by them, as the agile coach can take on multiple roles at once and there are tasks not performed by the teams at all which become the responsibility of the coach. Next, to that, roles in self-organising teams are usually not restricted to a job description or straight division of tasks but are driven by what the team thinks is needed to meet their goals (Magpili & Pazos, 2017). Self-organising roles can be divided, but are not limited to a certain individual. If the team has to make changes to the division of roles, they can do so. If the agile coach thinks

that the team members are not able to take on a certain role, the coach can take on that role for a period of time. The teams will benefit from the initial mentoring of the coach and perform better (Hoda et al., 2010).

2.2 Team coaching

Coaching approaches

For the functionality of a team, it is important to have a leader, to be managed or to have a coach that guides them through processes, helps them with planning and measures their performance. This is especially evident in the context of organisational change (Grant, 2014; Hawkins, 2008; Lawrence & Whyte, 2017; Rosha & Lace, 2016; Slagter & Wilderom, 2017; Stober, 2008). There is a difference between traditional working teams and self-organising teams as is explained in '*Self-organising teams'*. For self-organising teams, there is less need for such support system because these teams manage their own work, planning, and do not depend on a manager or leader (Cockburn & Highsmith, 2001; Magpili & Pazos, 2017). However, the importance of a coach for self-organising teams is not rejected by this.

A team coach can choose from multiple approaches which vary across certain dimensions. Some of these approaches are eclectic interventions, process consultation, behavioural models, developmental coaching, solution-focused coaching, goal-focused coaching and a psychodynamic approach (Grant, 2014; Hackman & Wageman, 2005; Segers, Vloeberghs, Henderickx, & Inceoglu, 2011; Thornton, 2010). More interesting is that teams need help with different issues at different stages of their development. And, there are moments in the life cycles of groups where they are more and less open to interventions (Hackman & Wageman, 2005). A coach should acknowledge that there is no approach that works all the time. The instability of an organisation during organisational change and teams that are becoming self-organising, call for flexibility of the coach in order to coordinate this process. The coach will proceed with "interventions designed to increase the collective capability and performance of a group or team, through the application of the coaching principles of assisted reflection, analysis and motivation for change" (Cox, Bachkirova, & Clutterbuck, 2014)

The tools that the coach uses in order to support the teams are part of that coach's toolkit. This toolkit consists of many different tools and can come from a variety of backgrounds such as psychology, transition management, team leadership, coaching, trainer, etc. These tools are adopted by the coaches on the basis of their own preferences and which they expect to work best (Adkins, 2010). These tools, therefore, differ if a coach takes on different roles.

The coaching role as an act of leadership

An important aspect of the coaching role is the leadership part. The coaching role itself can, therefore, be seen as an act of leadership (Hackman & Wageman, 2005). This is not limited to traditional team designs but is relevant for self-organising teams as well. In these teams, a coach takes the leadership role for a certain period of time before the team is able to take over that role. The coach allows the teams to observe and learn from what the coach does and use that to develop their own internal leadership structure (Bäcklander, 2019). What coaches need to be wary of is a leadership gap (Spiegler et al., 2019), which exists in the role transfer process. This process starts with the coach that demonstrates the role and the employee will observe, the employee will then have to claim and be granted the role. In this phase a leadership gap exists in which the coach is unable to lead

because the employees have to take on the role themselves. In the last step the employee will play the role and the coach will give support, when, where and how it is needed.

Challenges of team coaching

The coaching role is a complex practice and difficult to frame. The coach is helpful for organisations especially during organisational change and can take on many different tasks and roles to do so. In the context of organisational change, there are some challenges to the coaching profession which the coach has to conquer. The transition is time-consuming, there can be a lack of support from managers who keeps sticking to traditional management styles, there is a weak communication in the organisation, organisational culture is very strict, or there is a lack of teamwork. Most problems exist because of people and their mindset, which makes the role of the coach unpredictable and even more important within this context (Hawkins, 2008; Magpili & Pazos, 2017; Medinilla, 2012).

2.3 Agile performance measures and the use of agile tools

Performance measure methods of agile teams

In a traditional organisation, the use of KPI's and other sorts of performance measurements are imperative. In this context, performance is considered "a task or operation is seen in terms of how successfully it is performed" (Heini, 2007). The KPI's are used by managers and play a big role in planning and control, since it helps to monitor current processes, setting goals for the future and assists in decision-making. KPI's create organisational knowledge and managers use these KPI's and performance measurements to measure their vision of organisational success, this could be the ROI, customer satisfaction, cycle time, or something else (Dickel & de Moura, 2016). It is important that these measurements are reliable and validated, and relates to the quality of the measurements. Other factors influencing that quality are accuracy, resolution and timeliness (Kan, 2002). Examples of methods used to measure performance are Performance Measure Record Sheet, KPI Profiler, and Balanced scorecard. These are tools used to assess the organisation's current state. For the measure of project success organisations tend to use the golden triangle of quality, cost and timing (Drury-Grogan, 2014). As previously explained, these are important tools for a manager to have (Heini, 2007).

In an agile organisation, performance measurements methods developed for the traditional organisation can be used by the managers. However, the notable differences between the designs of the organisations call for caution when using these. Instead, new research has focused on the development of agile metrics or agile measurement methods. These are more suitable for organisations that are transitioning towards an agile organisation (Hartmann & Dymond, 2006). Between the measurement methods is an important difference, namely the people that use them. The traditional metrics and methods are mostly used by managers and designed for managers. The agile metrics are designed for individuals, teams, coaches and managers. For an agile coach and team to perform well, it might help to use key metrics to be able to measure performance. Within this context, the coach needs to understand which measures are relevant for the individual, the team and the organisation. An agile coach uses different methods than a manager does, and especially in agile organisations it is important to know what the coach should measure and what the manager should measure.

The manager can use multiple dimensions to measure project/ team success. Such as, on-time delivery, improved product quality, customer satisfaction, within project budget, increased business revenue, improved managerial effectiveness, improved employee engagement, ability to react to change, reduced project risk, improved project visibility, and improved team dynamics/moral. These are grounded variables of project success within an agile context (Totten, 2017). However, project success is not the most important aspect when measuring performance for a coach.

The coach mainly focusses on team performance in terms of development in the process. Rather, than measuring i.e. lead time and customer satisfaction, which is the task of the manager. The coach measures process efficiency, the accomplishment of sprint goals, and business value (what is the team adding to the organisation in terms of ROI, information and risk). Besides these 'hard' metrics another factor is of importance to the success of the team and for the coach. These are called 'soft' metrics and an example of this is the well-being of the team. This is affected by the degree of stress, work-load, energy level, happiness level, positive attitude and psychological feeling of safety. All of these measurements are used by the coach and are as important for the success of a team as hard metrics (Adkins, 2010; Tanner & von Willingh, 2014). The reason a coach measures the performance is to be able to continually improve the support he or she gives to the team. Another key metric used by agile coaches and managers is the velocity which is an internal measure of productivity. The velocity measures the amount of work that is delivered at the end of a sprint and can be an important assessment for teams to see if they (are able to) meet their goals (Budacu & Pocatilu, 2018). The importance of the coach is to set high expectations, and within that context the team will create their own definition of high performance, which translates back to sprint goals, process efficiency and problems. The coach allows the team to take that autonomy, because ultimately, what matters the most is what the team finds most important (Adkins, 2010).

The performance measure of the agile coach
Although the agile coach does not necessarily contribute directly to the projects, the agile coach does have an important role within the organisation and influence on the teams, leading to the expectation that the performance of the coach plays a factor in the performance of a team. Where it is easier to assess whether or not a team or squad is performing well (examples are given in *Performance measurement methods of agile teams*), assessing what percentage the coach has in the success of a certain team is difficult. The work-product from the coach is invisible and the concrete contribution to a team's success can be invisible for team members, and certainly is for managers. Because of the duality in agile performance in relation to team performance, it is difficult to divide the individual success of a coach from team performance and it's suggested, that the coach does not divide these performances. If the team did a good job, the coach must have done a good job as well (Adkins, 2010).

2.4 The roles and tasks of an agile coach

Within the literature, it is unclear what the role of the coach exactly is. Agile roles are not titles and can be taken by anyone in the organisation that has the ability to do so (Adkins, 2010). In the literature certain tasks of coaches are mentioned which are grouped into roles, however, these are not regulative for the coach. As explained in previous sections, research into the roles

of coaches and their tasks revolved around leadership, change management, executive management and team and organisational coaching. There is not a description of what the role of the coach is and knowing what a coach should do in which way is nearly impossible, this is often intuitively filled in by coaches (Dingsøyr et al., 2012). What is needed from a coach is flexibility to switch between roles, tasks and tools in order to help the teams accomplish their goals, help them with problems that arise within the process and allow them to take ownership (Bäcklander, 2019; Totten, 2017). The coaching role is an extension of the different needs that a team has. These needs differ because of multiple reasons, it could be because of., the level of agile maturity (Gren et al., 2017), the level of hierarchy (Kropp & Meier, 2015), and the resistance or willingness to change (Parizi et al., 2014), which means the coach has to adapt his practices to that.

One interesting research into the roles of agile coaches is from (Hoda et al., 2013). Here, six roles are identified each with their own tasks description. The six roles are mentor, coordinator, translator, champion, promoter, and terminator. The coach does not take on all these roles at once, for every team, but rather uses these to create an adaptive space in which the team identifies their needs so the coach can use the appropriate approach (Bäcklander, 2019). The most important tasks that come with these roles are providing adaptive leadership, facilitating the process, motivating the teams, removing impediments (Hoda & Murugesan, 2016), be a culture bearer, trainer, change agent, and promotor, prepare individuals and meetings, teach context-sensitivity, observe and monitor the teams, reflect/ provide feedback to the people, create an adaptive space and a feeling of psychological safety (Adkins, 2010; Bäcklander, 2019; Kropp & Meier, 2015). The agile coach in this context is part of the formal support system that works throughout the whole organisation. The lack of a support system is proven to be a barrier to self-organisation, meaning that the agile teams are less capable of autonomy and, therefore, high innovativeness and development. (Moe et al., 2008). Being part of that support system allows coaches to stress their importance to teams and overcome their resistance to change. This research especially wants to show how coaches in practise view these.

The importance and value of the agile coach
For organisations specifically, it is interesting to know the importance of an agile coach during the transition process and the value that the coach offers to the individuals, teams and organisation afterwards. Measuring the performance of the coach can be a difficult objective, as is seen in '*Performance measure of the agile coach*'. And the value of the coach is as equally objective and difficult to measure. Often times this value-perception is based on the opinion of the manager, making the coach have to explain his or her concrete added value to the success of agile teams (Adkins, 2010). In non-financial terms, coaches bring, for example, more motivation in teams, ability to acquire new skills, ability to face more complex problems and higher levels of self-organisation (Rodríguez, Soria, & Campo, 2016). However, financial benefits such as a higher return on investment and increased sale, are secondary and not measurable (O'Connor & Duchonova, 2014).

Within the process of the agile transition, team coaching, managing self-organising teams and being a leader to agile teams, the coach has proven to play a significant role and its outcome for project success. Their influence is not to be undervalued. Understandably, the coaches will try to protect their position and make sure that the manager knows that they add value to the process and outcomes of team projects. However, the hierarchy position and opinion-based value-perception of the

manager makes that difficult. Using the coaching position in executive coaching can be used to build a better relationship between the two, and therefore increase the chances of the manager realising and understanding the importance of the agile coach (Grant, Curtayne, & Burton, 2009).

3. METHODOLOGY

3.1 Sample and procedure

To be able to understand the context of the role an agile coach has, the data that is collected is compared with the context found in the literature about coaching in organisational change and agile transitions. This includes individual, team and organisational levels of constructs. Literature found in the first context is much more extensive, thus, therefore, it will be used as well, next to what is found in only the agile context.

To be able to make such contribution and framework, as is explained previously, it is necessary to select the best data collection method. That is why various types of data will be gathered to help provide an answer to the research question. The overall design framework is qualitative descriptive research. The leading questions in the data collection and design of this case study are the research question and the sub-questions (can be found in 1.1 Research question). The primary data collection will be qualitative, derived from semi-structured interviews with Agile coaches, the unit of analysis in this study. Purposeful sampling was used to select individuals based on their expertise. Contact with the coaches was made by using online platforms i.e. organisation's websites and LinkedIn. Informational emails and a flyer were sent out, inviting agile coaches to contribute to this research. In addition to interviews, an extensive search of the literature was done, focussing on agile coaches, agile transition, change management, leadership theories, self-organising teams, and team performance measures. This research is further depending on the analysis of the semi-structured interviews with agile coaches.

Table 1 *Data sources of qualitative research, including pre-study sources and formal interviews*

Sources		Approx. time used
Pre-study sources		
Text sources	Internet documents regarding agile coaches, agile transition, change management, leadership theories, self-organising teams, and team performance measures	
Informal meeting	Meetings with supervisors, discussing progress and discussing next steps	0,5-1 hour per meeting
Formal study sources		
Interviews	Agile coaches (who also take on formal positions as a scrum master, product owner or trainer temporarily)	1-hour per interview

Over a time span of 3 weeks, between June and July of 2019, the interviews were conducted with 8 agile coaches from different backgrounds, ages, genders, companies and industry sectors (All information on respondents can be found under Appendix B: Respondents Table). Each interview took about an

hour and was conducted individually, apart from one interview, in which two coaches were interviewed at the same time. All the interviews have been conducted either in-person at the office of the organisation or through video conferencing software. The interviews were in Dutch -the native language of author and respondents- and was transcribed and analysed in the original language. For the sake of consistency and understandability, the quotes have been translated to English in the result section.

The average age of the respondents was 51 years. And the coaches' experience ranged from 2-19 years. 3 of the agile coaches also have or had a formal position as a scrum master product owner or lean trainer. However, all 8 coaches explained that they only did that for a certain period of time before the team has to take over.

Qualitative studies often try to draw conclusions by focussing on a solid and distinct set of circumstances (Yin, 2011). Within the scope of this research, the agile coaches were asked to exemplify their answer by using their experiences from practise. Illustrating and providing examples of situations in which they decided to make use of a certain tool, performance measure or took a role. These examples can be used to formulate the circumstances in which certain variables do or do not apply.

Assuming the agile coaches are expert within their field, the ideal interview would be to let the agile coach speak and explain for most of the time. The interviewer should take an inductive stance, so without introducing preconceptions. This way an internal validity is secured. For the interview, an interview protocol was used, however, the order in which the questions were asked, and how the questions were asked differed per interview. During the creation of the interview protocol, two more questions were added to increase the context of understanding. How does the performance of agile teams differ with and without the presence of an agile coach during the meetings? And. How does an agile coach know when to interfere during meetings when the effectiveness goes down? The interview protocol can be found in Appendix C. The interview consisted of open questions only. Probing was part of the interviewing process. This, however, only took place after the coach had given an answer to the main question. This way probes would not lead to advancement into categories, propositions, and meaning based on these misconceptions (Yin, 2011). The probes were sometimes open or closed questions, meant for getting more detailed information on a topic. For the qualitative analysis of the data, a thematic analysis procedure was followed. Because of the theoretical freedom and thus flexibility this procedure gives it is a practical research tool, which can give comprehensive and accurate account of data (Braun & Clarke, 2006).

In order to understand and create the ability to analyse the data from the interviews, the transcriptions were coded. For the coding process, CASDAQ software was used, which provides multiple advantages. The most important advantage is that the software gives the researcher the ability to quickly review codes and allows delicate granularity of coding (MacQueen, McLellan, Kay, & Milstein, 1998). A codebook framework is made from open-, axial- and structured-coding of the semi-structured interviews (DeCuir-Gunby, Marshall, & McCulloch, 2011; MacQueen et al., 1998). Based on the theoretical framework, theory-driven codes were developed of which some are a priori, meaning they were developed before the interviews as part of the deductive side of the research. The other part of the coding process was inductive and done by using the guidelines and codebook designs provided in (DeCuir-Gunby et al., 2011; MacQueen et al., 1998). Open codes are part of the first cycle of the coding process, the goal is to look for ideas/concepts in the data -data-driven-. After each quote is assigned to a code, the

Table 2 *Overview of interview coding scheme*

Topics	Axial code	Frequency	Frequency percentage from total (%)
The role of the agile coach	Planner	13	1,70%
	Enabling teams to take ownership	148	19,37%
	Motivator	37	4,84%
	Reflector	86	11,26%
	Process supervisor	59	7,72%
	Coaching future	39	5,10%
Performance measurements	Necessity of performance measures	30	3,93%
	Measuring coaching performance	11	1,44%
	Measurement dimensions	44	5,76%
	Measurement tools	24	3,14%
Influence of the agile coach	Personalities	36	4,71%
	Level of hierarchy	13	1,70%
	Maturity	6	0,79%
Resistance to agile	Resistance to change	43	5,63%
Agile coaching tools	Verbal tool	41	5,37%
	Action-based tool	74	9,69%
	Physical tool	21	2,75%
	Theory-based tool	19	2,49%
Meetings	Importance of substance	7	0,92%
	Goal of meetings	13	1,70%
Total:	87	764	100%

codes are divided in code groups. Then the second cycle starts, axial codes are developed by reviewing the codes and searching for common grounds. Each topic in the codebook relates to the main research question or the sub-questions. To every quote in the transcription a code is assigned. The codebook that originated from the coding process was analysed to form a grounded theory or framework which is presented in the results part.

In Table 2, a summarised coding scheme can be found which presents the topics, axial codes and how often these codes are used. The final codes and quotes linked to these codes can all be found in appendix A. The frequencies allow for a more quantitative interpretation and analysis of the qualitative data. This extra method can offer more insight into the data and gives the results more nuance. The information from the respondents, which can be found in Appendix B, is also used in the analysis. Construct validity was used to identify proper framework measures. Strategies used for validity are triangulation, rich, thick description and clarify bias. Reliability was used because the project structure and data collection process are documented for future replication.

4. RESULTS

4.1 The goal of the agile coach: Enabling teams to take ownership

4.1.1 *The development of agile teams*
During the research, in the data collection and analysis period, an interesting feature came forward. Across all coaches, one common goal was established for them. Regardless of the type of organisation, the experience the coach has or the maturity of the agile organisation. The coaches ultimately want to achieve

one thing, which is teams to be able to take ownership (Quote 1, AC2*). This is conditioned by certain factors and is summarised in Figure 2.

*AC = Agile coach

The coaches enable that by starting with selecting the right practices, or agile adoption method. Whether this is Scrum, Kanban, or XP, the importance is that it fits with the organisational needs (Quote 2, AC4). Then, the coach will take on the tasks of training the teams to get familiar with the agile process and tools. By providing teams with this knowledge, the agile coaches allow teams to continually keep working on their competencies. During that period, in which teams are learning, it is important that the coach takes on another role. Here, the facilitator role is introduced. the facilitator role is something unique. The agile coach will take on this role because the teams do not have the time or desirability to facilitate most of their needs during the process (Quote 3, AC4). The most important tasks the facilitator takes on are planning sessions, providing teams with the tools necessary, i.e. a task board, and thus providing the stepping stone for the team to build further upon in taking the ownership. During the meetings an interesting approach from the coaches can be used to increase the level of autonomy by forcing team members to organise and coordinate the process themselves. Here, the agile coach makes the deliberate choice to be absent during a meeting. The team members will have to rely on their own strengths, observe their own behaviour and interfere when needed (Quote 4, AC1). Being able to reflect upon oneself is a strong trait in this context.

The success of the coach in enabling the ownership in teams relies on the ability of the coach to create an atmosphere in which a psychological feeling of safety is evident during meetings and within the team or organisation. This is indirectly reliant on the personalities of the coach and the team. If the personality of the coach gets in the way of the team's goals, for example when the

relationship between the agile coach and the team is not good. There would be a lot of resistance, no motivation and less autonomy in the teams (Quote 5, AC2). The lack of compatibility will block the development of a feeling of safety and in that environment the agile teams will not be able to be productive or efficient (Quote 6, AC4).
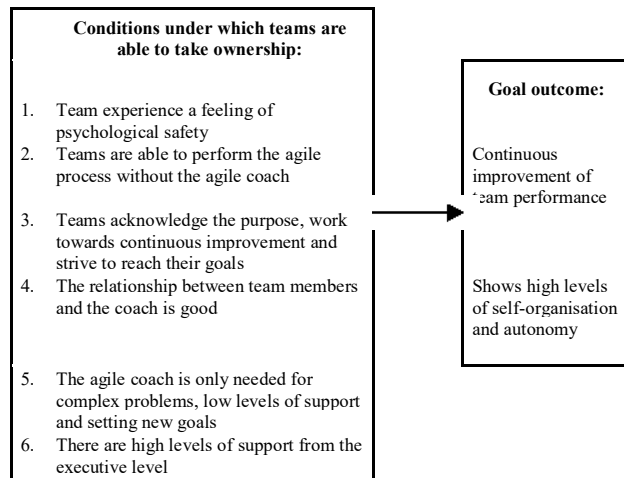

Figure 2 *Condition under which teams are able to take ownership*

4.1.2 Resistance to change

An important challenge for the agile coaches, which they will face continually during the agile transition, is a resistance to change. This resistance exists because people want structure, enjoy their current work, or need clarity for the future etc (Quote 7, AC5). Overcoming the resistance to change is a difficult and time-consuming process, which the agile coach has to manage. It all starts with the choice of the team of becoming agile. If the teams have no decision in becoming agile and it would be forced from the top-down, agile coaches can expect more resistance. On the other hand, executive support is a leading factor in the success of the transition (Quote 8, AC6). This factor is mediated if the teams actually want to become agile. In that case, it means that an intrinsic motivation exists, which is usually fuelled by prior knowledge or positive experiences with agile. If this is not the case and teams are not open for becoming agile, this resistance of change would only become bigger (Quote 9, AC2). The different informal roles a team member would take in the team, i.e. to improve the change process, or if you have a team member that questions everything makes a big difference. The person that always questions the process, and is sceptical, oftentimes show traits of resistance to change. Always questioning the process and participating less than their team members can do much harm to the development process.

From the experience of the coaches that were interviewed, certain tools and techniques are sampled here to make the process of overcoming resistance to change easier. The first technique that can be used is the flexibility of the coach. This means that the coach should be able to coordinate, plan and facilitate around the changing needs of teams that are maturing (Quote 10, AC4). During meetings the coach can use a wide range of tools to manage. Important is that the coaches use the successes of the team and makes these visible to show the team that the agile process can have serious advantages (Quote 11, AC1). Another good technique is repeating or defining the purpose of that team, knowing the goals and sharing that with them, can convince people that it is the right way. Using, what is called colour theory or DISC colours, is a way for coaches to assess the personalities of individuals quickly and easily, this tool has as advantage that

the coach can use it for him or herself as well. Assessing the compatibility of the team and coach is then made a lot easier (Quote 12, AC3). Types of meetings, where the coach can use this technique are the retrospective, review and check-in. Not always does a coach have to do this during a meeting, but the added value of team members being there, sharing the moment and creating the right atmosphere, is something not found outside of the team (quote 13, AC5). If however, the coach is unable to fix the resistance to change and the team cannot develop further a coach can consult other coaches what to do. The combined experience and knowledge, use of an external coach with a different personality might be the key to finally get teams to go along in the process (Quote 14, AC3). To assess whether a team is overcoming the resistance and finally starts developing, the coach can use theory-based tools to assess the maturity level and find accommodating steps in the process to help structure the transition. Examples of such models used by the coaches are the Tuckman-model, Dreyfus-model, Agile fluency model and Shu-Ha-Ri (Quote 15, AC8).

4.2 Defining the roles of the agile coach

4.2.1 Identifying different roles

During the coding and analysis period, it became clear that coaches are not taking on one role at a time. They switch between them quickly or take on multiple at once. For the coach to effectively support the teams he or she needs to understand which role is relevant for which team and which role best supports certain needs during the transition of the organisation (Quote 16, AC3). The coaches mentioned that a lot of the times this choice was intuitively and it had no structural substantiation. One coach mentioned that this could be improved and that there should be a train of thought for the coach to assess the situation and find the appropriate role (Quote 17, AC1). A way of doing that is by using the Agile Coaching Competency Framework. This is a tool developed by the Agile Coaching Institute and mentioned by agile coaches as a tool for assessing roles and understanding the context of those roles (Quote 18, AC7).

In the process of identifying different roles of an agile coach, four major roles were found. The major roles that have been found were planner, motivator, reflector and process supervisor. The roles all possess different tasks and dimensions, appropriate tools and techniques, influence development differently, and are used in different contexts. All of these factors are coded and can be found in Appendix A, where under *axial codes* all the roles and types of tools are shown. Under the goal of enabling ownership we have seen the importance of the task of being a trainer and a facilitator. For the definition of roles it was important that these were extensive. The task of training is a process which takes place mostly at the beginning of the transition and is not really a part of any role since training was only a small part, it cannot be considered a major role or part of any. Being a facilitator, on the other hand, is a reoccurring task and remains important. Therefore, this would be part of the *planners'* role.

4.2.2 Planner: plan, prepare, facilitate and set new goals

Being the planner is important for agile teams especially in the beginning stages of the organisation. The level of maturity of a team or organisation is a condition of how depended they are on the coach. The teams are much more reliant on the coach in terms of setting objectives, making planning and facilitating the meetings, and process in general when they just started. As mentioned before, a team usually does not have the time or desire for planning as much as the agile coach does. The coach is part

of the support system that allows teams to become agile, thus making time to plan for these teams, and facilitate change is very crucial (Quote 19, AC5). For planning in the beginning stages of the transition it can be useful for a coach to make a roadmap together with the team and use the scrum task board. The roadmap allows the coaches and team to keep track of the progress that is made towards long-term goals. The idea is, however, that the team and organisation stay agile, so firmly sticking to that roadmap is not advised. It stays a necessity for an organisation to have the ability to change that roadmap whenever needed i.e. in the case of a change of needs, or unattainable goals (Quote 20, AC8). Herein, is also reflected that once again there is a need for flexibility, the coach should adopt his or her work around what the team thinks is important. By taking distance from the team the coach is able to observe processes in the teams and organisations (Quote 21, AC6). The information from those observations is very valuable as it provides the coach the knowledge of what to do, and when to do it. When planning or facilitating for a team the coach should consider what is most urgent and express that urgency to the team, as well as the team expressing their urgencies towards the coach (Quote 16, AC3).

Not only the level of maturity makes a difference in the dependency on agile coaches as planners. The degree of hierarchy is as equally important. Managers that are not as supportive or quite resistant easily reason that they are higher in hierarchy and can, therefore, avert from the planning the coach makes. Before the manager will accept to use the planning which the coach makes he or she needs to understand the value of agility and importance of the coach during the transition (Quote 22, AC2). This is where the coach starts to facilitate the change of the organisation effectively. Without support from an executive level, the transition is bound to fail (Quote 23, AC4). By using KPI's and other performance measures as the progress meter and deadlines, the coach can show the managers the importance of good planning and facilitation (Quote 24, AC4). Performance measurements can also be used for clarification of programmes and tasks. A coach uses the meetings for explaining the goals of the planning, preparing the teams for the transition, information sharing to and from the team and dividing the tasks. Especially the division of tasks is an important factor here as the team will use this division for self-organisation. An example of these informal roles was already given by (Hoda et al., 2010).

4.2.3 Motivator: motivate, boost and define the purpose

Being the motivator seems to be a straightforward role, but for coaches to actually motivate team members can be a difficult task (Quote 25, AC2). As motivator, the coach has a boosting function in which it uses the values and thought of agile to convince people. What makes it difficult is that the people can be resistant to change, and since they are not the experts within the field of agile they are less able to understand these values and view them as an advantage for themselves (Quote 26, AC1). Another task the coach has in motivating people is defining the purpose. This means that the coach will use urgency as a tool to motivate people. Explaining the purpose, in order for the teams to get what they want is an effective way of getting them to move on (Quote 27, AC7).

The motivator role is a step ahead of the planner in the agile transition. Usually, when people have experienced the process for a certain amount of time and they think that they know how to do it. They expect results and a return on their efforts. When these results are not directly visible they will start to show old behaviour again, in this context the team members will start to question the agile process and team development will be discontinued (Quote 28, AC5). What the agile coach can do in

that situation is making successes visible (Quote 11, AC1). The agile coach can use multiple performance measurements such as attitude and behaviour, the happiness level, employee satisfaction research and squad health check. These are all measurements to see whether the coach needs to address the problem of dissatisfaction within the team. Using the progress meter or velocity the agile coach can measure the actual performance of teams in numbers and show them their progress and successes. Depending on the team culture there is more or less requirement for 'hard' or 'soft' measurements (Quote 29, AC2). Coaches in general mention that both types of measurements are important and that the coach cannot do without one or the other (Quote 30, AC7). Providing and confronting the team members with these numbers can bring another incentive in motivating the team. For teams on the executive level, motivating is extra important. The support needed from the managers in order to succeed in the transition means that the coach needs to motivate these managers and that these managers need to motivate the teams on their behalf (Quote 22, AC2).

4.2.4 Reflector: advice, discuss, provide feedback and holding up a mirror

The most frequently coded role agile coaches report taking on is being a reflector as seen in Table 2. Generally, the coach assesses the teams on the basis of his or her image or opinion on the situation (Quote 31, AC4). The most important tasks from the reflector are giving feedback, holding up a mirror, having discussions and being an advisor. By creating distance with the team the coach is able to assess the team on all relevant dimensions (Quote 32, AC4). The outcome is that the coach can provide feedback. The goal of reflecting in such a manner is that teams are able to learn from it. They will learn to reflect themselves, assess their own performance, and objectively view their own behaviour to develop themselves (Quote 33, AC3).

For the coach to interact with the team members in such a way, he or she can deploy a couple of tools. Especially during meetings, giving feedback and holding up a mirror is evident. All meetings from teams, where coaches are present can be a crucial moment to reflect (Quote 34, AC8). The coach will be able interfere during the process (in a meeting) to provide feedback and confront the people. The initial assessment of the coach that initiates the interference is based on the opinion of the coach, however, with the goal of the coach in mind, he or she will usually not provide this opinion and instead ask the team if they are noticing something. This way the coach gives the ownership back to the team (Quote 35, AC5). By making such quick comments the coach hopes to not disturb the process too much since that can harm development as well (Quote 36, AC6). However, opinions on whether or not to interfere differ between coaches. The relationship between the coach and team will determine to what degree the teams allow the coach to create interventions. If the relationship is not so good, the team can get annoyed quickly and not see the purpose (Quote 37, AC2). Standardizing the performance measurement to assess teams can be useful in this situation as it will allow for general, structural feedback. However, coaches should proceed with caution as the teams and projects are usually unique and a standardized measurement tool, can be misleading.

The most interesting aspect of the reflector role is that a coach uses this role to reflect on him or herself as well. By taking distance from the behaviour they as coach show, they can reflect if that is most effective (Quote 38, AC4). It might be difficult to assess that for themselves and consulting other coaches can be a useful approach. The coach can also use an Agile Coaching Competency Framework where it can reflect on the roles from theory. One of the coaches mentioned that he also used impact

conversations on a regular basis to assess his performance. This means that he spoke with a manager or client to hear what they have to say about his performance and behaviour (Quote 39, AC8). As assessed before the performance of a coach can be tricky to measure, reflecting on the coaching behaviour can provide useful insight in which way the coach can improve his or her performance.

4.2.5 Process supervisor: observe, coordinate, and supervise

The final role a coach can take on is that of the process supervisor, essentially this role becomes especially relevant after the teams have taken ownership (Quote 40, AC4). However, during the agile transition coaches show levels of process supervising already (Quote 41, AC3). The coach as supervisor takes on the tasks of coordinating, observing, and supervising where the efficiency of the process is the most important value. A coach that supervises is monitoring, observing and coordinating by taking distance from the team. As mentioned before, the role changes when the team take ownership. First, when teams are still learning, the coach will use the role as supervisor to guard process development by utilizing the other roles and in doing so facilitate the teams to grow. After the teams take ownership, the coach will use the role for finding new challenges and steadily keep improving the process, being wary of the team falling back in old behaviour (Quote 42, AC7).

The supervisor takes notice of the importance of substance during the meetings and coaches to say that they find that the process is as equally important as this substance. The substance, however, is not as important to the coach (Quote 43, AC7). Coaches will often be absent in this role to allow team members to become autonomous. By using a check-in in one of the meetings, the coach will still be able to stay up-to-date on relevant issues and developments (Quote 44, AC7). The measures a coach would use at this point are reliant on team agreements. The type of team and the ownership only underline that the coach should understand what is important for the team (Quote 16, AC3). To know what issues may arise or development the teams are going through the coach can use multiple tools. Examples of models that coaches use to assess team development and maturity are Tuckman, Kotters 8-steps of change, Shu-Ha-Ri, and Dreyfus. All of these were mentioned by the coaches as tools they would use. One coach mentioned in particular that in this context the ultimate self-organisation is captured in Holacracy.

All of the quotes used in the results section are sampled and presented in table 3 which can be found in Appendix D.

5. DISCUSSION

5.1.1 The future of agile coaches

In the results, a descriptive analysis has been set out to create an overview of the roles of agile coaches and the development of agile teams. From the analysis four roles were identified which are planner, motivator, reflector and process supervisor. In the analysis also came forward that the meeting setting in an agile organisation provides a unique chance for the coach to measure performance, observe the team, provide feedback, supervise the process and ultimately enable the teams to take ownership.

For the future of the coaching role in an organisation that has become more mature, the supervisor role seems to be very important. As explained, this is needed mostly after teams have taken the ownership. Coaches that have been interviewed say that the role of the coach might become obsolete in the future because teams are able to handle the process themselves. In this phase, the teams should be sufficiently equipped with the knowledge, competency and tools to take the ownership. What rests for the coach is to make sure that it stays this way. Another reason could be that organisations choose to train a manager or team member to take on the role of process supervisor for supporting the teams. The coaching role as it was viewed traditionally would end at that point. On the other hand, coaches also say that organisations are always continually going to develop. If that is the case, and new teams need to be equipped with ownership, the agile coaching role can still exist and play a valuable role.

5.1.2 Differences between literature and study

In the theory, we noticed a gap in identifying the importance and value of a coach during the agile transition and providing a framework or overview of naming and categorizing roles of agile coaches according to the tasks they include. The coaches that were interviewed provided a very large and variable set of tasks from which these roles were developed. Other studies that will name the roles and include the tasks, can have different names for the same role or have categorized the roles differently. Minor differences exist in task description, because of the sampling of experts that were part of the research. Different people use different types of phrasing for explaining themselves. From the research aspect, the choice of codes and interpretation of the researcher can cause these differences as well. The existing literature did include descriptions of what kind of coaching tasks are important during certain stages of the agile transition. In this research the maturity of teams and the transition was a factor in developing the roles.

Limitations of this research

Using theory from outside the agile context, such as team coaching, transition coaching and self-organising teams can offer valuable insights. However, researchers have to be cautious with using this, because it may not be part of the agile context. In this study, we started with researching and analysing agile literature alone. Quickly, it was discovered that existing agile literature draws from other sources such as self-organisation and change management as well. After that, more literature sources, from the self-organisation, leadership, and team coaching context were used to extend the theoretical background in the agile context.

Drawbacks of the data collection method used in this study are coming from the interview setting and the interviewee. The gender, expertise and background of the interviewee can influence the answers they provide. Secondly, the answers can be different when the interviewees adapt their responses to what they find is useful in a certain setting. Clearly defining the research goal, topics and purpose of the interview were used to prevent this from happening. Thirdly, the type of organisation and agile methodology used in the organisation provided different answers. Differences in answers were therefore mentioned in the results.

The limited existing research on the role of the agile coach allows this paper to have the opportunity to contribute to the research area. By doing so, the importance of future research is presented and studying this topic is incited. On the other hand, the lack of research does not allow this study to compare its results very well within the agile context. A more extensive literature base would have been a better environment to develop the overview in this study.

Recommendations for future research

The first one is, conducting this research on a larger scale will help develop a grounded theory of the data. The limited sample size in this research meant that a grounded theory would not have been valuable. By using more companies, more different companies, more coaches, more difference between coaches (age, gender, experience, no. of teams) the sample size can be expanded. The way this research is structured allows it to be repeated and evolve in the future. Secondly, more research on agile processes, team leadership in agile teams, self-organisation in agile teams and the division of roles rather than the agile transition as a whole. The agile context can be fuzzy and draws from literature from different domains. To develop a well-structured literature base characterised only on the agile context will allow the practical field to benefit and improve agile processes. Further, the current research field tries to develop agile metrics and tools, but this is not strongly founded yet. The agile coaches indicated that they used a very large set of tools and measurements which often find their background in transition coaching, NLP, and self-organisation. Studying the effectivity of these tools, and categorizing the tools coaches use is recommended for the future. Finally, the coaches emphasise the importance of certificates/licensed training for developing a protected profession. Nowadays everyone is able to call themselves 'agile coach', but in order to improve and facilitate coaches in this profession is only possible if the coaches have had training and earned certificates.

This study wanted to create an overview of tasks, roles and tools of agile coaches for them use in reflecting on their position in the organisation, check their performance and understand their influence on the development of agile teams. The study also implies that the research is useful for managers of organisations in changing state, to understand the process that is going on, the complexity of this process and how agile coaches can help with this. In the analysis, the research questions are answered and presented.

6. CONCLUSION

Agile coaching is about, planning, motivating, observing, monitoring, reflecting and process supervision to support the agile teams and organisation during the agile transition and enable teams to take ownership of the process. Results from this study present an alternative overview of the different roles an agile coach has and how the coach influences the development of the agile teams. Rather than leaving the organisation and teams to figure it out themselves during an agile transition, it is possible to use an agile coach for enabling these teams to take ownership of the process by working with them.

The coaches are able to reach team members and their development through facilitating their needs and creating an atmosphere of psychological safety but support that by being a planner, motivator, reflector and process supervisor, during meetings and on an individual level. Using the teaching moments presented during the meetings the coaches are able to reach the whole team and improve the process. If the problems arise at an individual level, the coach is able to use one-on-one conversation to understand their problem and help them. This can be seen as the coach creating structure and clarity during the chaos of an organisation in change.

The coach will steer away from pitfalls such as hierarchal orders, extreme use of KPI's, lack of support by the executive level and steer towards, autonomy, self-organisation and a strong support system. The coaches influences rely on the maturity and hierarchy level of the teams and use this knowledge to define their role. The unique position of the coach in between levels and structures in an organisation allows the coach to provide support for the whole organisation. Being flexible is therefore seen as an important trait in being able to introduce self-organisation and autonomy to the teams. In understanding their own position the coaches use their intuition to know which role, tool, and technique is appropriate for what situation. This research suggests that coaches dynamically use four roles to take on and use these to enable ownership, provide structure and create a feeling of psychological safety in which the teams and organisation are best able to flourish.

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8. APPENDIX

8.1 Appendix A: Codebook

Topics	Code	Axial code	Quote
Agile coaching tools			
	Consulting other coaches		Zo heb ik vanochtend met een andere coach, input voor ontwikkelgesprek gekregen, en daarin gaf ze eigenlijk aan, dat op dit moment ik het te weinig doe.
	Impact Conversation		Iedere sprint halen wij een impactcijfer op in het impactgesprek met onze opdrachtgever. En dat impactcijfer is er heel erg voor bedoeld om te kijken, zijn we nog met de juiste dingen bezig of niet.
	Interfering during process	**Verbal tool**	Ja, tijdens de meeting en dan benoem ik ook van: ik heb nu iets over het proces, dit gaat inderdaad helemaal niet over de inhoud.
	Making successes visible		Volgens mij is het belangrijkste mechanisme daarin dat je de prestaties zichtbaar hebt. Dus, door resultaat te laten zien, ontstaat er meer.
	Urgency		Maar in de onderstroom gaat het vaak om, als er geen urgentie is gebeurd er niks. En die urgentie kan je ook bij teams die zijn stil gevallen wel weer kweken.
	Quick commentating		Ja, ik maak wel vaak gebruik van deze (Time-out gebaar), een time-out, dan stap ik een stap naar voren en zeg ik jongens even een time-out. In zo wijst dat zichzelf.
	Flexibility of coaches		Dus een wisseling en met elkaar een beweging krijgen waarbij je af en toe bij een team invliegt, dat is volgens mij heel belangrijk en volgens mij blijft dat ook.
	Distance from the team		Ik ben niet onderdeel van het verhaal, ik ben de coach. Dus eigenlijk ondanks dat ik wel een (organisatie) medewerker ben, ben ik geen medewerker van die academie of dat team.
	Intuition	**Action-based tool**	Ja dat gaat intuïtief maar je voelt soms ook wel net als ieder ander dat voelt dat iemand bijvoorbeeld tussen de regels door iets zegt of vindt.
	Using external visitors		Wat kan helpen is dat je anderen uitnodigt en aan het team vraagt om zich zelf te presenteren.
	Delaying the discussion		Ja, je kiest er dan dus heel bewust voor om niks te zeggen.
	Scrum task board		Als middel gebruik ik niet alleen de weekstart, maar ook vooral het bord om dingen visueel te maken.
	Retrospective		Ja dus tijdens de events een spiegel voorhouden en dat gebeurt ook natuurlijk tijdens de retrospective.
	Roadmap	**Physical tool**	Dus de roadmap is meer een richtlijn, het is niet dat we strak aan dat plan vasthouden.
	Review		En je merkt het zelf ook als daar in een review gaat opletten of daar wel in iedere sprint werkende producten worden opgeleverd of dat ze dat eigenlijk niet doen.
	Check-in		Je ook bijvoorbeeld als mensen met retrospective beginnen je ook even een check-in doet 'hoe zit iedereen erbij vandaag?'.
	Tuckman Model		Je hebt altijd meer teams maar ook nieuwe teams of een teamlid uitgaat of een teamlid bijkomt dan valt het hele team weer terug naar de forming-fase en kun je dus eigenlijk opnieuw beginnen.
	Agile Manifesto		Het Agile manifesto zegt Individuals and Interactions Over Processes and Tools. De mensen en hun interactie is gewoon heel belangrijk.
	Kotters 8-steps for change	**Theory-based tool**	Maar wat ik heel veel gebruik is alles wat met organisatieverandering te maken heeft, ... dus ik kijk ook heel veel vanuit een perspectief van een ecosysteem naar een organisatie.
	Colour Theory		Ik werk zelf vooral heel veel met de DISC-kleuren, dat zijn 4 kleuren. En dat zijn karaktereigenschappen.
	Agile coaching competency framework		Soms ben je trainer, soms moet je overal wat technische kennis hebben, functionele kennis, soms ben je meer een mentor, andere keren ben je meer een business partner.
	Dreyfus Model		Ja, daar zijn er meerdere van. Shu-ha-ri is er 1. Je hebt ook dreyfus-model. Dan meet je het op basis van 5 niveaus.

Topics	Code	Axial code	Quote
Influence of the agile coach			
	The relationship between the coach and the team		Ik denk zeker dat het wel belangrijk is dat er een bepaalde band is, een soort coach band, en dat ligt er helemaal inderdaad aan de fase waarin het team zit.
	Personality of the coach	**Personalities**	Ja, daarom denk ik ook echt dat je bewust moet kiezen wie waar gaat zitten. Want ja de ene persoonlijkheid past beter bij bepaalde culturen dan de andere.
	Compatibility		De vraag die je dus als coach krijgt, maar die ook de eenheid zelf krijgt. Dit is de coach die aan deze eenheid gaat werken, gaat dat klikken, gaat dat lopen?
	Agile coach hierarchy position		Als agile coach heb je een informele positie, dus je hebt niet een hiërarchische positie, niet ten opzichte van de managers/het management, niet ten opzichte van de teams.
	Level of team hierarchy	**Level of hierarchy**	Je begint vaak op leiderschap niveaus, dus het MT.
	Forcing team members		Ja, want je kunt daarmee ook juist vernielen, door maar te blijven pushen van 'he, ik wil even met je praten'. Daar kan die persoon geen zin in hebben. Dat is best lastig.
	Level of team maturity	**Maturity**	Dat hangt er vanaf, in de beginfase, denk ik dat ze beter presteren als ik er wel ben. Maar als de groep eigenaarschap heeft gepakt kan ik er beter niet meer zijn.
Performance measurements			
	Necessity of performance measurements		Maar je kan er ook niet aan ontkomen dat je naar bepaalde metrieke moet gaan kijken.
	Use of performance measurements		Ik gebruik ze wel, maar ik vind ook dat je daar vooral variatie in moet aanbrengen.
	Use of KPI's		Wat je heel vaak ziet is dat ze zover van de klanten af staan dat je niet meer bezig bent om toegevoegde waarde voor de klanten te leveren maar om je KPI's te halen.
	Performance measures based on team culture	**Necessity of performance measures**	En je merkt wel dat binnen de ene cultuur dat het ene echt heel veel belangrijker wordt gevonden dat dat andere.
	Standardization of performance measurements		Maar dan moet je ook iedereen op die zelfde meetpunten meenemen.
	Performance measurements for clarity		Want waar helpen meetwaarden of waar helpen dingen bij? A, om zo'n programma helder te maken.
	Good measure for coach performance	**Measuring coaching performance**	Dus eigenlijk zou je gewoon meten van zie ik dit al dat het mij kan helpen? Dus als dat zo is, als mensen daar ja op zeggen, dan heb ik het goed gedaan als coach denk ik.
	Difficult to measure coach performance		Dat is de vraag die mij bezig houd. Hoe meet je de effectiviteit van de coach? Als ik hem vrij vertel. Ik zie wel de contouren er van, maar geen percentages.
	Attitude and Behaviour		Maar echt meetwaarden, ik vind dat vooral houding en gedrag.
	Well-being		Als je niet lekker in je vel zit dan komen die resultaten er ook niet
	Shu-Ha-Ri		De ware meester is niet degene met de meeste volgelingen, de ware meester is diegene die de meeste mensen naar hun eigen meesterschap brengt.
	Deadlines	**Measurement dimensions**	Aandacht voor deadlines en projecten, maar nog veel meer eigenlijk als je een deadline niet haalt dan heb je iets gemist, 2 weken geleden al.
	Customer Satisfaction		Klanten er gewoon bij halen, gewoon klanten uitnodigen en vragen 'hoe blij word je hier van?'
	Holacracy		Ik zie ook wel heel mooie ontwikkelingen zoals met holacracy waar je echt zo helemaal manager loos en coach loos een pad volgt.
	Velocity		Wat heel veel gedaan word is de velocity meten, maar ja dat zegt ook niet alles.
	Measures reliant on team agreements		Maar soms krijg je ook een tik terug, dat deelnemers bij een evaluatie, evaluatiepunten met elkaar afspreken.

Topics	Code	Axial code	Quote
	Progress meter		Dan kom ik dus bij die voortgangsmeter uit, maar ja die vind ik persoonlijk dus heel erg gericht op de tools en niet op het continue verbeteren an sich.
	Checklist		Wel worden wij door het programma team opgelegd dat we eens in de 3 maanden resultaten opleveren en die hebben nu een stramien, die kan ik zo invullen.
	Employee Satisfaction Research	Measurement tools	Dat zul je moeten vragen, daar moet ik natuurlijk wel dingen voor invullen. MTO, medewerkers tevredenheid onderzoek.
	Happiness level		Wederom over de hele breedte, ik geloof bijvoorbeeld niet in de hapiness-index voor teams, misschien ken je dat wel. Dan moet je iedere week invullen hoe happy je je voelt.
	Scorecard		Ik doe het wel met de voorzitters, die scoren zichzelf na afloop van de vergadering en ik vind dat dat goed helpt
	Squad Health Check		Dat gaat uit van hoe een team dingen ervaart, dus een self-assessment van een team. Dat vind ik eigenlijk beter dan van buitenaf dingen gaan meten.
	Agile Fluency Model		Hoe je daar het proces kunt optimaliseren. En 1 van de dingen die ik handig vind zijn verschillende maturity models die aangeven wat de volwassenheid is van een team.
Resistance to agile			
	Choice of becoming agile		Het is voor die wendbaarheid die in onze markt ook gevraagd wordt. Je ziet ook wel, ook al zouden we het niet willen, je hebt geen keus meer als bedrijf.
	Being open to becoming agile	Resistance to change	Precies, dat is juist. En het moeilijke van een mindset, het zit tussen je oren en dat is niet zomaar iets wat je kunt opleggen of uitleggen.
	Resistance to change		Die zijn nu gedwongen om in een team samen te werken, waarbij alles van ons hoort en dat vind niet iedereen even leuk
	Team members' different roles		Of zij degene zijn om de motor te kunnen zijn, om het veranderen te verbeteren. Of dat het juist mensen zijn die voor de sfeer veel meer gaan, of voor de structuur.
	Team composition		Als docenten weer iets heel moois verzinnen om te toetsen, maar het past weer niet in ons toetsverwerkingssysteem. Dus ik denk dat je juist multidisciplinair moet werken.
The role of the agile coach			
	Planner		Bij het beginfase van de hele transformatie maken we een soort roadmap en daarin plannen we hoe lang elke fase zal duren maar dat passen we uiteraard op aan als dat nodig is.
	Setting new goals	Planner	Dan kan je altijd meer uitdagingen voor de volgende verzinnen. Soms ben je afhankelijk van 1 facilitator, kan je er 2 of 3? Kunnen zij weer andere teams ondersteunen.
	Preparation		Dus voorbereidingssessie is erg belangrijk. En ik denk dat daar een heel belangrijk instrument ligt.
	Feeling of safety		Dat betekent dus ook dat je als agile coach het gevoel moet hebben dat je veilig bent. En dat is ook heel belangrijk.
	Trainer		Dit is het event, dit is het doel daarvan en dat proberen te bereiken en eigenlijk net zolang in die teaching modus zitten totdat ze het zelf gaan oppakken.
	Enabling team to take ownership		Daar wil ik eigenlijk helemaal niet meer bij zijn. Als het eigenaarschap in een keer goed voelt en ik zie dat ze het doen dan 'jongens, alsjeblieft ga er mee verder'
	Facilitator	Enabling teams to take ownership	Jij hebt tijd om hun te faciliteren. Dus dan wordt er ergens een bord besteld, en dan ben ik soms een middag bezig om dat bord in te richten, die tijd heb ik. Die hebben zij niet en zullen ze ook niet snel vrij maken.
	Selecting method for best practise		Een anders aspect wat ook heel belangrijk is, en daar heb je als agile coach ook invloed op, is het systeem waarin het team functioneert. Ik noemde het net Less, of Safe, of het Spotify-model.
	Making it part of the organization's strategy		Met alleen maar agile werken ben je er niet. Ik geloof dat niet. Agile is een methodiek, een denkwijze zou ik bijna zeggen. Het is ook geen framework ofzo, en het helpt je, maar dan moet je het wel weten.
	Enabling agile DNA		Zoals ik de agile coach zie is het iemand die continue de verschillende lagen binnen het bedrijf begeleidt in het echte agile DNA, om het in het DNA te krijgen.
	Agile coaching obsolescence		Maar het voornaamste wat ik denk is dat een agile coach, zou bijna willen zeggen, zo spoedig mogelijk weg moet zijn.
	Boosting function		Mee te nemen in het gedachtegoed, ja misschien wel min of meer te overtuigen van het gedachtegoed, probeer je die manager in beweging te krijgen.
	Defining the purpose	Motivator	Is er urgentie om iets te doen? En of dat nou per se een scrum is of wat dan ook. In alle teams of in de breedste zin des woord. Binnen agile, is er urgentie?
	Motivator		Dus, mensen zeggen 'ach ja ik doe wel mee', maar het echte nut zien ze niet en om dan dat mechanische gebruik te voorkomen dan ben je echt aan het motiveren
Topics	Code	Axial code	Quote

Giving feedback		Iedere keer stel ik daar vragen bij: wat draagt dit nu bij? Nou ja en dan zie je ze op een gegeven moment soms heel erg vertwijfeld kijken.
Discussions	**Reflector**	En als iemand zich niet uitgenodigd voelt voor die hulpvragen, maar op de dag zelf komt, dan gaan we vragen van hoe komt het dat je dat 2 weken geleden niet hebt opgemerkt.
Holding up a mirror		Is juist opzoek naar patronen/issues die het team hindert betere te presteren. Belangrijke vaardigheden zijn kritisch blijven, veel doorvragen, spiegel voorhouden.
Advisor		Wat ik net eigenlijk al schetste is dat de moeilijkere vraagstukken meer naar de coaches komen dat zijn toch meer wat experts.
Observer		Ja. Ook dan sta je weer buiten het proces. Of, er buiten, je kijkt naar het proces.
Process efficiency	**Process supervisor**	Kijk, je hebt een doel voor ogen en die benoem je dan ook, waar je een weekstart voor ingezet hebt.
Coordinator		Dan kom je meteen in een scaling scrum situatie terecht, waarbij ik moet coördineren wat die teams gaan doen
Process supervisor		Hoe is de context opgezet. Dat bepaald zo enorm het gedrag binnen die teams, dat is niet te onderschatten. En daar kan je als coach echt wel invloed op uitoefenen.
Coaching role reliant on maturity		Maar die gaat heel erg over de volwassenheid van het team en hoe een teamcoach in verschillende fases anders acteert
Risk of old behaviour	**Coaching future**	Wil niet zeggen dat ik helemaal weg moet zijn, want het kan goed zijn om na een maand weer even terug te komen, want iedereen vervalt in oud gedrag.
Finding new challenges		Ik denk dat Agile coaches eigenlijk altijd wel nodig zijn omdat de organisatie nooit af is. Je bent altijd bezig als je op een bepaald niveau bent naar een volgend niveau te gaan.
Meeting context		
Process equal to substance	**Importance of substance**	Ik geloof niet dat die aan 1 kant door moet slaan, aan de ene kant resultaat, en dan terugvallen in oud gedrag want dan gaat het resultaat waarschijnlijk ook minder zijn.
Importance of substance		Dat betekent dat je de belangrijkste proces afspraken met elkaar snel kan maken, waardoor je meer tijd hebt om de inhoud met elkaar af te stemmen.
Effectivity of week starts		Een goede Agile Coach en Scrummaster is bepalend voor een effectieve meeting.
Sharpen the division of tasks	**Goal of meetings**	Bij agile is dat dus heel precies te maken, het komt ook voort uit de taakgerichte verdeling die je kan maken in een ICT-systemen.
Informing		Een standup bijvoorbeeld is maximaal een kwartier. Waarom, omdat je alleen maar de dingen deelt die nodig zijn ieder ander om te weten.

8.2 Appendix B: Respondents table

ID	Gender	Age	Years of Experience	Certificate/training	No. Teams	Organisation sector	Years of working agile
1	F	56	2-5	Lean-study: Lean Sensei (ProjectsOne), Green Belt (LCG-group)	5	Education	1-2
2	F	45	2-5	Course Result-oriented coaching	3	Education	1-2
3	F	52	2-5	Agile champion. Scrum master, product owner, agile practitioner, agile coach and NLP Business Master	5-30	Health care sector	4
4	M	61	19	Certified Scrum Master, Agile Enterprise, Certified Product Owner (Pending,) HP Psychology, PRINCE2, Family constellations, NLP Practitioner, NLP Master	5-30	Health care sector	4
5	M	55	10	Certified Scrum Master, Product Owner, Less Practitioner, Transformation coach	3	Consultancy/ Coaching	4
6	M	57	8	PSM, PSPO, CSPO, Less, SAFe	4	Consultancy/ Training/ Coaching	3
7	M	46	5-10	NLP, Deep democracy (No specific agile coach training)	8-10	Banking	5
8	M	34	2	Scrum master (PSM-I & II, Scrum master advanced training) Scrum Product Owner, Coaching agile organisations	2	Consultancy/ Training/ Coaching	3

8.3 Appendix C: Interview protocol

Interview protocol Bachelor thesis

Qualitative interview-based research: An exploratory study on the role of the agile coach in agile organisations

Research Question:
What is the role of an agile coach within an agile organisation and how does an agile coach influence the development of agile teams?

Questions:

1. What do you think is the role of an Agile coach within the organisation?
    1.1. What do you think is the most important task of the coach?
    1.2. How much influence does the agile coach have?
    1.3. How does an agile coach facilitate the successful transition of an organisation?
    1.4. How important is the relationship between the coach and the team?
    1.5. Is this relationship the foundation of a well-functioning and developing team?

2. How does an agile coach influence the development of agile teams?
    2.1. How do you ensure as a coach that the performance continues to grow and does not stagnate?

3. What is agile performance according to you? Do you look at happiness, well-being, etc.? Or do you look at deadlines reached successful projects.
    3.1. What is more important?

4. What metrics can be used (by agile coaches) to measure agile team performance? (Outside of meetings i.e. week starts, retrospectives, and reviews)
    4.1. What tools does an agile coach use to do his/her job? (programs to see the performance, discussions with team members, a certain way of addressing topics)
    4.2. Do you as a coach have your own methods/techniques to steer people/teams?

5. Do you think the performance of agile teams differ with and without the presence of an agile coach during the meetings?

6. How does an agile coach know when to interfere during meetings? (when the effectiveness goes down). Focus on behaviour, attitude, time spent on one topic?

7. What tools do agile coaches use and what techniques can the agile coach use to interfere during the meeting to manage team performance?

8. What do you think will be the future of an agile coach? (within an organisation with teams that have become more mature in the agile way of working)
    8.1. Do you think that the agile coach will get different responsibilities or a different role within the organisation?
    8.2. Can agile teams ever function completely independently?

Extra questions in case of spare time:
- Are teams the same over the course of the existence of such team?
- Do you as a coach get assigned to different teams depending on certain projects?

8.4 Appendix D: Table 3 Quotes sampled from the results section

Quote no.	Quote	Respondent
1	Precies, en die moeten ze vooral ook zelf verder ontwikkelen. Daar wil ik eigenlijk helemaal niet meer bij zijn. Als het eigenaarschap in een keer goed voelt en ik zie dat ze het doen dan 'jongens, alsjeblieft ga er mee verder'.	AC2
2	Een anders aspect wat ook heel belangrijk is, en daar heb je als agile coach ook invloed op, is het systeem waarin het team functioneert. Ik noemde het net Less, of Safe, of het Spotify-model.	AC4
3	Jij hebt tijd om hun te faciliteren. Dus dan wordt er ergens een bord besteld, en dan ben ik soms een middag bezig om dat bord in te richten, die tijd heb ik. Die hebben zij niet en zullen ze ook niet snel vrij maken.	AC4
4	Je ziet wel mensen die in die rol gaan zitten, dus eigenlijk de facilitator zijn, en ik heb eigenlijk vaak, vaker gekozen om het voor te bereiden en te zeggen ik ben erbij, maar ik ben er niet.	AC1
5	Je moet veel meer kijken naar de kenmerken die mensen hebben en sterke punten die de coaches hebben. En zou die coach daar kunnen passen.	AC2
6	Als die gevoelde veiligheid er niet is kun je het vergeten met de transitie.	AC4
7	Nou ja weet je, dat het is vak van de coach om het goed te snappen waarom iets… veranderen mensen. Er is altijd weerstand. Is er altijd. Dat is vaak als het waarom niet duidelijk is, dan is het überhaupt al lastig. Maar mensen hebben vaak wat te verliezen, dat klopt ja, je bent veilig op je plek, daar weet je wat je hebt, dat nieuwe is onbekend. Dus ja, waarom zou je dat veilige, vertrouwde loslaten, wat levert het je op? Zeker als je al jaren op die manier aangestuurd bent om dat vooral zo te houden.	AC5
8	Nee, sterker nog. Ik vind dat het management, het hoogste management, die moet het zelfs initiëren.	AC6
9	Tenzij, je echt voorstanders hebt. En dat helpt wel in het begin, dus ik denk wel dat die invloed aanwezig is, maar de mensen met echte weerstand, die krijg je niet zo ver.	AC2
10	Het is mensen werk, het is dus ook, weet jij te schakelen met wie je spreekt, en wat heeft die persoon nodig. Ik denk dat dat ook een hele belangrijke is.	AC4
11	Volgens mij is het belangrijkste mechanisme daarin dat je de prestaties zichtbaar hebt. Dus, door resultaat te laten zien, ontstaat er meer.	AC1
12	Ik werk zelf vooral heel veel met de DISC-kleuren, dat zijn 4 kleuren. En dat zijn karaktereigenschappen en dat wat jij ook zei Lineke, dat zie je gewoon, dat zit zo verinnerlijkt in ons. Dat je dan automatisch ziet 'oh, dat is een blauwe, dat is een groene'. En dan weet je al door de kleur te benoemen in jezelf weet je al een heel scala aan gedrag. En heb je ook al inzichten aan welke knoppen je kan draaien. Om er een team van te maken, en je kan het ook benoemen in het team.	AC3
13	Ja, dat doe ik tijdens de meeting. Ja, juist als leermoment voor iedereen. Juist om er ook voor te zorgen dat het ook zonder mij goed gaat. Dus het is ook heel belangrijk moment om als leermoment gezamenlijk te hebben. En ook om er voor te zorgen dat je wat daar gebeurt op het moment doet dat het nodig is.	AC5
14	en sparren met collega coaches, externe coaches. Ik merk soms is het gewoon hardop denken, dat heb ik met [AC4] al een paar keer gehad, over en weer, dan zit je zelf gewoon vast en denk je wat gebeurd hier nu? Ik snap het niet.	AC3
15	Maar ik denk dat ik daar wel degelijk nog een belangrijke invloed hebt. Totdat dus die Scrummaster zelf voor wat ze genoeg is om die Ri-fase zelf te doen totdat er een interne Agile coach is die dat kan begeleiden of dat het team volwassen genoeg is om daar zelf mee om te gaan.	AC8
16	Dus, wat het belangrijkste is dat je weet te schakelen, naar wat er op dat moment nodig is.	AC3
17	Ik zou bijna zeggen dat ik nog wat continue verbeteren kan gebruiken, want ik doe heel veel intuïtief nu. Dus ik weet van mezelf wel nu prik ik daar, en nu prik ik daar.	AC1
18	Dan pak ik meestal het handboek voor agile coaches, dat is geschreven door Lyssa Adkins. En zij heeft een hele mooie spider beschreven. Dat is dan een soort spinnenweb met 8 vlakken. Waarop staat wat behelst coaching eigenlijk. Soms ben je trainer, soms moet je overal wat technische kennis hebben, functionele kennis, soms ben je meer een mentor, andere keren ben je meer een business partner.	AC7
19	Als een team bijvoorbeeld bepaalde meetings zoals de retrospectives worden gezien als overhead en waste of time, dan is het team nog niet volwassen genoeg om te performen. Veel energieverlies in de manier van werken. Bij goede teams zie je dat de meetings heel kort zijn. Als het team goed is, is de planningssessie heel kort, dan hebben zij al overzicht van de werkvoorraad, ze weten wat de prioriteiten zijn, ze weten wat de stakeholders willen. Een heel goed team kan heel snel plannen. Als het lang duurt is het een teken dat ervoor de opdracht niet duidelijk is.	AC5
20	Ja absoluut. Bij het beginfase van de hele transformatie maken we een soort roadmap en daarin plannen we hoe lang elke fase zal duren maar dat passen we uiteraard op aan als dat nodig is.	AC8
21	Nee, sterker nog, het gaat onder verschillende noemers volgens mij, de kracht van het schrijven is er 1 van, de kracht van stil zijn of de kracht van maar 1 vraag stellen, of de kracht van helemaal niks zeggen. Dat klopt ja, je hoeft niet altijd te overbruggen of te stellen, of te duiden of te ondertitelen. Soms moet je het ook even laten gaan denk ik.	AC6
22	Dus in dat opzicht, maar ook door die manager in beweging te krijgen en mee te nemen in het gedachtegoed, ja misschien wel min of meer te overtuigen van het gedachtegoed, probeer je die manager in beweging te krijgen.	AC2

23	Wat [AC3] ook al zei, ik zit op het moment heel veel aan de managers kant te interveniëren, om dat DNA en de transitie naar Agile te kunnen maken, dus het is echt afhankelijk van wat je doet en waar je zit.	AC4
24	En dan denken wij dat vinden ze helemaal te gek en dan vinden ze dan van niet. Dus dat verschil van meetsystemen daar is een hele sterke behoefte aan. En dat zit heel erg sterk in de SAFE methode, daar wordt veel gemeten, en daar zit het grote risico in dat je dus de verkeerde dingen aan het meten bent en niet die toegevoegde klantenwaarde aan het meten bent. En dat is dus. Je hebt het wel nodig, maar het is een hele andere manier van meten en dat durft het meeste management nog niet aan	AC4
25	Ja, die dat dus uit zichzelf doen, maar ik denk dat dat maar 10% is. En de andere 90%, je hebt altijd 10% die nooit mee willen die, maar die tussenliggers, die moet je gewoon weer even meenemen.	AC2
26	Ja ik denk dus dat dat heel belangrijk is en dat het dus in dat opzicht, dan proef je ook een beetje de belangrijkste functie van de coach is steeds alert blijven en dat vind ik in het verlengde van het aanjagen. Dat ligt vooral in het begin, maar eigenlijk is dat aanjagen steeds een proces.	AC1
27	Het gaat er uiteindelijk om, is er urgentie om iets te doen? En of dat nou per se een scrum is of wat dan ook. In alle teams of in de breedste zin des woord. Binnen agile, is er urgentie? En als je die urgentie hebt, dan moet je soms als coach, als dat al lukt, aanboren of aanraken of kweken. Dat kan je doen door een spiegel voor te houden inderdaad.	AC7
28	Het probleem is een beetje, mensen zijn gewoonte dieren en op het moment dat je een bepaalde gewoonte hebt. Ik noemde net, als je gaat scrummen en na 3 maanden dan denk je 'nou weet ik het wel, waarom hebben we die retro nog nodig? We weten het toch al.'. omdat we al dan die gewoonte hebben geadopteerd en elke keer als je in een retro zit dan ga je daar eigenlijk weer in te zitten porren van 'he, is deze gewoonte die je na 3 maanden hebt wel de meest optimale manier?' en daar is van nature weerstand tegen.	AC5
29	En je merkt wel dat binnen de ene cultuur dat het ene echt heel veel belangrijker wordt gevonden dat dat andere. Naja, dan misschien toch de technuten zitten meer op de resultaten, en de wat softere kant vind juist de andere kant veel belangrijker. Ik merk echt cultuur verschillen. En dat is wel grappig om te zien	AC2
30	Maar je kan er ook niet aan ontkomen dat je naar bepaalde metrieke moet gaan kijken. Als je structureel te veel beloofd, maar te weinig levert dan is er iets om over te praten. Misschien moet je minder beloven, misschien moet je meer leveren. Ik denk het niet. Je kan het een niet los zien van het andere denk ik. Dus als je alleen zou focussen op de output dan ben je er niet	AC7
31	Voor mij werkt het niet zo. Voor mij werkt het zo dat als ik in een team ben dan voel ik of het goed gaat of niet. Dus als coach heb je echt wel empathische, moet je goed ontwikkelt zijn	AC4
32	Dus wil je op een gegeven moment ook weer een volgende slag kunnen doen in die transformatie is het ook heel belangrijk om te kijken wat voor een systeem er is ontstaan rondom de teams.	AC4
33	Het belangrijkste is dus dat je zelf ook in staat bent om te reflecteren op je zelf. Als je jezelf heel kwetsbaar opstelt, dan nodig je dat gedrag ook weer uit bij anderen.	AC3
34	En als je merkt het de verkeerde kant op gaat dan kan je daar op bijsturen. Dus ja, je signaleert door ze die spiegel voor te houden kun je dat tijdig bijsturen.	AC8
35	Iedere keer stel ik daar vragen bij: wat draagt dit nu bij? Nou ja en dan zie je ze op een gegeven moment soms heel erg vertwijfeld kijken, van ohhh… wacht eens even, moet dat anders, of wat het niet goed zoals we het deden?	AC5
36	Nou gewoon een opmerking maken van 'goh, je doet nu dit, zou het niet beter zijn als je het zus of zo doet?' of 'hebben jullie hier wel een aan gedacht?', dat kan op een aantal manieren.	AC6
37	Maar, ook persoonlijkheden hoor. De een heeft dat ie er helemaal niet tegen kan als je er wat over zegt en de ander zegt 'oh, prima', ga ik op letten.	AC2
38	Dus, zelfreflectie is echt wel een enorm belangrijk element om dat als coach te kunnen hebben en dat je wegblijft uit eigen egotripperij en dat doel maar voor ogen blijft houden. Hoe kan ik dat agile DNA bij de mensen in het lichaam programmeren.	AC4
39	Iedere sprint halen wij een impactcijfer op in het impactgesprek met onze opdrachtgever. En dat impactcijfer is er heel erg voor bedoeld om te kijken, zijn we nog met de juiste dingen bezig of niet.	AC8
40	Wat je net al zegt, als de teams meer volwassen worden, dan betekent het dat je als coach minder aandacht nodig hebt voor je teams en dat je meer aandacht kan geven aan de omgeving.	AC4
41	Dat zijn enorme grote gedragsveranderingen, en daar zie ik een agile coach zijn werk, om dat proces te begeleiden en dat is een uitdaging. Kan ik wel zeggen.	AC3
42	Ik denk dat we uiteindelijk los gaan komen, van coaches die puur het framework of de methodiek uitleggen. Ik denk misschien dat het meer naar systemisch coachen gaat. En of het dan nog agile heet dat weet ik ook niet. Ik denk dat je een soort agile 2.0 krijgt met aanpassingen op het agile gedachtegoed en dat het meer naar het systemisch coachen gaat.	AC7
43	Ik denk dat er teams zijn die iets toch, liever niet, maar iets meer process en tools nodig hebben, omdat ze in een setting werken waar dat nodig is. Dat wil niet zeggen dat je dan people and interaction naar 0 moet brengen.	AC7
44	Ik geloof ook meer dat ik af en toe langs vind, maar zou het nog leuker vinden als er een pull-factor ontstaat, dat ze met mij contact op nemen als ze wat nodig hebben. In plaats van dat ik iedere keer push en bij hun ga staan	AC7
45	Ik zie ook wel heel mooie ontwikkelingen zoals met holacracy waar je echt zo helemaal manager loos en coach loos een pad volgt. Waar mensen elkaar gaan coachen. Maar dat is echt next level	AC5