



# IPMA Reference Guide ICB4 in an Agile World

Version 2.3

IPMA<sup>®</sup>  
International  
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# Introduction

## A changing world needs a new kind of leadership

The world is rapidly transforming and a new breed of leader is required to meet its needs. The world needs individuals that are competent in many emerging new areas so that they can respond swiftly to technological innovation, changing social relations, new divisions of labour and new approaches of working.

The challenges humanity faces are more complex than the those that previous generations had to endure. Adaptation to climate change, large scale conflict, inequality, poverty, food and water scarcity are just a few examples and all of them impact the way we work. In order to succeed in this age of disruption and rapid change, organisations must assess, react, and adapt to change faster than ever. There is a perspective that the tried and tested application of what we in the project management world see as “best practices” are losing significance and a more agile approach to change is viewed as the way forward. Agility, however, is not the goal in and of itself, but rather as a means to an end. Agility is about focusing on what is valuable to customers using an iterative approach to planning and guiding project processes.

The complexity and uncertainty the world is facing also calls for a different form of control. Greater responsibilities will now be held across all levels within the organisation. Decision-makers will increasingly entrust responsibility to those with expertise and the authors see a shift from pure management towards greater levels of leadership embedded vertically and horizontally across all levels of the organisation.

## Working both lean and agile

A solution to these challenges is lean-agile working, this approach is an essential part of the way teams organise work. This approach makes use of an iterative development process, quick feedback loops, and disciplined management processes for review and adaptation. Using this approach, organisations learn to make distinctions between what is valuable and what is irrelevant. There are already a number of organisations that have taken the first, sometimes bold, step toward a lean-agile transition in order to become more adaptive to their changing environments. Organisations that have experience working with agile know that it takes

more than just sending people to a training course to learn a particular framework. They undoubtedly have realised that agile working is easier to understand than it is to implement and use. In order to implement and maximise the benefits of agile, individuals are needed that can lead the way using a common learning process that inspires other employees within the organisation to adopt an agile mindset. An agile mindset can best be described as the harmonisation of the following attributes: respect, collaboration, making use of improvement and learning cycles, pride in ownership, a focus on delivering value, and the ability to adapt to rapid change.

## The need for Agile leaders

In the last section, we defined what the agile mindset entails. In light of this, there is a great need for competent Agile Leaders. This does not necessarily require a new formal role. Someone can be a release train engineer, tribe lead, agile coach, scrum master, product owner, or agile pm, but one is only a true Agile Leader when they are able to inspire others to put the agile mindset into practice. This can enable the organisation to deliver valuable results to both their customers and stakeholders. The Agile Leader, therefore, can have a huge impact on the organisation's agility and responsiveness to change.

Leaders that make an impact by bridging the gap between aspiration and reality are true Agile Leaders. The role of an Agile Leader is more of a phenomenon than a defined job specification.

## How one demonstrates good leadership

IPMA's *Individual Competence Baseline (version 4)* describes competences (not roles) required by individuals working in the field of project/programme/portfolio management. This reference guide, ICB4 in an Agile world, describes how the different competence elements can be interpreted in an agile environment.

There are three areas of competence: perspective, people and practice. Each area has a number of competence elements, in total there are 29. Each competence element (CE) contains lists of the knowledge and skill required to master the CE. Key Competence Indicators (KCIs) provide the indicators of successful Agile Leadership. Measures exist that describe highly detailed performance points within each KCI, those that are essential for Agile Leaders are marked **(A)**.

# Perspective

## Perspective 1: Strategy

### Description

Leaders within Agile organisations embrace rapid change which has consequences on the way they create and execute their strategy to achieve the organisation's vision. By adopting an agile strategy, the organisation can seize opportunities and respond quickly to threats. Agile leaders must understand that strategy is emergent and not set in stone. Those that create and ultimately adapt the strategy do so as part of a learning process, which is an instrument for giving additional meaning to the work the organisation does.

### Knowledge

Affordable loss; Agile performance management; Business model canvas; Core values; Economic viewpoint; Impediments; Lightweight business case; Mission; Strategy; SWOT; Vision.

### Skills and Abilities

Contextual awareness; Entrepreneurship; Mission and vision; Reflection on organisational goals; Strategic thinking.

### Key Competence Indicators / Measures

#### **Perspective 1.1 Align agile teams with the organisational mission and vision**

- Reflects the mission and vision of the organisation.
- Interacts with the environment to align the agile work with mission, vision and strategy. **(A)**
- Facilitates that the agile work's objectives and benefits are in sync with the mission, vision and strategy. **(A)**
- Develops and implements measures to make the strategic alignment of the agile teams transparent. **(A)**
- Checks whether the agile work is delivering benefits to the organisation and value to its customers. **(A)**

### **Perspective 1.2 Identify and exploit opportunities to influence organisational strategy**

- Knows and understands the strategy development process.
- Identifies new opportunities and threats which could alter the strategy. **(A)**
- Uses insights from the community to enrich the organisational strategy. **(A)**
- Influences the strategy development process by suggesting improvements to strategy.

### **Perspective 1.3 Develop and ensure the ongoing validity of the business / organisational justification**

- Reflects and defines the business and/or organisational justification.
- Identifies objectives needed in agile working to generate the planned benefits.
- Validates and champions the justification to the sponsors and/or owners of the agile work.
- Re-assesses and validates the justification within a strategic and holistic perspective.
- Defines and manages the prerequisites in order to fulfil customer needs. **(A)**
- Facilitates quick deliveries to check whether the work is generating customer value. **(A)**
- Determines whether there is a need to stop the agile work because of redundancy or obsolete strategic importance.

### **Perspective 1.4 Determine, assess and review critical success factors**

- Derives and/or develops a set of critical success factors (CSFs) for the strategic objectives.
- Uses formal CSFs for strategic alignment, but also identifies their informal context.
- Involves team members to enrich the organisation strategy while developing CSFs. **(A)**
- Makes CSFs transparent for strategic alignment of the agile work. **(A)**
- Uses the CSFs for managing stakeholders.
- Uses the CSFs for developing incentives/rewards and a motivating culture.
- Re-assesses CSF realisation within the long-term strategic context.

### **Perspective 1.5 Determine, assess and review key performance indicators**

- Develops information systems, including channels and formats, for each critical success factor. **(A)**
- Decides on the use of value based KPI development. **(A)**
- Uses information systems for strategic performance. **(A)**
- Uses information systems to influence stakeholders. **(A)**
- Uses information systems for developing development plans. **(A)**



- Uses information systems for developing reward systems. **(A)**
- Re-assesses outcomes by employing KPIs and empowering benefits realisation management. **(A)**

## Perspective 2: Governance, Structures and Processes

### Description

An increasingly complex and uncertain world presents organisations with immense challenges. On the one hand they must reduce waste as much as possible (lean philosophy), and at the same time they need agility. The latter is only possible if the individuals within organisations are also versatile.

There are new ways of working whereby decision-making takes place as close as possible to the people involved in execution, and as late as possible where justifiable. The focus of control is oriented to creating customer value through an iterative approach instead of the traditional plan being developed at the start. In an agile approach, work is carried out in short cycles in favour of a linear approach, and there is continuous attention paid to feature development and quality in each cycle.

Although there are frameworks which provide some guidance on new agile ways of working, organisations often have their own interpretation of what this means in their context. Agile working is best viewed as a philosophy with frameworks that support this new approach. Therefore, instead of implementing agile in a top-down manner, people should become agile which requires a fundamental change in thinking. This applies to all types of project approaches, whether they are iterative, linear or a combination of both.

The way in which organisations structure themselves has evolved greatly in recent years. Many modern organisations no longer share power top-down in favour of a flat organisation, void of a formal hierarchy, linking authority and autonomy to roles in such a way that a significant level of self-learning and adapting exists. One of the challenges to this organisational model is that it can be difficult for people from different areas of the organisation or different groups to exchange ideas and work collaboratively with each other. An Agile leader must be able to work effectively between different structures/groups and processes.

## Knowledge

Agile frameworks; Agile manifesto and principles; AgilePM<sup>1</sup>; Agnostic Agile; Circle Structure; Developmental stages of an organisation; Lean concepts and principles; Lean Start-up; Modern Agile; Power of attorney; Segregation of duties; Self-steering concepts; Systems approach/thinking; Tribal organisation; Value Stream.

## Skills and Abilities

Agile Mindset; Design Thinking; Lean attitude; Servant leadership; Understanding for Decision Making; Understanding Value Streams; Vision on Waste Reduction.

## Key Competence Indicators / Measures

### **Perspective 2.1. Know and apply the principles of agile work**

- Has knowledge of agile principles and recognises its application. **(A)**
- Explains characteristics of different agile frameworks and recognises them in practice. **(A)**
- Explains and practices the agile way of working. **(A)**
- Perceives and imparts agile concepts within the organisation. **(A)**
- Explains and identifies the current level of agility in an organisation. **(A)**

### **Perspective 2.2. Know and apply the principles of agile programme management**

- Explains the characteristics of the scaling framework that is used. **(A)**
- Explains the concept of scaling agile. **(A)**

### **Perspective 2.3. Know and apply the principles of agile portfolio management**

- Explains characteristics of an agile portfolio – critical success factors (CSFs) and key performance indicators (KPIs). **(A)**
- Knows the concept of managing an agile portfolio (organisational structures and processes). **(A)**
- Sets up a portfolio system to assure that demand is matched to both the value stream and the capabilities of the organisation. **(A)**

### **Perspective 2.4. Align the agile work with the supporting functions**

- Knows the people, processes and services of supporting functions.
- Bridges the gap between the parent organisation and the agile teams. **(A)**
- Establishes and maintains relationships with the supporting function.
- Bridges the gaps between the reporting standards of the parent organisation and the agile way of working. **(A)**

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1 AgilePM is a registered trade mark of the Agile Business Consortium Ltd.

### **Perspective 2.5. Align the agile work with the organisation's decision-making and reporting structures and quality requirements**

- Identifies the organisation's routine and special rules for decision-making in cases beyond their authority and responsibility.
- Aligns the communication in the agile teams with the reporting needs and standards of the parent organisation. **(A)**
- Applies the organisation's way of quality assurance when setting up a reporting system within the parent organisation.

### **Perspective 2.6. Align the agile work with human resource processes and functions**

- Uses the human resource function for acquiring staff with the required authorities.
- Deals with the boundaries between the Agile organisation and the human resource function.
- Establishes and maintains relationships with the human resource function. **(A)**
- Uses human resource processes to provide training and individual development.

### **Perspective 2.7. Align the agile work with finance and control processes and functions**

- Knows the processes of the finance and control function.
- Distinguishes between the compulsory and optional utilities of the finance and control function.
- Monitors and controls whether rules, guidelines and other financial utilities are effectively and efficiently used to the benefit of the agile work. **(A)**
- Communicates and reports the status and trends of financial tasks clearly and objectively.

### **Perspective 2.8. Bridges the principles of classical management and agile work**

- Understands the principles of classical, or traditional, management. **(A)**
- Expresses agile values and principles in a respectful and not in inflexible way. **(A)**
- Understands and can explain typical scenarios when classical management should be used and when agile is more efficient. **(A)**

# Perspective 3: Compliance, Standards and Regulations

## Description

The reduction of waste and the creation of value are objectives that should span across the boundaries of the team and the organisation. Agile Leaders are aware of the bigger context in which they function. Complying with laws and regulations and working to mandatory requirements is a must, as is the need to consider the purpose of their work as it pertains to sustainable development and the impact it has to environment and society.

Agile Leaders should facilitate a culture in their teams where the members reach consent on how they are going to work together to align to standards, regulations, and sustainability goals.

## Knowledge

Consent; Data Protection Regulations; Working Conditions Legislation; Economic capital; Corporate Social Responsibility; Natural capital; Norm; Agreement; Social capital; Standard; Triple Bottom Line; Regulation.

## Skills and Abilities

Adopting Frameworks and Standards; Benchmarking; Communicating Frameworks and Standards; Critical Thinking; Leading by Example.

## Key Competence Indicators / Measures

### **Perspective 3.1. Identify and ensure that the agile work complies with all relevant legislation**

- Acknowledges the legal context and its applications.
- Filters out and uses the relevant regulations.
- Identifies risks in the regulations in relation to the agile work and consults the experts.
- Acknowledges and manages the regulatory agencies as stakeholders.
- Aligns procurement routes with the regulations.

### **Perspective 3.2. Identify and ensure that the agile work complies with all relevant health, safety, security and environmental regulations (HSSE)**

- Identifies the relevant HSSE regulations for the agile work.
- Defines the HSSE context for the agile work.
- Identifies risks arising from implementing HSSE measures to the agile work.
- Provides a safe, secure and healthy environment for the agile team members.
- Applies HSSE for the sustainability of the agile work.

### **Perspective 3.3. Identify and ensure that the agile work complies with all relevant codes of conduct and professional regulation**

- Knows the appropriate codes of business conduct.
- Knows the appropriate professional regulation for the particular industry sector (public administration, civil engineering, information technology, telecommunication, etc).
- Identifies ethical principles.
- Identifies and uses the tacit trading laws not set by applicable codes of conduct.
- Aligns procurement practices with the codes of business conduct.
- Works to prevent violation of the code by the agile team members.

### **Perspective 3.4. Identify and ensure that the agile work complies with relevant sustainability principles and objectives**

- Identifies the social and environmental consequences of the agile work.
- Defines and communicates the sustainability targets for the agile work and its outcomes.
- Aligns objectives with organisational strategy for sustainability.
- Balances the demands of society, the environment and the economy (people, planet, profit) with agile way of working and products.
- Encourages the development and diffusion of environmentally friendly technologies.

### **Perspective 3.5. Assess, use and develop professional standards and tools for the agile work**

- Identifies and uses the relevant professional standards.
- Identifies the specifics of a framework and manages the risks arising from applying a framework to the agile work.
- Identifies and uses the best practice for organising an agile team.
- Develops and implements custom made standards for managing agile team members.

### **Perspective 3.6. Assess, benchmark and improve the organisational agility**

- Identifies and assesses the relevant deficient areas of organisational competence in working agile.
- Identifies and sets relevant benchmarks for the deficient areas.
- Identifies the benchmarking baseline and best practice.
- Benchmarks current performance against the best practice.
- Identifies measures for the needed improvements.
- Implements the identified measures and assesses the benefits gained.
- Disseminates the acquired know-how throughout the organisation.

# Perspective 4: Power and Interest

## Description

Influence without force is the backbone of Agile leadership. When one's power must be exerted, it should be done with great care to serve the parties interested in the organisation's activities. This ideal may not be shared by everyone in positions of power. An Agile Leader provides influential and inspirational leadership and does not let themselves get side-lined from objectives. Therefore, the individual recognises and understands informal personal and group interests; as well as the resulting politics and subsequent use of power.

The Agile leader approaches each individual's differences with servantly and in this way, develops the necessary sensitivity to take those parties involved towards a common goal. They bring people together by understanding their influence and working through their interests to find an equilibrium.

## Knowledge

Authority; Formal vs. Informal Power; Influencing; Lateral leadership; PESTLE; Sources of power; Politics.

## Skills and Abilities

Diplomacy; Discovering values; Observing and analysing psychological processes; Revealing stakeholders' interests; Sensitivity; Team focus; Use influence over power.

## Key Competence Indicators / Measures

### **Perspective 4.1. Connects the personal ambitions and interests of others in support of the agile work**

- Stimulates the development of shared ambitions and interests between themselves and others.
- Brings together the differences between individuals, other teams and organisational units.

### **Perspective 4.2. Assess the informal influence of individuals and groups and its potential impact on the agile work**

- Acknowledges and can estimate the informal influence, power and reach of certain individuals in various settings.
- Can distinguish group affiliations and relationships in relation to the agile work.

### **Perspective 4.3. Assess the personalities and working styles of others and employ them to the benefit of the agile work**

- Identifies and acknowledges the differences between behavioural style and personality.
- Identifies and acknowledges the differences between cultural aspects and personality.

## **Perspective 5: Culture and Values**

### **Description**

Culture can be defined as the underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization, the unwritten rules that influence individual and group behaviour and attitudes. Culture can indirectly or observably safeguard an organisation's core values. Organisational culture often mirrors national culture(s), which adds further complexity. Making change happen, even when it clearly creates value, can be a challenge for Agile leaders.

The Agile Leader is responsible for ensuring that an agile culture is fostered into the existing organisational culture. Various agile frameworks refer to values such as commitment, courage, focus, openness and respect. The underlying, often unconscious, basic assumptions within an organisation do not always initially support these values.

### **Knowledge**

Culture; Dimensions of national culture; Dimensions of organisational culture; Dominant culture; Empirical work.

### **Skills and Abilities**

Bridging different cultures; Cultural Awareness; Respect for other cultures and values; Value awareness.

### **Key Competence Indicators / Measures**

#### **Perspective 5.1. Assess the culture and values of the society and their implications for the agile working**

- Identifies and acknowledges the cultural values, norms and demands of a society.
- Identifies the core values of the organisation in which the teams operate and recognises how these can have an influence on agile working. **(A)**
- Works according to societal cultural demands and values without compromising personal and/or agile values. **(A)**

### **Perspective 5.2 Drive the organisational culture to better align with Agile values**

- Offers agile alternatives to existing practices where appropriate. **(A)**
- Knows and applies the organisation's corporate values and mission.
- Helps direct the organisation to a more agile way of working where appropriate. **(A)**
- Knows and applies the quality policy of an organisation and translates the thinking behind it into agile practices. **(A)**
- Acknowledges the implications of formal norms, demands, corporate values and mission and quality policy for the agile working.
- Acts sustainably by practicing corporate social responsibility.

### **Perspective 5.3. Assess the informal culture and values of the organisation and their implications for the agile working**

- Acknowledges, analyses and respects the informal culture and values of the organisation(s). Coaches agile values to the parent organization. **(A)**
- Identifies the implications of the organisation's informal culture and values for the agile working; in conformity with the organisation's informal values and norms.
- Challenges if the (in)formal culture is misaligned with agile culture/values. **(A)**



# People

## People 1: Self-reflection and self-management

### Description

The ability of an individual to self-reflect and manage themselves is the foundational aspect on which agility is built. The Agile leader should have a growth mindset, which is the conviction that they must continually develop through commitment, and promote this learning attitude within the organisation. Agile leaders should reflect on their own performance and capability and have the personal motivation to adapt and grow. This self-reflection will take into account the Agile leader's interactions with others and how their own behaviours can evolve in order to bring positive change in their working relationships.

Finding the time, and having the discipline, to reflect, adapt and grow requires self-management. The Agile leader must manage their own workload, focusing inwardly on themselves whilst ensuring that team members have a working environment that promotes and encourages them to do the same. This positive and nurturing environment is an important source of workplace happiness and is conducive for managing stress.

### Knowledge

Growth Mindset; Learning Goals; Personal Kanban; Personality traits; Prioritisation Techniques; Relaxation Techniques; Self-management Techniques; Stress and burn-out management; Time management.

### Skills and Abilities

Awareness of instances that lead to personal distractions; Emotional intelligence; Limits the amount of personal work in progress; Pace of work; Promotes self-management; Self-reflection and self-analysis; Sets meaningful, authentic and challenging goals; Willingness to learn.

## Key Competence Indicators / Measures

### **People 1.1. Identify and reflect on the ways in which own values and experiences affect the work**

- Reflects on own values and identifies shared values with team/project. **(A)**
- Uses own values and ideals to shape decisions.
- Communicates own principles and personal desires.
- Expresses and discusses own experience.
- Puts own experience in perspective.
- Uses own experience to build hypotheses about people and situations. **(A)**

### **People 1.2. Build self-confidence on the basis of personal strengths and weaknesses**

- Identifies the value of their own strengths, limits and weaknesses and talents in relation to the team/project. Openly shares both strengths and weaknesses. **(A)**
- Leverages strengths, talents and passions.
- Demonstrates a growth mindset. **(A)**
- Maintains composure in stressful situations.
- Accepts setbacks as learning opportunities. **(A)**

### **People 1.3. Identify and reflect on personal motivations to set personal goals and keep focus**

- Demonstrates knowledge of own motives.
- Sets personal and professional goals and priorities.
- Selects actions that contribute to both the personal and the team goals. **(A)**
- Names personal distractors and shares them openly with the team. **(A)**
- Regularly reflects in order to maintain focus on the goals.
- Delivers personal commitments on time or raises challenges early and asks for help from team.
- Focuses on tasks despite numerous distractions or interruptions. Aims for remove distractions or interruptions together with team in retrospectives. **(A)**
- Discusses uncertain situations with team and product owner and makes appropriate decisions based on the discussions.

### **People 1.4. Organise personal work depending on the situation, own resources and the overall situation of the team**

- Keeps record of own time planning.
- Prioritises competing demands based on teams agreed shared priorities. **(A)**
- Says no when appropriate.
- Uses personal resources to maximise value to the customer. **(A)**

- Adapts language to the situation.
- Develops tactics appropriate to the situation together with the team.

**People 1.5. Take responsibility for personal learning and development**

- Uses mistakes or bad results as an impulse for learning activities. Shares mistakes openly to help others learn.
- Uses feedback as a chance for personal development.
- Seeks and offers consultation.
- Measures team performance and reflects on personal growth opportunities. **(A)**
- Focuses on continuous improvement of teams work and capacities.

## People 2: Personal Integrity and Reliability

### Description

The professional values of an Agile leader originate from the Agile mindset. A leader’s motives, behaviours and actions should reflect the principles of agility. This means that team members are understood and accepted for who they are and the value they bring. The Agile leader’s role is then is to give the team the resources and foster an environment that allows them to do their work effectively.

The Agile leader must ensure that their own behaviours and actions remain consistent so that they are perceived as credible and trustworthy. Leading by example in this way demonstrates integrity and can inspire others to adopt the same values and imitate positive behaviours within the organisation. Agile leaders ensure that the common interest takes precedence over individual interests.

### Knowledge

Agile principles; Code of ethics/practice; Ethics; Moral standards; Personal values; Social equality; Sustainability principles; Universal rights.

### Skill and Abilities

Ethical; Individual agility; Practice what you preach; Resilience under pressure; Respectful; Role model of agility; Transparency.

### Key Competence Indicators / Measures

**People 2.1 Acknowledge and apply ethical values to all decisions and actions**

- Knows and reflects own values.
- Uses own values and ideals to shape decisions.
- Communicates own principles.

### **People 2.2 Promote the sustainability of outputs and outcomes**

- Proactively addresses sustainability opportunities in solutions.
- Considers and incorporates long-term outcomes into the solution.

### **People 2.3 Take responsibility for own decisions and actions**

- Assumes full responsibility for own decisions and actions.
- Demonstrates ownership of both positive and negative results.
- Takes decisions and sticks to agreements established with others.
- Addresses personal and professional shortcomings that get in the way of professional success.

### **People 2.4 Act, take decisions and communicate in a consistent way**

- Demonstrates alignment between words and actions.
- Uses similar approaches to solve similar problems.
- Adjusts personal behaviour to the context of the situation.

### **People 2.5 Complete tasks thoroughly in order to build confidence with others**

- Completes work assignments thoroughly and carefully.
- Earns confidence through the delivery of complete and accurate work.

## **People 3: Personal Communication**

### **Description**

One of the principle workings of agile is co-creating. Face-to-face communication is the most efficient and effective way to share information with and among team members. Having a conversation is the most important form of communication in agile working. This is not always easy when teams are increasingly dispersed across locations.

The Agile leader does not always necessarily represent a group but should be supportive in creating and maintaining a social network in which people meet and talk with each other. A key responsibility of an Agile leader is to ensure everyone has an active presence in the conversation and that miscommunication is limited. Agile leaders will set the example of having an open and non-confrontational forum for interaction with themselves and within the team. This includes a commitment to provide constructive feedback and being receptive to feedback themselves.

### **Knowledge**

Active listening; Body Language; (Non-Violent) Communication; Elevator Pitch; Feedback; Conversation; Information; Presentation techniques; Feedback;

## Skills and Abilities

Authenticity; Body language; Communication skills; Conciseness; Empathy;  
Non-steering feedback.

## Key Competence Indicators / Measures

### **People 3.1 Provide clear and structured information to others and verify their understanding**

- Refines information, emphasizing customer value, logically depending on the audience and the situation.
- Uses language that is easy to understand.
- Leverages public speaking and presentations.
- Coaches and provides training.
- Facilitates meetings.
- Uses visualisation, body language and intonation to support and emphasise messages.

### **People 3.2 Facilitate and promote open communication**

- Creates an open and respectful atmosphere.
- Listens actively and patiently by confirming what has been heard, re-stating or paraphrasing the speaker's own words and confirming understanding.
- Does not interrupt or start talking while others are talking.
- Is open and shows true interest in new ideas.
- Confirms message/information is understood or, when needed, asks for clarification, examples and/or details.
- Creates a safe environment for the team to express their opinions and feelings.
- Creates an open environment where everybody can easily make improvement suggestions.

### **People 3.3 Choose communication styles and channels to meet the needs of the audience, situation and management level**

- Selects appropriate communication channels and style depending on the target audience.
- Communicates via selected channels according to the selected style.
- Facilitates and follows up communication.

### **People 3.4 Communicate effectively with virtual teams**

- Uses modern communication technology wherever appropriate (e.g. webinars, tele-conferences, chat, cloud computing).
- Defines and maintains clear communication processes and procedures.
- Promotes cohesion and team building.

### **People 3.5 Employ humour and sense of perspective when appropriate**

- Can change communication perspectives when needed.
- Decreases tension by use of humour, when appropriate.

## **People 4: Relations and Engagement**

### **Description**

Agile organisations consist of social networks, with self-directed teams, who are served by their leaders. The composition of these networks can be dynamic, but the individuals will have clear agreements about how they work together. Agile leaders should provide direction to parts of the network as a servant and not through top-down direction. Servant leaders foster 'helping' relationships, in which the Agile leader helps others understand and assess what is happening around them, so they can make informed decisions for themselves. This in turn increases the network's value and overall social capital of the Agile organisation.

By focusing on removing obstacles and facilitating progress an Agile Leader enables the team to organise their work autonomously, which is an effective way to motivate people. When people have autonomy, purpose in their work and are encouraged to master their skill-sets, they are more willing to work to their full potential. The unlocking of that potential is an important success factor for Agile leadership. This is where the servant and governance aspects of Agile leadership need to be in balance.

Everyone in an Agile organisation should have the right information at the right time, in order to make evidence-based decisions. An open attitude with people means that information can flow freely within an organisation and that relationships become stronger. Openness means providing transparency and asking questions, while reserving judgment. This also helps build trust as individuals avoid letting their egos dominate their engagement with others. Understanding another person's beliefs and fears can help facilitate cooperation and agreement. By understanding others and having an open attitude the Agile leader brings clarity to the organisational goals to be achieved, results and progress.

### **Knowledge**

Competence; Confidentiality; Drivers; Empathy; Mastery; Motivation; Motive; Openness; Process Consultation; Purpose; Relationship; Self-determination Theory; Social Capital; Social Network; Trust; Weak/strong Ties.

### **Skills and Abilities**

Deployment of social capital; Developing a helping relationship; Give and receive feedback; Knowledge sharing; Communication methods; Respecting others.

## Key Competence Indicators / Measures

### **People 4.1 Initiate and develop personal and professional relationships**

- Actively seeks possibilities and situations to make new contacts.
- Demonstrates interest in meeting new people.
- Able to establish professional relationships.
- Is present, available and open for dialogue.
- Stays actively in contact, establishes a routine for face-to-face meetings. **(A)**
- Fosters a culture of transparency. **(A)**

### **People 4.2 Build, facilitate and contribute to social networks**

- Joins and contributes to social networks.
- Creates and facilitates social networks.
- Organises events for networking.
- Facilitates support for networking.

### **People 4.3 Demonstrate empathy through listening, understanding and support**

- Listens actively.
- Makes others feel heard.
- Asks questions for clarification.
- Relates to the problems of others and offers help.
- Familiarises with the values and standards of others.
- Responds to communication within a reasonable time.

### **People 4.4 Show confidence and respect by encouraging others to share their opinions or concerns**

- Relies on a given word.
- Trusts the team in organising the work. **(A)**
- Expects others to act according to common values and agreements.
- Asks others for their ideas, wishes and concerns.
- Notices and respects differences between people.
- Embraces the importance of professional and personal variety.

### **People 4.5 Share own vision and goals in order to gain the engagement and commitment of others**

- Acts positively.
- Clearly communicates vision, goals and outcomes.
- Invites debate and critique of the vision, goals and outcomes.
- Challenges people to become engaged in planning and decision-making. **(A)**
- Challenges people to show commitment on specific tasks. **(A)**
- Takes individual contributions seriously.
- Emphasises the commitment of all to realise success.

#### **People 4.6 Use the social capital that is present in the network and stimulates its increase**

- Reflects on the social capital of the networks. **(A)**
- Initiates activities that increases the social capital of the network. **(A)**
- Encourages team members to increase the personal value to the network. **(A)**
- Uses strength of personal relations to remove obstacles. **(A)**

## **People 5: Leadership**

### **Description**

Agile flourishes in environments where equality, autonomy and self-determination are core tenets. Leadership in such an environment involves setting direction, motivating people and facilitating progress so that the desired organizational goals are achieved. The leadership competence element is described as a characteristic rather than a managerial function. More people can demonstrate leadership than can hold an official role as a manager, who maintain a hierarchical position within a team or organization.

An Agile leader represents and provides a service to those they lead, whereby the interests of the team or organization are the central focus of the actions they choose to carry out. A leader does this by setting the example of helping others to develop themselves, build relationships and progress their work; it also involves proactively removing impediments to enable the team to deliver intended value.

The degree of self-determination that a team maintains will depend on their knowledge, skills, and abilities; which will need to be understood by the Agile leader. An indicator of good leadership is the level of and importance placed on fostering social integration, and the leader's awareness of the team's individual and group ability, and shared purpose of team members.

### **Knowledge**

Agile Coaching; Circle of influence or involvement; Coaching; Empowerment; Levels of delegation (situational leadership); Management; Servant leadership.

### **Skills and Abilities**

Agile role model; Capacity to express a set of values; Coaching techniques; Creating a team spirit; Discussion skills; Personal humility and professional will; Wisdom.



## Key Competence Indicators / Measures

### **People 5.1 Initiate actions and proactively offer help and advice**

- Proposes and takes actions to remove obstacles.
- Offers unrequested help or advice.
- Thinks and acts with a future orientation (i.e. one step ahead).
- Balances initiative and risk.

### **People 5.2 Takes ownership and shows commitment**

- Demonstrates ownership and commitment in behaviour, speech and attitudes.
- Talks about the work in positive terms. **(A)**
- Rallies and generates enthusiasm for the work. **(A)**
- Sets up measures linked with customer value.
- Looks for ways to improve the work processes. **(A)**
- Facilitates learning. **(A)**

### **People 5.3 Provide direction, coaching and mentoring to guide and improve the work of individuals and teams**

- Provides guidance for individuals and teams. **(A)**
- Coaches and mentors team members to improve their capabilities.
- Establishes a vision and values and leads according to these principles.
- Stimulates the alignment of individual objectives with common objectives. **(A)**

### **People 5.4 Exert appropriate power and influence over others to achieve the goals**

- Uses various means of exerting influence and power.
- Demonstrates timely use of influence and/or power.
- Perceived by stakeholders as a servant-leader. **(A)**

### **People 5.5 Make, enforce and review decisions**

- Embrace uncertainty. **(A)**
- Encourages mutual decision making. **(A)**
- Makes decisions on time despite uncertainty. **(A)**
- Explains the rationale for decisions.
- Influences decisions of stakeholders by offering analyses and interpretations.
- Communicates the decision and intent clearly.
- Reviews decisions and changes decisions according to new facts.
- Reflects on past situations to improve decision processes.

## People 6: Teamwork

### Description

An Agile organisation is focused on the collaboration between individuals, teams, and customers. The team members (as a collective) should have all the knowledge, skills, and ability to achieve the team's purpose. The team(s) will preferably be either or both interdisciplinary or cross-functional, so that they are more independent and not too large to be functional; in order to maintain agility and promote responsiveness.

Team members should challenge each other, exchange knowledge, and coach each other where appropriate. Doing so makes them broadly flexible and thus more deployable. When an inclusive culture is embraced within a team, this can lead to optimal collaboration and higher performance.

Self-steering teams play a crucial role in an Agile organisation. Each team has its own purpose, and each team's priorities lie in constantly delivering value to the organisation and ultimately its customers. This is manifested in trust, conflict management, commitment, accountability and common goals. Without being imposed by a hierarchy, the team shares a purpose and make continuous adjustments about how they work with one another.

The Agile leader ensures there is a supportive working environment for teamwork, and that the right types of ceremonies are conducted at the right times. During these ceremonies, whether they are stand-ups, workshops, or large-scale interventions, the Agile leader adopts a neutral position during the facilitation. This does not however prevent the Agile leader from challenging the team to continually improve.

Agile Leaders should encourage individual members to comply with their agreed upon responsibilities and not let their own personal interests prevail over shared goals.

### Knowledge

Action Learning; Agile team; Assumptions about mutual cooperation; Common goal; Daily Scrum; Diversity; Dysfunctions of a team; Frustrations of teamwork; Group development stages; Intervention techniques; Large Scale intervention; Open Space; Purpose; Self-selection; The Circle Way; Virtual team; Working conferences; Workshop.

### Skills and Abilities

Aligning multiple teams; Building and maintaining relationships; Competence development; Facilitation skills; Fosters a feedback culture; Neutrality; Team assessment; Team coaching; Team facilitator; Training development.

## Key Competence Indicators / Measures

### **People 6.1 Facilitates the selection and building of the team**

- Enables the team to participate in the selection of other team members. **(A)**
- Clarifies outcomes and creates a common vision. **(A)**
- Helps the team to understand its purpose. **(A)**
- Facilitates the team to develop norms and rules. **(A)**
- Motivates individuals and builds team awareness.

### **People 6.2 Promote cooperation and networking between team members**

- Creates opportunities for team member dialogue. **(A)**
- Asks for opinions, suggestions and concerns from team members in order to improve performance.
- Shares successes with the team(s).
- Promotes cooperation with people both within and outside the team.
- Takes appropriate action when team cooperation is threatened.
- Uses tools for collaboration.

### **People 6.3 Support, facilitate and review the development of the team and its members**

- Promotes continuous learning and knowledge sharing.
- Uses techniques to engage in development e.g. on-the-job training.
- Provides opportunities for seminars and workshops (on- and off-the-job).
- Plans and promotes 'lessons learned' events.
- Provides time and opportunity for self-development of team members.

### **People 6.4 Empower teams to determine tasks and responsibilities**

- Challenges the team to distribute all the tasks. **(A)**
- Empowers people and teams by delegating responsibility.
- Clarifies performance criteria and expectations.
- Stimulates transparency about performance. **(A)**
- Stimulate the team to give honest and open feedback. **(A)**

### **People 6.5 Recognise opportunities to facilitate learning and inspires for continuous improvement**

- Uses the effects of errors as opportunities to learn. **(A)**
- Realises that mistakes happen and accepts that people make errors.
- Shows tolerance for mistakes.
- Analyses and discusses mistakes to determine improvements in processes.
- Helps team members to learn from their mistakes.

# People 7: Conflict and Crisis

## Description

Conflicts will inevitably occur in and among team members as well as in their cooperation with other teams and stakeholders. An Agile Leader accepts the inevitability of conflict and sees this as an opportunity to learn and as a means of strengthening relationships both short and long term.

In order to turn conflict into constructive behaviour the Agile Leader should foster an environment whereby conflicts can be used to the benefit of the team. This includes agreeing up front on how disagreements will be handled by the team. Agile principles when practiced daily can become a source of conflict and the Agile Leader should therefore establish some ground rules but allow team members to have stimulating conversations and a way of finding a common ground. In doing so, the agile team develops its own skills to manage and resolve conflicts.

Irrespective of all preventive measures, it is sometimes impossible to avoid a crisis. Every crisis is a situation that requires optimal agility. A team that can draw on their collective experiences and look back on their collaboration from iteration to iteration will be well-prepared to manage a crisis; particularly when they are used to working through conflicts as a team. The threat of a crisis will also require a well-thought-out crisis plan that the team will support and follow. At the end of the crisis a retrospective is necessary to ensure continual learning, adapting, and improvement.

## Knowledge

Arbitration; Conflict styles; Creativity techniques; Crisis management; Crisis; De-escalation; Proactive conflict management; Stages of conflict; Value of conflict in team building.

## Skills and Abilities

Bridges contradictions; Calmness; Conflict coaching; Conflict intervention; Crisis management; Diplomatic skills; Moderation Skills; Proactive; Stress resistance; Style flexibility.

## Key Competence Indicators / Measures

### **People 7.1 Anticipate and possibly prevent conflicts and crises. Surfaces possible concerns to the attention of the team**

- Identifies/analyses potential stressful situations and shares opinions with team. **(A)**
- Facilitates the resolution of conflicts in “no blame” retrospectives. **(A)**
- Openly and immediately discusses and plans conflict-sensitive items with team. **(A)**

- Trains people in effective communications and emphasizes shared norms and team practices. **(A)**
- Agrees on stress-reducing measures with team. **(A)**
- Reflects on stressful situations in a team. **(A)**

**People 7.2 Analyse the causes and consequences of conflicts and crises and select appropriate response(s) with team**

- Identifies conflicts at an early stage to the benefit of the team. **(A)**
- Analyses causes of a conflict or crisis together with the team with a no blame mindset. **(A)**
- Analyses potential impact of a conflict or crisis together with the team. **(A)**
- Has different conflict or crisis approaches available to choose from.

**People 7.3 Mediate and resolve conflicts and crises and/or their impact together with team**

- Addresses issues openly.
- Creates an atmosphere of constructive dialogue. **(A)**
- Selects and uses the right method with the team to solve the conflict or crisis.
- Only resorts to disciplinary or legal measures when conflict resolution with team fails. **(A)**

**People 7.4 Identify and share learning from conflicts and crises in order to improve future practice**

- Utilises previous experiences as a part of team retrospectives to prepare for conflict and/or crises. **(A)**
- Motivates the team to acknowledge and learn from their own part in the conflict and identify possible systemic conditions behind the conflict. **(A)**
- Uses conflicts to enhance the team culture and practices. **(A)**
- Strengthens the team cohesion and solidarity for potential future conflicts and crises.

## People 8: Resourcefulness

### Description

Resourcefulness in agile working is the ability to deliver results with the tools and resources available and emphasizes creative thinking to make the best use of a situation. The Agile Leader maintains a principle of resourcefulness so that individuals and teams look for the solutions or resources they need without expecting help from others, such as senior management, in the first instance.

The Agile leader stimulates and encourages creativity in teams. This is achieved by creating a safe environment where people can experiment and share

ideas without negative judgement from others. This environment also enables individuals with different views to disrupt existing patterns, highlight different perspectives, and prevent group blindness.

### Knowledge

Brainstorming techniques; Cause and effect diagram/Fishbone/Ishikawa; Consent; Decision-making; Design Thinking; Lateral thinking; Mood board; Multicriteria analysis; Problem solving; Right and Left column; Root Cause analysis; Silent Language; Solutions focussed language; Sounding board; SWOT (team level); Thinking hats.

### Skills and Abilities

Facilitates problem solving; Identifying and seeing different perspectives; Out-of-the box thinking.

### Key Competence Indicators / Measures

#### **People 8.1 Stimulate and support an open and creative environment**

- Encourages people to share their knowledge and contribute their opinions in a safe environment.
- Stimulates and supports creativity when appropriate.
- Uses and stimulates new and imaginative ways to overcome obstacles.
- Seeks input from others and shows willingness to consider and/or adopt their ideas.
- Considers the perspectives of others.

#### **People 8.2 Apply conceptual thinking to define situations and strategies**

- Uses or promotes conceptual thinking when appropriate.
- Knows that problems often have multiple causes and that solutions often have multiple effects.
- Applies systemic thinking.

#### **People 8.3 Apply analytic techniques to analysing situations, financial and organisational data and trends**

- Applies various analytic techniques.
- Analyses problems to detect causes and possible solutions.
- Analyses complex sets of data and extracts relevant information.
- Clearly reports and presents data conclusions, summaries and trends.

#### **People 8.4 Promote and apply creative techniques to find alternatives and solutions**

- Uses creative techniques when appropriate.
- Applies diverging techniques.

- Applies converging techniques.
- Engages multiple views and skills.
- Identifies interdependencies.

**People 8.5 Improve decision-making by promoting a holistic view**

- Demonstrates holistic thinking and can explain the bigger picture.
- Uses multiple perspectives to analyse and deal with the current situation.
- Fosters making decisions in consent. **(A)**

## People 9: Negotiation

### Description

In an agile environment, people negotiate on various issues and individuals and teams will have to agree on solutions where there are differing opinions. The Agile leader’s role should be to facilitate negotiations in a collaborative manner that achieves value for all parties involved. In a self-steering organisation, the Agile Leader requires negotiation skills that are tailored to meet each challenge.

The Agile Leader requires effective negotiation skills to focus on understanding people’s perspectives and to address them in order to achieve the intended outcome(s); putting in effort to explore different parties’ points of view has the dual benefit of building understanding of the issues while strengthening relationships with people.

### Knowledge

Mediation; Mutual Gains; Conflict Styles; Uses of argument; Win-win strategy.

### Skills and Abilities

Discussion techniques; Diversity of opinions; Establishing and maintaining trust and positive working relationships; Mediator; Negotiations skills.

### Key Competence Indicators / Measures

**People 9.1. Identify and analyse the interests of all parties involved in the negotiation**

- Knows and reflects own interests, needs, and constraints.
- Gathers and documents relevant hard and soft information about interests, needs and expectations of all parties involved.
- Values collaboration above fierce contract negotiations. **(A)**
- Analyses and documents available information to identify own priorities and likely priorities for other parties.

**People 9.2. Develop and evaluate options and alternatives with the potential to meet the needs of all parties**

- Identifies mutual gains based on the analysis of interests, needs and priorities of all parties. **(A)**
- Proposes the right option at the right time in the right way.

**People 9.3. Define a negotiation strategy in line with own objectives that is acceptable to all parties involved**

- Identifies possible negotiation strategies in order to achieve the desired customer value. **(A)**
- Identifies secondary strategies and alternative options to address 'what if' scenarios.
- Selects a negotiation strategy and can explain why it has been chosen.
- Analyses and selects negotiation techniques and tactics to support the desired negotiation strategy.
- Identifies key parties to participate in the negotiation and clearly articulates their mandate.

**People 9.4. Reach negotiated agreements with other parties that are in line with own objectives**

- Negotiates using techniques and tactics appropriate to the circumstances to achieve the desired customer value. **(A)**
- Negotiates to achieve a sustainable agreement.
- Demonstrates patience and drive to realise a sustainable agreement.
- Implements best alternative to no agreement (BATNA) if a sustainable outcome is not possible.
- Documents the outcomes of the negotiation.

**People 9.5. Detect and exploit additional selling and acquisition possibilities**

- Seeks ways to deliver the agreed customer value sooner, better and/or cheaper. **(A)**
- Weighs alternatives to the current situation and agreements.
- Considers the impact of alternatives on current relationships.



# People 10: Results Orientation

## Description

Having a result orientated approach is identifiable in an Agile organisation as when employed, it works cyclically for short periods of time (iterative) and should deliver results at a continuous pace. The situational context, environment, and industry in which the organisation operates will influence to what extent intended results can be realised. However, projects can benefit from this approach by aiming to deliver results as early and as often as possible.

An agile working environment should provide people with maximum support to do their jobs and deliver results. An Agile leader encourages individuals to be flexible in their working arrangements and to aim for higher levels of performance; creating a means of continuous improvement that contributes to achieving top performance in the team. An Agile leader understands the purpose and potential of the organisation, contributes to the formation of effective new teams and the increase in effectiveness of existing teams. They also build a network of business relationships that support their organisation.

## Knowledge

Effectiveness; Effectuation; Efficiency; Gemba Kaizen; Kata; Plan-Do-Check-Act, Productivity; Standardise-Do-Check-Act; Seven Statistical instruments; Skills and abilities; Empirical working.

## Skills and Abilities

Combining helicopter view and attention to essential details; Efficiency, effectiveness and productivity; Facilitates multiple teams; Identifying and assessing alternative options; Sensitivity to organisational do's and don'ts.

## Key Competence Indicators / Measures

### **People 10.1 Evaluate all decisions and actions against their impact on customer value and goals of the organisation**

- Considers the goals and agreed outcomes of the agile work as leading all actions. **(A)**
- Formulates own goals based on the customer value. **(A)**
- Derives the strategy from the goals, risk reduction and customer value. **(A)**
- Judges all decisions and actions by their impact on the customer value. **(A)**

### **People 10.2 Balance needs and means to optimise outcomes and success**

- Assesses and prioritises various needs.
- Explains why certain actions get more priority.
- Uses the results orientation as a means to say 'no' (and explain why).

**People 10.3 Create and maintain a healthy, safe and productive working environment**

- Shields the agile team from outside interference. **(A)**
- Creates healthy, safe and stable working conditions. **(A)**
- Provides a safe and clear environment for work on which team members can operate. **(A)**
- Provides the necessary resources and infrastructure.

**People 10.4 Promote and 'sell' the agile work and its outcomes**

- Defends and promotes the customer value and goals. **(A)**
- Seeks openings and venues to promote customer value and goals. **(A)**
- Invites others to join in with marketing the customer value and goals. **(A)**

**People 10.5 Deliver results and get acceptance**

- Differentiates the concepts of efficiency, effectiveness and productivity.
- Plans and sustains planned levels of efficiency, effectiveness and productivity.
- Demonstrates the ability to get valuable things done. **(A)**
- Focuses on and demonstrates continuous improvement.
- Focuses on solutions, not the problems.
- Overcomes resistance.
- Recognises limitations to getting valuable results and addresses these shortcomings. **(A)**

# Practice

## Practice 1: Design

### Description

The approach needed to achieve an intended outcome is dependent upon the situation and the guiding principles to the approach should be the “Perspective” agile competence elements together with the technology used to build the solution. A starting point is understanding what is already available and what needs to be built on top of that. This starting point will form part of the (technological) architecture. Team(s) have to make these initial decisions as early as possible.

Working in a globally competitive environment adds complexity and uncertainty which means that every situation may require a unique approach. Various agile approaches are therefore referred to as ‘frameworks,’ as they are a starting point from which an approach should gradually evolve. An Agile Leader looks at lessons learned from previous situations, chooses from existing frameworks; always aware that this choice is based on assumptions and may change.

Agile Leaders test hypotheses or assumptions through experiments and hands on observations. A hypothesis must be formulated in such a way that it is possible to test it to either debunk or validate it. Based on the results of the experiments the hypothesis approach may be slightly modified, or sometimes radically changed.

### Knowledge

Architecture; Complexity (models); Complicatedness; Criterium; Empirical working; Experimentation; Factor; Hypothesis; Learning points; Lessons Learned; Technological solutions.

### Skills and Abilities

Contextual awareness; Empirical working; Handling of complexity; Incorporation of lessons learned; Recognises success factors and criteria.

## Key Competence Indicators / Measures

### **Practice 1.1 Facilitate a shared understanding of the success criteria and make sure that they are documented in the vision**

- Recognises and assesses both formal and informal influencing elements.
- Acknowledges and assesses both formal and informal success criteria and ensures they are reflected in the vision.
- Acknowledges and uses relevant success factors.
- Performs periodic re-assessment of the success criteria with key stakeholders. **(A)**
- Performs periodic re-assessment of the success factors with team(s). **(A)**

### **Practice 1.2 Review, apply and exchange lessons learned from your experimentation and those of other teams and relevant communities**

- Acknowledges and gathers lessons learned from previous experiences of all team members. **(A)**
- Actively researches outside of the team to find relevant experiences and lessons. **(A)**
- Applies relevant lessons learned through plan, do, check, act (PDCA) experimentation. **(A)**
- Tests hypotheses or assumptions through experiments and hands on observations to improve the agile work, and seeks ideas for experimentation from research, benchmarking and other sources. **(A)**
- Identifies and shares lessons learned with the teams, the organisation and other relevant communities. **(A)**

### **Practice 1.3 Determine complexity and its consequences for the team's way of working**

- Identifies the level of complexity of the work by applying appropriate methods.
- Acknowledges complexity-enhancing aspects that affect the team's way of working.
- Identifies and defines the impact on complexity of specific approaches, constraints or outcomes. **(A)**
- Identifies and assesses the impact on complexity of specific external and internal parameters.
- Assesses and applies complexity-diminishing measures through team planning, backlog refinement and retrospectives.

### **Practice 1.4 Selects and reviews the agile work approach in dialogue with the teams**

- Assesses and appraises various possible ways of working. **(A)**
- Facilitates the selection of the way of working for the task at hand that has the highest chance of leading to success, while regularly reflecting if it is still appropriate. **(A)**
- Explains the chosen way of working and its relation to the success of the agile work done by the team, as well as being open for changes through experimentation. **(A)**
- Explains the main effects of the chosen way of working on the Agile organisation, and what it means for key stakeholders outside of the Agile organisation. **(A)**
- Explains the main effects of the chosen way of working on the parent organisation. Helps the parent organization adapt to agility through coaching and real-life examples. **(A)**
- Periodically re-evaluates the chosen way of working based on contextual and internal developments. **(A)**
- When changes are required, opens a dialogue with the team about the necessary changes to the approach for the work. **(A)**

### **Practice 1.5 Design the initial ways of working**

- Establishes the way of working with definitions of 'ready' and 'done' for the relevant steps. **(A)**
- Defines key practices and their cadence (consistent work cycle time). **(A)**
- Reflects on the way of working through a regular cadence with the team (retrospectives). **(A)**
- Updates the way of working based on agreed experiments in retrospectives. **(A)**

## **Practice 2: Business Goals, Requirements and Value**

### **Description**

A clear, inspiring, and supported vision for a product or result (to be delivered) gives meaning to the individuals and team(s) working to achieve it. A vision provides direction and sets boundaries. When there is uncertainty and a changing context, it is often not possible to effectively specify the goals and requirements of the end result. Therefore, the team should continually communicate with the user and the focus and boundaries of the product vision enable the constant refinement of

sub-goals. The Agile Leader and the team should then work in a continuous improvement “plan-do-check-act” mode until they have achieved the results.

Agile leaders should embrace uncertainty and accept changing requirements as a result of changing insights; so that cooperation with the customer is preferred over contract negotiations though dialogue about their needs. Global stories are then defined within the product vision, which are gradually split into low-level stories. Setting priorities in requirements and ensuring that stories with the most value and the least effort are worked on first, is a recurring activity. Acceptance criteria are defined per user-story by means of the definition of done, where it is clear when something is finished. The general goal is a working result that is of direct value to the customer.

### Knowledge

Definition of done; Epic; Kata; Solution; Product vision; Story; Acceptance criteria; Goal analysis; Value Proposition; Fit-for-use; Fit-for-purpose; Benefits mapping.

### Skills and Abilities

Formulation of the solution; Stakeholder relationships; Strategic Thinking.

### Key Competence Indicators / Measures

#### **Practice 2.1. Define the vision, prioritize the business goals and align the work**

- Develops a clear, inspiring, measurable and supported vision or business goal for the product, result or outcome. **(A)**
- Facilitates that the relationship between this the agreed vision and backlog items is understood. **(A)**
- Prioritizes the backlog items based on their contribution to the vision. **(A)**
- Facilitates that all backlog items contain documented benefits that are linked to the overall vision and organisational or business goals. **(A)**

#### **Practice 2.2. Identify and analyse the stakeholder needs and requirements**

- Knows the difference between need, expectations and requirements.
- Facilitates identifying and documenting stakeholder needs and backlog items during the full length of their engagement. **(A)**
- Engages stakeholders in continuous updating of the backlog items – including identifying new items and challenging existing items based on learning. **(A)**
- Analyses stakeholder needs and requirements, considering utilizing the just in time principle based and backlog prioritization. **(A)**

### **Practice 2.3. Continuously prioritise backlog items to maximize the value delivered (A)**

- Continuously prioritises stakeholder needs and requirements in a collaborative and continuous way collaboratively. **(A)**
- Documents a shared understanding of needs in backlog items **(A)**
- Facilitates the translation of requirements into acceptance criteria. Ensures the people “behind” the need are involved in the backlog refinement of the items. **(A)**

## **Practice 3: Scope**

### **Description**

Scope is loosely defined as what teams deliver. In general, this is represented as a recorded list (the backlog), that is gradually reviewed and refined; listing the different results in order of value to the customer.

In the case of product development, change programmes or activities where there is a great degree of uncertainty, the Minimum Viable or Marketable Product (MVP) is a deliverable with just enough features to satisfy early customers, and to provide feedback for future product development within the target scope. With the help of an MVP, the team can check whether certain assumptions are correct in a relatively short period of time.

An agile approach ensures that the team always delivers what is most valuable to the customers, users or stakeholders as early as possible. The most rigid definition of the scope is made up of ‘just what you need’ so the team can start to carry out the work.

### **Knowledge**

Backlog; Minimum Marketable/Viable Product; Ordering on value; Potential Shippable Product; Story map; Technical debt; User story.

### **Skills and Abilities**

Backlog refinement.

### **Key Competence Indicators / Measures**

#### **Practice 3.1 Define the solution or outcome, starting with a minimum viable or marketable product**

- Defines the solution or outcome starting with the MVP. **(A)**
- Knows and can explain the difference between goals and objectives and outcomes/solutions.

- Organises the goals and the associated solutions/outcomes based on the MVP. **(A)**
- Understands the customer goals and priorities along with their purpose.

### **Practice 3.2 Ensure the identification of the MVP**

- Knows and explains the purpose and benefits of the MVP. **(A)**
- Knows and applies the principles for prioritizing outcomes (risk, value, effort, etc.).
- Explains the differences in the principles for prioritizing outcomes.
- Explains the characteristics of boundaries for the agile work and can give examples.
- Argues that you do not start with a fully detailed backlog. **(A)**

### **Practice 3.3 Define the delivery structure for the successive incremental deliveries**

- Defines priorities for delivery from the user needs. **(A)**
- Explains the purpose and benefits of the user needs, based on the prioritization and risk assessment. **(A)**
- Facilitates development of the user needs. **(A)**

### **Practice 3.4 Establish and maintain scope configuration**

- Focuses on the MVP for the user needs. **(A)**
- Understands what roles and ceremonies should be used to establish and adapt scope configuration. **(A)**
- Understands the overall iterative approach aligned with the agreed principles and practices. **(A)**
- Compares progress and delivered value against a release plan using some metrics around backlog/scope, velocity and cost.

## **Practice 4: Time**

### **Description**

Time should always be managed and never wasted. The team considers what needs to be done and the effort required to make the best use of the time allotted. The team (often) works in fixed 'time-boxes' at a pace that can be sustained over a long period. The value created for each time box is determined up front to control the use of available time.

Time management is more straightforward when there is one team. More coordination is needed when leading several teams. It is therefore important to translate the vision and the primary goals into different initiatives or work



packages and ensure that they have meaning for the people in the different teams. Before the teams start work, there is a period in which a large-scale story is pulled together to estimate the number of iterations needed.

### Knowledge

Cadence; Ideal Hours; Just-in-time; Last Planner System; Planning poker; Release planning; Release planning; Sprint planning; Story-points; Synchronisation; Time-box; Value to the Customer; Velocity.

### Skills and Abilities

Estimate velocity.

### Key Competence Indicators / Measures

#### **Practice 4.1 Establish the products for the next delivery**

- Empowers the team to define the products based on user needs and priorities for the next delivery. **(A)**
- Empowers the team to extract the products and priorities from the user needs; priorities based on user needs and uncertainty. **(A)**

#### **Practice 4.2 Estimate the effort and the number of iterations (or sprints)**

- Empowers the team to determine the effort. **(A)**
- Helps the team to identify the types of resources and personnel that are needed. **(A)**
- Enables the team to decide on the various resource and personnel options. **(A)**

#### **Practice 4.3 Decide on the roadmap plan (which includes increments, outcomes, etc.)**

- Knows different agile estimating and planning techniques. **(A)**
- Chooses the appropriate estimating and planning techniques.
- Determines appropriate roadmap and stages. **(A)**
- Knows the effects of uncertainty on estimation and planning, and how to benefit from this. **(A)**

#### **Practice 4.4 Sequence deliverables and plan the incremental deliveries**

- Sequences a series of backlog(s)/work-items. **(A)**
- Determines dependencies and dependent relationships.
- Increases Velocity. **(A)**
- Stimulates the team(s) to increase awareness of business priorities, the risks and dependencies and manage them accordingly. **(A)**
- Empowers the team capacity for a given plan. **(A)**

#### **Practice 4.5 Monitor outcomes against the release schedule and respond to change**

- Facilitates the team using the necessary visualization and improvements (time box, sprint, velocity) to demonstrate control. **(A)**
- Empowers the team to create a steady workflow and respond to business priorities change. **(A)**
- Compares progress and delivered value against a plan using some metrics (around backlog/scope, velocity and cost). **(A)**

## **Practice 5: Organisation and Information**

### **Description**

Organisation and Information is the assignment of the required roles and responsibilities (product owner, scrum master, team members, etc.) and the effective information exchange within the temporary organisation. According to the Agile Manifesto, one of the characteristics of an Agile organisation is that people and their interactions are valued over processes and tools. These characteristics do not mean that we don't make use of processes; rather the ones that do exist are 'lightweight' and are at the discretion of collaborating people who create customer value through the work they do.

An Agile organisation is comprised of self-steering teams, which is more than a team owning its progress. Information is based upon "visualisation within one room." Each team owns its progress. This is not to say there is no steering from senior stakeholders, as two 'systems' can be active simultaneously. The first system is the traditional hierarchy in which senior management chooses the direction and makes the resources available; understanding that self-organisation is necessary to deal with the complexity of today's working environment and therefore place a lot of responsibility and authority on the workforce itself. For the second system, there is a desire for trust and delegation, which is more network oriented, fostering the emergence of varying collaborations, exchange of information, opportunities and innovations to take place. There is autonomy in an Agile organisation, as long as value is provided. The hierarchical system should support the network system as much as possible.

An Agile organisation should constantly strive to test and adjust its hypotheses based on actual information and Agile requires frequent and transparent communication. Agile leaders are constantly striving to ensure that all stakeholders have the information necessary to fulfil their role.

## Knowledge

Agile Information Management; Component Team; Dual organisation; Feature Team; Information radiator; Information Security; Information versus data; Power of attorney; Self-organisation.

## Skills and Abilities

Cross-sectional alignment; Simplifying; Information sharing; Stimulates self-organisation; Understanding his/her authority; Development of information radiators.

## Key Competence Indicators / Measures

### **Practice 5.1 Assess and determine the needs of stakeholders relating to information and documentation**

- Assesses and documents the information and documentation needs of the agile work.
- Facilitates various modes of communication, including formal and informal.
- Determines the work characteristics influencing the organisational needs. **(A)**

### **Practice 5.2 Define the structure, roles and responsibilities within the agile work**

- Explains some fundamental ways to structure teams. **(A)**
- Designs and develops a light-weight governance framework and structure. **(A)**
- Allows the team members to define the roles and responsibilities. **(A)**
- Identifies links to, and interfaces with, corporate governance arrangements.
- Identifies and records the differences between the organisation's functional authorities and those of the agile team. **(A)**

### **Practice 5.3 Establish infrastructure, processes and systems for information flow**

- Explains the purpose of transparency in communication. **(A)**
- Explains the purpose of face-to-face communications. **(A)**
- Communicates internal information via various methods.
- Ensures redundant information is limited and/or prevented.
- Explains the benefits of different types of meetings.
- Explains tools and templates used for information flow. **(A)**
- Makes trust the foundation for planning and adapts mechanisms. **(A)**

### **Practice 5.4 Facilitate, validate and coach the agile teams**

- Facilitates the formation of new teams. **(A)**
- Validates the teams, including the roles involved. **(A)**
- Coaches the teams, including the roles involved. **(A)**

## Practice 6: Quality

### Description

A quality product or service enables a customer to address their needs and achieve benefits. The agile way of working is based on the assumption that early and frequent inspection ensures quality is delivered. Validation is preferred above verification, and quality is built into the product or service during each step of the value stream.

The focus with agile working is mainly to prevent errors rather than detecting them. There are times though that the team must fix items from previous developments and factor this into the backlog. During a planning activity, this ‘technical debt’ or gap is prioritised with all other backlog items including existing quality directives. The individual team members and the customer(s) should agree and accept which rules and levels of quality apply to the work that they deliver.

### Knowledge

Acceptance Test-Driven Development; Built-in quality; Definition of done; Definition of ready; Design thinking; Fail-fast; Quality Management Standards; Test-Driven Design/Development; Validation; Verification.

### Skills and Abilities

Uncompromising towards quality.

### Key Competence Indicators / Measures

#### **Practice 6.1. Develop and monitor the implementation of, and revise the quality rules for, the agile work that does not compromise the quality of each increment**

- Asks both the customer and the team(s) to determine appropriate quality policies. **(A)**
- Names different types of quality objectives and is able to select the most appropriate.
- Establishes working agreements in the teams to build quality into the solution.
- Defines and implements measurable quality objectives and prevents “gold plating” (working on a task past the point of diminishing returns). **(A)**
- Explains and names different types of tools/techniques for achieving quality objectives and is able to select the most appropriate.
- Explains and names practices for achieving quality objectives.
- Explains how to build quality embedded in the solution.

**Practice 6.2. Review the agile work and it's deliverables to ensure that they continue to meet the quality requirements of each increment**

- Explains different ways of reviewing the performance.
- Names key elements necessary for an effective and efficient review.
- Explains how to communicate quality objectives.
- Names different reasons for performing embedded quality. **(A)**
- Performs embedded quality throughout the agile work. **(A)**
- Engages quality feedback from the customer and team(s).
- Engages actionable feedback during all quality related activities.

**Practice 6.3. Verify the achievement of quality objectives and recommend any necessary improvements**

- Verifies the quality embedded in each product increment.
- Explains the contents and outputs of a root cause analysis carried out on detected defects.
- Explains the process and goals of peer reviews such us demo/validation and retrospectives.
- Performs inspection and recommends improvement.
- Outlines the contents and steps in communicating the quality objectives and preventing “gold plating.”

**Practice 6.4. Plan and organise the validation of the agile work outcomes**

- Explains the difference between verifying and validating.
- Facilitates the documentation of different types of quality objectives suitable for quality validation when needed. **(A)**
- Obtains each iteration's acceptance. **(A)**

**Practice 6.5. Ensure quality throughout the agile work**

- Inspects, adapts and integrates quality policies, practices, objectives and improvements used by the organisations. **(A)**
- Inspects and improves quality continuously. **(A)**
- Conducts regular inspections and improves quality continuously.
- Implements quality policies, practices, objectives and improvements that are embedded so that everyone involved knows what quality is required.
- Conducts regular inspections of quality policies, practices, objectives and improvements that are embedded and takes actions when needed. **(A)**
- Empowers the team from the outset with a quality focus and cross skilled team members. **(A)**

# Practice 7: Finance

## Description

Decision making invariably involves economic considerations. For example, organisations decide on whether to make or buy solutions, or whether to allocate the available resources to a specific value stream or product based on return on investment. Once the decision is made to allocate costs and resources, they are then dedicated and monitored. The focus on the most economically advantageous solution is a responsibility that all members of the organisation should have. Teams should always be looking for the best possible relationship between cost and customer, and organisational value.

Instead of budgets as performance indicators, which are used to assess the responsible manager, agile teams work with progressive long-term forecasts. These forecasts are adjusted with a fixed cadence so that they always reflect actual costs as closely as possible; serving as predictions to manage expectations, and not as a means of appraising managers.

## Knowledge

Alignment organizational governance; Already done libraries; Best Value for Money; Beyond budgeting; Budget; Economic view; Financing options; Funding sources; Liquidity Budget; Methods for monitoring and controlling expenditures; Monitoring; Progressive financial forecasts.

## Skills and Abilities

Developing a budget; Negotiating with sponsors; Reading financial statements.

## Key Competence Indicators / Measures

### Practice 7.1 Estimate solution or outcome costs

- Sets up cost structures and identifies cost categories.
- Selects appropriate cost calculation technique (e.g. direct calculation).
- Sets the cost targets by researching and consulting any relevant standards or internal guidelines.

### Practice 7.2 Establish the budget for the agile work

- Establishes budget plans.
- Develops budget scenarios based on cost-relevant items.
- Plans the budget for contingencies.
- Assesses the budget against the planned outcome and funding and makes the appropriate adjustments. **(A)**
- Sets the final budget.

### **Practice 7.3 Secure funding for the agile work**

- Establishes funding strategies.
- Identifies sources of funds.
- Facilitates the organisational approval processes.
- Cooperates and keeps close contact with potential sponsors in order to negotiate and to obtain funds.

### **Practice 7.4 Develop, establish and maintain a financial management and reporting system**

- Defines processes and governance for financial management.
- Defines financial performance indicators.
- Relates the cost structure to the organisational cost structure (e.g. aggregating work packages).
- Develops appropriate reports in accordance with the organisation and governance.

### **Practice 7.5 Monitor financials to identify and correct deviations from the financial plan**

- Establishes and evaluates cost reports.
- Analyses and interprets financial situations.
- Uses financial performance indicators to monitor and control finances.
- Produces performance forecasts based upon the financial indicators.
- Signals cost breaches and suggests mitigation plans based on the team's organisational policies and governance for any cost breaches that cannot be handled by the budget contingencies.
- Differentiates between buying outcomes and agile work. **(A)**
- Explains differences between buying outcome and capacity to key stakeholders. **(A)**
- Uses the cost of Agile work capacity as the bases for financial planning and forecasts. **(A)**
- Uses scenario planning to relate Agile work capacity and roadmap planning. **(A)**

## **Practice 8: Resources**

### **Description**

There is a distinction between human and non-human resources. Agile working appreciates that people are dynamic, unpredictable and therefore not a resource that you control, but to involve.

In an agile environment, organisational complexity is reduced as much as possible so that people can focus on their work and create customer value by using dedicated teams as much as possible. Teams that know each other and work well together waste less time and are more effective, making them more predictable in delivering the desired outcome. There are also situations in which creativity and value creation are achieved by working in teams with changing members. The starting point is always to establish collaborative partnerships that can deliver optimal value.

The members of a team may be experts in their own right, and are also curious and driven to expand their expertise in other areas. Leadership is focused on talent-based utilisation of resources. In this way, the team achieves greater flexibility and thus partly meets its own capacity needs, without becoming too large. Resource management is therefore about making the best possible use of the available capacity by focusing on utilising talent and countering waste.

Although 'all the necessary resources in one team' is preferred in agile working, this is not always possible. Sometimes there is a need for a specific type of specialist for a limited period. In these cases, an organisation works flexibly with external parties or shared services teams to maintain a single team focus.

### Knowledge

Capacity plan; Flexible shell; Material; Facilities; People; Resources; Shared Services; Skills matrix; T-Shaped;

### Skills and Abilities

Working with the available resources.

### Key Competence Indicators / Measures

#### **Practice 8.1 Develop strategic resource plan to deliver the customer value**

- Identifies resource requirements based on resource forecasts and team composition. **(A)**
- Captures baseline of existing and proposed resources.
- Reviews and analyses the resource capacity of the organisation and identifies trends.
- Coordinates with constituent organisation or portfolio management processes.

#### **Practice 8.2 Define the quality and quantity of resources required**

- Describes the resources needed to form a team. **(A)**
- Draws up a team composition based on their roles and competencies. **(A)**
- Defines the amount and quality of the required resources. **(A)**



### **Practice 8.3 Identify the potential sources of resources and negotiate their acquisition**

- Takes 'make or buy' decisions.
- Creates and evaluates sourcing alternatives.
- Defines a sourcing strategy.
- Engages with resource providers.
- Negotiates resource availability.

### **Practice 8.4 Allocate resources according to defined need**

- Empowers resources to align with team roles. **(A)**
- Empowers the team to assign resources on their activities. **(A)**
- Negotiates resource conflicts.

### **Practice 8.5 Evaluate resource usage and take any necessary corrective actions**

- Defines a systematic approach to evaluating the use of resources.
- Provides opportunities to enhance competencies/skills.
- Addresses a skill shortage with the relevant team member and his or her line management.

## **Practice 9: Procurement**

### **Description**

When working in an agile way within a supply chain, cooperation, collaboration, and sharing the same ways of working improves the chances of being successful. This approach is taken into consideration when using the 'make or buy' decision. These considerations should be made throughout the supply chain as suppliers are distinct legal entities that create additional management challenges.

The Agile Manifesto prefers cooperation between customer and supplier over contract negotiations; an approach that has consequences both for the selection of suppliers, and the way contracts are managed during execution. In addition to the conviction that the supplier can deliver the value needed, Agile leaders must ensure that all necessary information is shared across working parties during execution. This sharing of appropriate information requires ongoing effort.

### **Knowledge**

Best value procurement; Contract types; Contractual judicial knowledge; Contractual terms and conditions; Input/output control; Make/buy analysis; Make/buy decision; Organisational policies; Outsourcing; Procurement methods; Sourcing strategies; Supply Chain Management; Evidence of competence.

## Skills and Abilities

Contract administration; Trust-based cooperation with suppliers.

## Key Competence Indicators / Measures

### **People 9.1 Agree on procurement needs, options and processes**

- Defines reasons (based on needs) for procurement or partnership.
- Prepares, produces or collects the necessary information as input for the procurement subject matter experts.
- Defines tender documents and selection criteria based on needs.
- Supports procurement preparation processes and procedures.

### **People 9.2 Contribute to the evaluation and selection of suppliers and partners**

- Launches request for quotation (tender), if necessary, in cooperation with the procurement function.
- Outlines and defines the various steps in a supplier selection process.
- Defines and explains the contents of tender documents.
- Defines and uses the selection criteria.
- Aligns with formal procurement regulations (international, national and branch-specific).
- Assesses the specifics of the procurement and suggests partnership models (e.g. joint ventures, long-term partnerships, etc.).

### **People 9.3 Contribute to the negotiation and agreement of contractual terms and conditions that satisfy all parties involved**

- Defines a negotiation mandate and sets prioritised objectives to be negotiated.
- Distinguishes different contractual forms and their implications for the customer value. **(A)**
- Knows contractual terms and conditions and understands the implications for customer value. **(A)**
- Negotiates a contract by establishing price, availability and customisation possibilities and procurement schedules.

### **People 9.4 Supervise the execution of contracts, address issues and seek redress where necessary**

- Implements measures to manage contract performance.
- Identifies deviations from the contract.
- Handles contractual breaches by taking corrective measures (e.g. talks, renegotiations, etc.).
- Involves – in the case of difficulties in renegotiations – legal, logistic and/or

procurement functions of the organisation.

- Handles contractual disputes and claims made by the supplier.
- Concludes and ends the agreed business relationship when either the customer value is in risk or all of the obligations in the contract have been met. **(A)**

## Practice 10: Plan, Adapt and Control

### Description

According to the agile manifesto, change is to be expected. Plans should be made and should be easy to adjust once change is occurring. Progress, according to the manifesto, is measured by delivering working solutions to the customers.

In agile working, each schedule or estimation is a hypothesis about a possible development in the future. It is meant more as a starting point than as a fixed commitment made by the team. It is unpractical to set a plan in stone because the future is difficult to predict.

Control in an Agile environment is not the same as traditional project management where is a subset of Project Management with the primary focus of managing the project's cost and schedule; instead, is about whether value to the customer is being delivered. An Agile organisation can manage change in a structured and responsible manner. Teams are also in control of their work and therefore discuss and agree their own rules of cooperation.

In an Agile environment, plans are general and will gradually expand and shift. The team constantly reviews the assumptions made and embraces change to the organisation's advantage as much as possible. Customer and organisational value are always leading principles in agile planning.

When all teams involved use the same length of time for their iterations, it is easier to synchronise work and coordinate deliveries. This series of different iterations delivered together is called a release. It is also important to set up a dialogue structure that the different teams and stakeholders see their contribution towards the bigger picture.

### Knowledge

Backlog; Charts; Business Case; Cadence; Ceremony; Cost of delay; Impediments; Information radiator; Kanban; Minimum Viable Product (MVP); Planning Poker; Release plan; Retrospective; Velocity; Time-boxing; Working arrangements.

## Skills and Abilities

Backlog refinement; Facilitating planning sessions; Removing impediments.

## Key Competence Indicators / Measures

### **Practice 10.1 Start the agile work and develop and get agreement on the overall plan**

- Gathers information from the stakeholders and experts. **(A)**
- Analyses, values and prioritises information with the team. **(A)**
- Facilitates the backlog prioritization. **(A)**
- Facilitates preparation for the next cycle. **(A)**

### **Practice 10.2 Initiate and manage the transition to a new release**

- Organises the management of the release. **(A)**
- Defines the goals of the next release. **(A)**
- Facilitates the start of a new release. **(A)**

### **Practice 10.3 Control the agile work performance against customer value and adapt when needed**

- Gets agreement on the time-boxes. **(A)**
- Proposes means and methods applicable for performance control.
- Measures performance and outcomes. **(A)**
- Uses measurements for continuous improvements. **(A)**

### **Practice 10.4 Makes progress transparent**

- Uses appropriate transparent reporting methods. **(A)**
- Invites executives to attend demonstrations. **(A)**
- Makes a forecast report.

### **Practice 10.5 Welcome changing requirements when it benefits the customer's competitive advantage**

- Assesses the value of the change for the client. **(A)**
- Agrees with the stakeholders how to handle the change. **(A)**
- Updates the backlog. **(A)**
- Closes and evaluates a release, iteration or the complete agile work. **(A)**
- Stimulates the teams running the retrospectives. **(A)**
- Organises tests and provides demos. **(A)**
- Facilitates and participates in retrospectives. **(A)**
- Shares lessons learned with other teams. **(A)**

# Practice 11: Risk and Opportunity

## Description

New and emerging technologies together with growing connectivity has rapidly increased the level of uncertainty and complexity in the world and will continue to do so. These disruptors have major consequences on how organisations deal with risks and opportunities. Instead of a distinct approach, risk and opportunity management should be embedded in day-to-day ways of working. Agile working accepts inevitability of uncertainty and ensures that people understand this also.

In Agile approaches, risks and opportunities are dealt with on a day-to-day basis. Through intensive cooperation with the customer, short-term empirical work, testing of assumptions and the rapid completion of work, an organisation can respond better to the opportunities and risks that exist. The incremental delivery of useful products or results and the possibility to adjust per iteration ensures that the right solution is finally realised. For agile working the following adage applies: “fail fast, learn fast”.

It is important to note that with any significant organisational change, working agile in an organisation which has limited experience with this way of working poses additional risks.

## Knowledge

Confidence vote; Empirical working; Programme risk; Risk walling; Risk; Risks of starting an agile transition; Uncertainty; volatility, uncertainty, complexity, and ambiguity (VUCA).

## Skills and Abilities

Welcoming uncertainty and change.

## Key Competence Indicators / Measures

### Practice 11.1 Tailor the risk and opportunity management framework for agile working

- Identifies a range of potential risk management models.
- Tailors the risk and opportunities management framework with the agile environment and the respective industry practice. **(A)**
- Facilitates the consistent application of the risk and opportunity management framework. **(A)**
- Prioritises higher risks first and obtain early feedback (fail and learn fast).

### **Practice 11.2 Identify risks and opportunities**

- Names and explains various sources of risks and opportunities and the differences between them.
- Identifies risks and opportunities, understand inevitability of change.
- Is transparent about risks and opportunities.

### **Practice 11.3 Assess the probability and impact of risks and opportunities**

- Engages in qualitative risk and opportunity assessment.
- Engages in quantitative risk and opportunity assessment.
- Facilitates a regular forum for the agile team to identify, evaluate and prioritize risks and opportunities with outcomes. **(A)**

### **Practice 11.4 Select approaches and implement response plans to address risks and opportunities**

- Explains various means and methods for implementing a chosen overall approach for the risk and opportunity management in an agile environment.
- Empowers the team to assign responsibilities, evaluates, discuss and test responses to risks and opportunities. **(A)**
- Empowers the team to evaluate alternative means and methods for implementing a risk and opportunity responses.
- Together with the team evaluates competences and resources required to implement responses.
- Adds risk and opportunity responses into the backlog items.

### **Practice 11.5 Evaluate and monitor risks, opportunities and implemented responses**

- Monitors and controls the implementation and execution of a risk and opportunity responses.
- Communicates the risks and opportunities and the appropriateness of the selected responses tailored to the agile environment.
- Learns from dealing with risks and opportunities that have occurred.

## **Practice 12: Stakeholders**

### **Description**

The Agile Manifesto states that agile workers value collaboration with the customer over contract negotiations. When this preference is extended to stakeholders, it suggests actively looking for some form of effective collaboration with them. Collaboration is essential in Agile working, and personal contact with customers and stakeholders is ideal.

The interest that someone has in an initiative is dependent on the value that the creation of the product or service has for their benefit or disbenefit. The amount of value (and change) that is at stake, directly correlates to the level of an individual's cooperation or resistance. Agile leaders should adopt an attitude of appreciation and respect; they should view resistance as an opportunity to learn from others and be able to test assumptions.

## Knowledge

Collaboration; Stakeholder analyses; Stakeholder management; Stakeholders.

## Skills and Abilities

Contextual awareness; Networking skills; Strategic communication skills.

## Key Competence Indicators / Measures

### **Practice 12.1. Identify stakeholders and analyse their interests and influence**

- Identifies the major stakeholder categories.
- Identifies and categorises various stakeholders' interests.
- Identifies and evaluates stakeholders' influence.
- Identifies relevant changes in and around the agile work. **(A)**
- Analyses the consequences of changes for the agile work. **(A)**
- Takes actions to engage stakeholders.

### **Practice 12.2. Develop and maintain a stakeholder strategy and communication plan**

- Describes the importance of a stakeholder strategy.
- Prepares a communication plan.
- Adjusts the communication plan and/or strategy based on changing circumstances.
- Explains reasons for changing a communication plan.
- Identifies and evaluates opportunities for alliances and partnerships.
- Identifies and evaluates potential collaborators.
- Involves needed customers, executives, sponsors and higher management to gain commitment and to manage interests and expectations.

### **Practice 12.3. Engages customers, management and sponsor(s)**

- Manages customer value expectations. **(A)**
- Employs the customer, executive and sponsor(s) to act as ambassadors. **(A)**

#### **Practice 12.4. Engage with users, partners, suppliers and other stakeholders to gain their cooperation and commitment**

- Engages users and obtains their commitment to the agile work. **(A)**
- Commits suppliers to the agile work. **(A)**
- Cooperates with partners to deliver the optimal result for the organisation.

#### **Practice 12.5. Organise and maintain networks and alliances**

- Negotiates and documents the alliance agreement.
- Develops and implements a plan for cooperation.
- Develops and evaluates measures for success.
- Maintains key partnership agreements.
- Closes all formal contractual agreements.

## **Practice 13: Change and transformation**

### **Description**

The purpose of Agile working is to enable an organisation to continually adapt to the changing circumstances of its environment so that the organisation can stay focussed on providing value to customers and other stakeholders. It is accepted and anticipated that customer needs can change over time. Therefore, one of the agile principles are that teams should welcome changing requirements, even late in the development process. Agile processes utilise changes to gain a competitive advantage for customers.

Culture changes gradually and the Agile Leader understands that not everyone feels comfortable about change. When an organisation has relatively little experience in the agile way of working, the Agile leader also plays the role of change agent concerning adapting this new way of working. As an agent of change, the Agile leader needs to assist all stakeholders involved in transforming to the agile way of working.

### **Knowledge**

Group dynamics; Impact analysis; Impact of change on individuals; Learning styles; Motivation theory; Organisational change theories; Personal change management techniques; Theory of change.

### **Skills and Abilities**

Assessing change capacity and capability; Dealing with resistance; Create a safe environment; Resilience; Role model.



## Key Competence Indicators / Measures

### **Practice 13.1 Assess the adaptability to change of the organisation(s)**

- Analyses the adaptability to the required change(s), based on previously successful and unsuccessful changes in the organisation.
- Assesses possible areas (topics, people) for resistance to the change.
- Recognises and influences the circumstances which can improve the acceptance, adaptation and adoption of change(s).
- Takes action when the required or expected change or transformation is not within the capabilities of the organisation(s).

### **Practice 13.2 Identify change requirements and transformation opportunities**

- Identifies groups and individuals affected by change.
- Maps group interests.
- Identifies change requirements and opportunities regularly.
- Adapts to changing interests and situations.

### **Practice 13.3 Develop change or transformation strategy**

- Identifies societal, organisational and personal change or transformation strategies.
- Collaborates with others to validate strategies.
- Documents strategies into a comprehensive change plan.
- Develops a step-by-step approach if this is required.
- Regularly adapts the change or transformation plan to incorporate lessons learned and changes in the environment, or in society.
- Regularly adapts the strategy because the change has succeeded, and benefits have been or are being achieved.

### **Practice 13.4 Implement change or transformation management strategy**

- Designs a coherent intervention plan.
- Implements selected interventions.
- Leads or organises workshops and training.
- Addresses resistance to change.
- Uses reinforcement techniques to ensure new behaviour is sustainable.

## Practice 14. Select and balance

### Description

For an organisation, the selection of which initiatives to undertake is an ongoing and iterative process, in which a portfolio is refined with both new and existing initiatives and those that have been completed are removed.

It is possible that some initiatives may be cancelled or put on hold and, while they may remain within the portfolio and are still visible on the roadmap, they are not 'active.' Proposals or business cases for new initiatives are put forward for potential prioritization and selection. These proposals are reviewed to ensure that they align with the projected benefits of the portfolio. Constraints such as time, cost, risk, complexity or resource availability are also considered. The selection process itself may also result in initiatives being put on hold, cancelled outright or being given a lower priority.

Balancing a portfolio is the process of making sure that the initiatives are implementing changes, delivering the projected benefits, achieving the projected changes in the right way and line with the right priorities. It involves monitoring the progress of initiatives and the impact they have on the projected benefits. Based on this monitoring, future performance can be predicted. If necessary, changes to the portfolio are proposed. Possible changes could be to slow down or speed up initiatives, to relocate strategic resources from one initiative to another, or even (sometimes temporarily) to stop initiatives or replace them with others that contribute more value or are more time sensitive. This balancing process is done regularly.

While selecting and balancing the portfolio is a planned and usually stable process, sudden changes may arise, usually because of a sudden change in priorities or the environment of the portfolio. In these cases, the entire portfolio may need to be re-assessed and re-prioritised.

### Knowledge

Lean budgets; Key Performance Indicators; Portfolio Backlog; Portfolio Canvas; Portfolio Kanban; Strategic Themes; Value Streams.

### Skills and Abilities

Ability to make trade-offs; Capacity Analysis; Decision-making models and strategies; Dependency mapping; Large Scale Interventions; Light weight business cases; Negotiation; Scenario planning.

## Key Competence Indicators / Measures

### **Practice 14.1 Analyse the customer value of components**

- Captures information about components business value, emergent risks, resource and cost requirements and schedule. **(A)**
- Maps dependencies between components.
- Components are prioritised in a number of ways, including based on cost of delay. **(A)**

### **Practice 14.2 Prioritise components based on programme's or portfolio's priorities**

- Aligns portfolio level prioritization model with current business priorities.
- Ensures agreements on prioritisation criteria for the programme or the portfolio with stakeholders.
- Supports reviews and prioritisation process.
- Reviews capacity of Agile programmes with programme leadership on a regular cadence. **(A)**
- Prioritises components based on their alignment and contribution to the programme's/portfolio's objectives.

### **Practice 14.3 Align programme capacity (funding) to strategic goals**

- Reviews and improves component delivery/execution process.
- Assesses programme or portfolio value and contributes through the monitoring and review of key performance indicator measures.

### **Practice 14.4 Prepare and facilitate key component prioritisation decisions**

- Selects possible components for inclusion in the programme or portfolio based on the approved selection approach.
- Prepares components selection or change recommendations for approval.
- Communicates the result of component selection or change to stakeholders.

### **Practice 14.5 Facilitates improvements throughout the organisation**

- Selects focus areas/themes for improvements through the organization. **(A)**
- Distributes learning from experimentation through the organization. **(A)**
- Gives guidance on amount of capacity that is allocated to improving ways of working. **(A)**



# Annex A: Competence table

		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	
Perspective	Strategy							
	Governance, Structures and Processes							
	Compliance, Standards and Regulations							
	Power and Interest							
People	Culture and Values							
	Self-reflection and self-management							
	Personal Integrity and Reliability							
	Personal Communication							
	Relations and Engagement							
	Leadership							
	Teamwork							
	Conflict and Crisis							
	Resourcefulness							
	Negotiation							
	Results Orientation							
	Practice							
		Business Goals, Requirements and Value						
Scope								
Time								
Organisation and Information								
Quality								
Finance								
Resources								
Procurement								
Plan, Adapt and Control								
Risk and Opportunity								
Stakeholders								
Change and transformation								
Select and balance								



# Annex B: Key Competence Indicator table

Perspective		7
Perspective 1	Strategy	7
Perspective 1.1	Align agile teams with the organisational mission and vision	
Perspective 1.2	Identify and exploit opportunities to influence organisational strategy	
Perspective 1.3	Develop and ensure the ongoing validity of the business / organisational justification	
Perspective 1.4	Determine, assess and review critical success factors	
Perspective 1.5	Determine, assess and review key performance indicators	
Perspective 2	Governance, Structures and Processes	9
Perspective 2.1	Know and apply the principles of agile work	
Perspective 2.2	Know and apply the principles of agile programme management	
Perspective 2.3	Know and apply the principles of agile portfolio management	
Perspective 2.4	Align the agile work with the supporting functions	
Perspective 2.5	Align the agile work with the organisation's decision-making and reporting structures and quality requirements	
Perspective 2.6	Align the agile work with human resource processes and functions	
Perspective 2.7	Align the agile work with finance and control processes and functions	
Perspective 2.8	Bridges the principles of classical management and agile work	
Perspective 3	Compliance, Standards and Regulations	12
Perspective 3.1	Identify and ensure that the agile work complies with all relevant legislation	

Perspective 3.2	Identify and ensure that the agile work complies with all relevant health, safety, security and environmental regulations (HSSE)	
Perspective 3.3	Identify and ensure that the agile work complies with all relevant codes of conduct and professional regulation	
Perspective 3.4	Identify and ensure that the agile work complies with relevant sustainability principles and objectives	
Perspective 3.5	Assess, use and develop professional standards and tools for the agile work	
Perspective 3.6	Assess, benchmark and improve the organisational agility	
<b>Perspective 4</b>	<b>Power and Interest</b>	<b>14</b>
Perspective 4.1	Connects the personal ambitions and interests of others in support of the agile work	
Perspective 4.2	Assess the informal influence of individuals and groups and its potential impact on the agile work	
Perspective 4.3	Assess the personalities and working styles of others and employ them to the benefit of the agile work	
<b>Perspective 5</b>	<b>Culture and Values</b>	<b>15</b>
Perspective 5.1	Assess the culture and values of the society and their implications for the agile working	
Perspective 5.2	Drive the organisational culture to better align with Agile values	
Perspective 5.3	Assess the informal culture and values of the organisation and their implications for the agile working	
<b>People</b>		<b>17</b>
<b>People 1</b>	<b>Self-reflection and self-management</b>	<b>17</b>
People 1.1	Identify and reflect on the ways in which own values and experiences affect the work	
People 1.2	Build self-confidence on the basis of personal strengths and weaknesses	
People 1.3	Identify and reflect on personal motivations to set personal goals and keep focus	
People 1.4	Organise personal work depending on the situation, own resources and the overall situation of the team	
People 1.5	Take responsibility for personal learning and development	



<b>People 2</b>	<b>Personal Integrity and Reliability</b>	<b>19</b>
People 2.1	Acknowledge and apply ethical values to all decisions and actions	
People 2.2	Promote the sustainability of outputs and outcomes	
People 2.3	Take responsibility for own decisions and actions	
People 2.4	Act, take decisions and communicate in a consistent way	
People 2.5	Complete tasks thoroughly in order to build confidence with others	
<b>People 3</b>	<b>Personal Communication</b>	<b>20</b>
People 3.1	Provide clear and structured information to others and verify their understanding	
People 3.2	Facilitate and promote open communication	
People 3.3	Choose communication styles and channels to meet the needs of the audience, situation and management level	
People 3.4	Communicate effectively with virtual teams	
People 3.5	Employ humour and sense of perspective when appropriate	
<b>People 4</b>	<b>Relations and Engagement</b>	<b>22</b>
People 4.1	Initiate and develop personal and professional relationships	
People 4.2	Build, facilitate and contribute to social networks	
People 4.3	Demonstrate empathy through listening, understanding and support	
People 4.4	Show confidence and respect by encouraging others to share their opinions or concerns	
People 4.5	Share own vision and goals in order to gain the engagement and commitment of others	
People 4.6	Use the social capital that is present in the network and stimulates its increase	
<b>People 5</b>	<b>Leadership</b>	<b>24</b>
People 5.1	Initiate actions and proactively offer help and advice	
People 5.2	Takes ownership and shows commitment	
People 5.3	Provide direction, coaching and mentoring to guide and improve the work of individuals and teams	

People 5.4	Exert appropriate power and influence over others to achieve the goals	
People 5.5	Make, enforce and review decisions	
<b>People 6</b>	<b>Teamwork</b>	<b>26</b>
People 6.1	Facilitates the selection and building of the team	
People 6.2	Promote cooperation and networking between team members	
People 6.3	Support, facilitate and review the development of the team and its members	
People 6.4	Empower teams to determine tasks and responsibilities	
People 6.5	Recognise opportunities to facilitate learning and inspires for continuous improvement	
<b>People 7</b>	<b>Conflict and Crisis</b>	<b>28</b>
People 7.1	Anticipate and possibly prevent conflicts and crises. Surfaces possible concerns to the attention of the team	
People 7.2	Analyse the causes and consequences of conflicts and crises and select appropriate response(s) with team	
People 7.3	Mediate and resolve conflicts and crises and/or their impact together with team	
People 7.4	Identify and share learning from conflicts and crises in order to improve future practice	
<b>People 8</b>	<b>Resourcefulness</b>	<b>29</b>
People 8.1	Stimulate and support an open and creative environment	
People 8.2	Apply conceptual thinking to define situations and strategies	
People 8.3	Apply analytic techniques to analysing situations, financial and organisational data and trends	
People 8.4	Promote and apply creative techniques to find alternatives and solutions	
People 8.5	Improve decision-making by promoting a holistic view	
<b>People 9</b>	<b>Negotiation</b>	<b>31</b>
People 9.1	Identify and analyse the interests of all parties involved in the negotiation	
People 9.2	Develop and evaluate options and alternatives with the potential to meet the needs of all parties	

People 9.3	Define a negotiation strategy in line with own objectives that is acceptable to all parties involved	
People 9.4	Reach negotiated agreements with other parties that are in line with own objectives	
People 9.5	Detect and exploit additional selling and acquisition possibilities	
People 10	Results Orientation	33
People 10.1	Evaluate all decisions and actions against their impact on customer value and goals of the organisation	
People 10.2	Balance needs and means to optimise outcomes and success	
People 10.3	Create and maintain a healthy, safe and productive working environment	
People 10.4	Promote and 'sell' the agile work and its outcomes	
People 10.5	Deliver results and get acceptance	
<b>Practice</b>		<b>35</b>
Practice 1	Design	35
Practice 1.1	Facilitate a shared understanding of the success criteria and make sure that they are documented in the vision	
Practice 1.2	Review, apply and exchange lessons learned from your experimentation and those of other teams and relevant communities	
Practice 1.3	Determine complexity and its consequences for the team's way of working	
Practice 1.4	Selects and reviews the agile work approach in dialogue with the teams	
Practice 1.5	Design the initial ways of working	
Practice 2	Business Goals, Requirements and Value	37
Practice 2.1	Define the vision, prioritize the business goals and align the work	
Practice 2.2	Identify and analyse the stakeholder needs and requirements	
Practice 2.3	Continuously prioritise backlog items to maximize the value delivered (A)	
Practice 3	Scope	39

Practice 3.1	Define the solution or outcome, starting with a minimum viable or marketable product	
Practice 3.2	Ensure the identification of the MVP	
Practice 3.3	Define the delivery structure for the successive incremental deliveries	
Practice 3.4	Establish and maintain scope configuration	
Practice 4	Time	40
Practice 4.1	Establish the products for the next delivery	
Practice 4.2	Estimate the effort and the number of iterations (or sprints)	
Practice 4.3	Decide on the roadmap plan (which includes increments, outcomes, etc.)	
Practice 4.4	Sequence deliverables and plan the incremental deliveries	
Practice 4.5	Monitor outcomes against the release schedule and respond to change	
Practice 5	Organisation and Information	42
Practice 5.1	Assess and determine the needs of stakeholders relating to information and documentation	
Practice 5.2	Define the structure, roles and responsibilities within the agile work	
Practice 5.3	Establish infrastructure, processes and systems for information flow	
Practice 5.4	Facilitate, validate and coach the agile teams	
Practice 6	Quality	44
Practice 6.1	Develop and monitor the implementation of, and revise the quality rules for, the agile work that does not compromise the quality of each increment	
Practice 6.2	Review the agile work and its deliverables to ensure that they continue to meet the quality requirements of each increment	
Practice 6.3	Verify the achievement of quality objectives and recommend any necessary improvements	
Practice 6.4	Plan and organise the validation of the agile work outcomes	
Practice 6.5	Ensure quality throughout the agile work	
Practice 7	Finance	46

Practice 7.1	Estimate solution or outcome costs	
Practice 7.2	Establish the budget for the agile work	
Practice 7.3	Secure funding for the agile work	
Practice 7.4	Develop, establish and maintain a financial management and reporting system	
Practice 7.5	Monitor financials to identify and correct deviations from the financial plan	
Practice 8	Resources	47
Practice 8.1	Develop strategic resource plan to deliver the customer value	
Practice 8.2	Define the quality and quantity of resources required	
Practice 8.3	Identify the potential sources of resources and negotiate their acquisition	
Practice 8.4	Allocate resources according to defined need	
Practice 8.5	Evaluate resource usage and take any necessary corrective actions	
Practice 9	Procurement	49
Practice 9.1	Agree on procurement needs, options and processes	
Practice 9.2	Contribute to the evaluation and selection of suppliers and partners	
Practice 9.3	Contribute to the negotiation and agreement of contractual terms and conditions that satisfy all parties involved	
Practice 9.4	Supervise the execution of contracts, address issues and seek redress where necessary	
Practice 10	Plan, Adapt and Control	51
Practice 10.1	Start the agile work and develop and get agreement on the overall plan	
Practice 10.2	Initiate and manage the transition to a new release	
Practice 10.3	Control the agile work performance against customer value and adapt when needed	
Practice 10.4	Makes progress transparent	
Practice 10.5	Welcome changing requirements when it benefits the customer's competitive advantage	
Practice 11	Risk and Opportunity	53

Practice 11.1	Tailor the risk and opportunity management framework for agile working.	
Practice 11.2	Identify risks and opportunities.	
Practice 11.3	Assess the probability and impact of risks and opportunities.	
Practice 11.4	Select approaches and implement response plans to address risks and opportunities.	
Practice 11.5	Evaluate and monitor risks, opportunities and implemented responses.	
Practice 12	Stakeholders	54
Practice 12.1	Identify stakeholders and analyse their interests and influence.	
Practice 12.2	Develop and maintain a stakeholder strategy and communication plan.	
Practice 12.3	Engages customers, management and sponsor(s).	
Practice 12.4	Engage with users, partners, suppliers and other stakeholders to gain their cooperation and commitment.	
Practice 12.5	Organise and maintain networks and alliances.	
Practice 13	Change and transformation	56
Practice 13.1	Assess the adaptability to change of the organisation(s).	
Practice 13.2	Identify change requirements and transformation opportunities.	
Practice 13.3	Develop change or transformation strategy.	
Practice 13.4	Implement change or transformation management strategy.	
Practice 14	Select and balance	58
Practice 14.1	Analyse the customer value of components.	
Practice 14.2	Prioritise components based on programme's or portfolio's priorities.	
Practice 14.3	Align programme capacity (funding) to strategic goals.	
Practice 14.4	Prepare and facilitate key component prioritisation decisions.	
Practice 14.5	Facilitates improvements throughout the organisation.	





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