Agile Coaching in British Telecom: Making Strawberry Jam

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Abstract

When BT began to look at how you transform an organization of approximately 14,000 people to become an Agile organisation a key challenge faced was how to support this size of a transformation from a coaching perspective i.e. how do you leverage a relatively small finite coaching resource so that it can be effective.

BT drew inspiration from the “Law of Strawberry Jam” and intentionally set out to build internal Agile coaching capability. Based on positive experience with “Pair Coaching” an “Apprentice Coaching” model was chosen as an effective approach for building this internal coaching capability. This provided a rich and experience based learning environment while also allowing the group to be effective as it engaged with the BT Exact organisation.

1. Introduction

Over the last two years BT Exact, British Telecom’s IT organisation, has been going through a radical organisational transformation. A central plank of this transformation has seen BT Exact adopt an Agile approach for systems delivery.

With the size and complexity of BT scale tends to be an issue. This was the case when BT began to look at how you transform an organization of approximately 14,000 people to become an Agile organisation. One challenge faced was how to support this size of a transformation from a coaching perspective i.e. how do you leverage a relatively small finite coaching resource so that it can be effective.

This paper will chart the ongoing journey BT have embarked on address the need for Agile coaches and how Jam proved to be inspiration along the way!

2. Context

By radically transforming its business, BT has established itself as a leader in the global networked IT services market.

Globally, BT operates a state-of-the-art digital network connecting businesses across 170 countries while, in the UK, a telephony network with more than 30 million exchange lines serves more than 20 million business and residential customers. Currently centered on a traditional public switched telephony network (PSTN), a UK£10 billion (US$17 billion) investment programme will see BT’s UK networks being replaced by 2010 by a high-performance multi-service network based on internet technologies. This new network will enable BT to offer its customers a rich portfolio of multimedia services, many of which will be far removed from ‘plain old’ telephony – the service most of its networks and IT systems were originally developed to deliver.

To support and drive forward the changes it is making, BT therefore also needs to complete a radical overhaul of the IT systems it uses to deliver services and manage its business. Its new systems must support the sale, delivery and support of both telephony and advanced multimedia services – both today and well into the future – and they must be flexible. Speed of delivery is of the essence – customers are no longer prepared to wait for 18 months or more for solutions to be delivered.
3. Brave New World

3.1. The Challenge

In May 2004, Al-Noor Ramji was appointed as BT’s CIO and CEO of its IT organisation, BT Exact. His brief was to make BT Exact a significant partner in BT’s transformation.

The situation he inherited included:

- a fragmented organisation that, as a result of its structure and heritage, was often at odds with itself;
- relationships that positioned BT Exact as a supplier to the rest of the company rather than as an integral part of the overall organisation;
- a reputation for late deliveries, cost overruns and quality deficiencies; and
- a dependence on old fashioned process-driven waterfall development methods.

Mr Ramji’s decision was to make radical changes which would touch all parts of the organization, affecting a total of some 14,000 IT professionals – 8,000 BT employees and 6,000 contractors and offshore people based across the world in the UK, Asia, continental Europe, North America and other countries.

Many hundreds of existing projects were reorganized into 29 programmes, allowing duplication and overlaps to be identified and stopped. In parallel, an aggressive plan to rationalise BT’s IT infrastructure was drawn up – one that would see an installed based of around 4,000 IT systems slimmed down to around 400 over two years.

Hot-house workshops, sometimes called off-sites, were mandated and strict criteria were set to ensure IT development teams and the user community jointly explored all the issues behind any development. Prototype solutions would be produced during the workshops to allow both sides to explore what was possible and agree the way forward.

A 90-day delivery cycle was imposed, requiring every project to deliver clear benefits every 90 days, and new resource management policies were brought in, designed to provide a flexible, trained workforce that could respond quickly to meet the demands of the company and its customers.

3.2 The Issue

Unsurprisingly, these radical changes were quickly followed by a lot of questions. People were not used to that style of decisive leadership, nor to the idea that IT projects could produce results in just three months.

The answers from the top amounted to “just do it”, with little or no more detail. Agile was not specifically one of the mandates, so the obvious way forward for many was to speed up existing processes to allow the waterfall development cycle to be completed in 90 days – 30 days for requirements definition and design, 30 days for development and 30 days for testing.

While this could provide some benefits, it quickly became obvious that this wasn't a sustainable answer. A search was started for an approach that would reliably deliver results at the end of each 90-day development cycle and could be adapted to work in a large and distributed organisation that worked in a complex environment using a large number of COTS packages.

Agile Delivery looked to be the answer, but big questions remained that went to the heart of the method’s fundamental tenets. For example, could the idealised “co-located, self-governing team of optimum size, with active customer involvement” so eloquently described in the reference books be translated into an industrial scale to address projects staffed by hundreds of people spread around the globe and often involving third parties?

4. Introducing Agile Delivery

The decision was that it could. The next step was to create a team to put in place everything that was required and introduce Agile Delivery across BT Exact’s operations. This was created within the programme responsible for architecting BT’s future IT systems and overseeing the design and development of the common components that would be used across BT’s IT systems.

It was clear that people would need a quick and easy way of finding out about Agile Delivery and how it was to be applied in BT. The BT Agile Cookbook – an online collection of wisdom, guidance and advice on Agile Delivery as applied to BT – was developed to meet the need.

It covers Agile Delivery from every angle. One section, for example, addresses the myths that have developed about the approach – myths such as:

- It doesn’t scale up to large projects.
- It provides less control.
- Project teams that use it don’t document their work.
- Agile project teams are undisciplined.
BT’s cookbook describes Agile Delivery in terms of its traditional software development roles: the customer, project manager, business analyst, designer, developer and tester. It describes what's different and why, and it sets out the agile core practices which are seen as giving BT Exact most benefit. These were chosen from the practices available across the spectrum of Agile Delivery after an assessment of what offered the best chance of success and would best address the priorities of providing IT solutions more quickly that were more in tune with the customer’s requirements. The five core practices that fit this need were:

Customer Involvement: A basic Agile tenet, without which we could not be considered agile at all. Current practice was for customers to not be involved after initial requirements gathering. We are encouraging closer involvement with the development process throughout the cycle, by prioritizing their user stories, being involved with testing and “show and tells” in the retrospectives.

User Stories: BT traditionally has defined requirements in excruciating detail up front in bulky “shelf-ware”. User stories are seen as a way of reinforcing the customer engagement, and redirecting the focus of requirements gathering into what features and functionality users actually need to deliver business value.

Iterative Development: We had to move from the idea that “iterative = 90 days” and that smaller iterations were both possible and desirable.

Automated Testing: Many of BT’s projects are large and testing done manually at defined points in the lifecycle. A clear benefit accrues by allowing the complex tests to be re-run at the touch of a button, frequently and throughout the cycle.

Continuous Integration: Many of our systems inter-relate: the Customer Relationship system, for example, underpins all of our customer contact while other systems service the actual customer need. Building an integrated environment would allow defects and incompatibilities to be addressed much earlier.

As a practical demonstration of the approach, the cookbook was itself developed using Agile Delivery. A new version was published every week based on content and features developed in response to targets set seven days earlier. This was proof, if it were needed, that agile delivery could, and did, work as well with other projects as it does in software development.

The BT Agile Cookbook was developed on a TIDDLYWIKI, proving a balance between the need to provide a set of instructions to be followed and a resource that could be explored. The previous project methodology was very prescriptive, leaving little flexibility to accommodate a project’s specific characteristics. A more flexible approach was required for the future – one that defined a core process that could be adapted to local circumstances. However, it was recognized that it would be some time before BT’s teams felt comfortable in moving away from what, based on their prior experience, would be regarded as a “rule book”.

As an example, the BT Agile Cookbook talks about how the role of the project manager changes:

“There is a perspective shift for the Project Manager in an agile approach:

- from tracking milestones to iterative Project Tracking based on the delivery of Working Software at the end of each Development Iteration
- from command and control to working in a more collaborative manner which leads to more Customer Collaboration
- from predictive upfront planning using say Gantt charts to Responding To Change via adaptive, iterative planning
- from maintaining a detailed plan to leaving the Project Manager free to clear roadblocks and tune the team to maximise productivity by focusing on Individuals And Interactions.”

5. The Jam Laws

However, the cookbook was clearly not going to be sufficient on its own. It would be like giving someone the technical manual for a car and expecting them to teach themselves and their family to drive simply by reading it.

Something else was needed to get Agile Delivery under the skin of the organisation – something that would give benefit not just to the project, but to the people involved and the organisation.

5.1. The Law of Raspberry Jam [1]

It was at this stage that it became clear that the “Law of Raspberry Jam” [1] was taking effect. This law simply states:

“the wider you spread it, the thinner it gets.”

The analogy here is that, the wider you spread your core message, the thinner – and less effective – it becomes.
The Cookbook had done an excellent job of establishing a baseline understanding of Agile Delivery approaches but it had also stimulated a wave of demand from project teams asking for more information and guidance.

BT’s “jam” – a team of just two coaches in Agile Delivery - was very thinly spread, especially given the scale of BT Exact’s workforce.

5.2. The Law of Strawberry Jam [2]

This is where the second of the jam laws came into play. The “Law of Strawberry Jam” states that:

“As long as it has lumps, you can never spread it too thin.”

While raspberry jam becomes thinner the more you spread it, no matter how much you spread a good strawberry jam, its lumps – the strawberries – will remain.

In BT’s move to Agile Delivery, the lumps are the people delivering the message so, as long as the delivery of the message included real flesh-and-blood people, it could only be diluted so far.

Clearly, more “lumps” were required in BT’s “jam”. It had too few coaches with significant experience, and little time to train more. It therefore decided to look for outside help.

5.3. The Law of Grape Jelly [2]

While carrying out our search for experienced Agile coaches, BT was mindful of the last jam law.

Grape jelly is a bland, consistent mass-produced product that can be found in any American restaurant. Its primary features are that it always tastes the same, never surprises you and is cheap to manufacture. Putting these properties together, we get the “Law of Grape Jelly”:

“Nobody ever bothers to complain about grape jelly.”

Or, alternatively put:

“If you don’t expect much, you’ll never be disappointed.”

As it evaluated outside consultants, BT was keen to avoid purveyors of “Grape Jelly”!

6. Still Not Enough Jam

After some evaluation, BT identified Exoftware as a consultancy which understood and most closely shared its aspirations. Early in 2005, a partnership was created to ‘agilify’ BT Exact.

With more ‘lumps’ available in its coaching team, BT could focus on two key objectives:

• Promoting the Agile Delivery message through face-to-face communication
• Starting a number of learning projects

Three broad initiatives were started:

• The Agile Road Show
  The essence of the road show was to promote awareness. Half-day events were held at BT Exact’s principal UK offices in Belfast, London, Cardiff, Ipswich and Glasgow. At each event, a selection of speakers from both BT and Exoftware introduced Agile Delivery to the wider BT audience and made them aware of the change program that would support them as they adopted the approach. Specifically, this focused on the resources available to projects and programs interested in making this move to Agile.

• Agile Program Days
  Program days were offered as one-day “deep dive” events that could be requested by a project or program. Their focus was twofold: first, to provide more in-depth education on Agile Delivery and, second, to collaboratively explore how Agile Delivery approaches could be applied to the project and program in question. The ‘XP Game’ [3] and interactive Q&A formed the core of the in-depth education.

• Agile Learning Projects
  Finally, a series of project-level engagements were created to provide learning opportunities and success stories. For instance, one of the projects chosen specifically addressed the issue of running Agile Delivery across a team with members in both Cardiff and Mumbai, India.

  A lightweight ‘sales’ campaign of road shows and program days was used to generate a pipeline of prospects that could then be prioritised based on their ability to act as exemplars for the wider community.

  Ironically, the success of these initiatives meant that BT again found itself with a shortage of “lumps” in its “jam”. Even with an extended team of six, it could not meet the needs of its 14,000-strong workforce.
Fortunately, experience obtained along the way to this point suggested a way forward - pair coaching as a means of creating more “lumps”.

6.1. Pair Coaching

The road shows and program days were, by their nature, focused on education, and therefore allowed significant time for Q&A. Two types of question were commonly asked:

- The first highlighted the need for coaches to have a detailed understanding of BT’s business. Questions were often couched in terms that implied a deep knowledge of a specific area of BT’s systems and processes – for example, “will iP CP and Uplift make sense for 21C given TSR and 90/10 initiative?”. Others were inappropriate for anyone from outside BT to answer - for example, questions about the levels of investment being made in specific projects.

- The second required the coach to have both deep knowledge of implementing Agile Delivery and practical experience of addressing situations similar to that of BT.

To ensure such questions could be competently answered, a practice of “pair coaching” was introduced wherever possible, in which a BT coach and an Exoftware coach would work together to deliver an engagement.

As well as allowing the audience’s needs to be met, this approach had other added benefits. It accelerated the learning for both partners and specifically addressed BT’s need to build up internal capability. It also created a healthy tension between understanding the local context while at the same time offering a fresh perspective that questioned some of the underlying assumptions.

As distinct from this “peer coaching” on Roadshow and Programs days for the “Agile Learning Projects” it was a standard practice to identify and pair with local project based coaches. This was to ensure that as part of the transition local capability was created to maintain momentum. The scope of situation these coaches were expected to work within was in general very defined by the boundaries of the projects themselves. However, as a general approach the success of this approach hinted at the solutions for our “lumpy jam” shortage.

7. Making More Lumpy Jam

The sheer scale of the transformation being undertaken by BT highlighted an urgent need to grow the company’s internal coaching capability. To continue the analogy, it was time for BT to start making its own “Strawberry Jam.”

Once again, it was decided to apply the principles of Agile Delivery to the problem.

7.1. Paired Coaching Redux

Based on an increased demand for coaching the “The Law of Raspberry Jam” again came to the fore. The options were to limit the number of engagements to fit our current capacity to avoid the danger of spreading ourselves too thin or create more capacity. It was time to recruit more lumps.

A drive was started to identify and recruit new coaches from within BT’s software development teams. The priority was to find people who were passionate and enthusiastic about Agile Delivery, had experience of applying it and had coaching abilities.

A recruitment drive was launched that combined passive advertising through BT’s internal communication channels with the active “headhunting” of specific individuals.

The most fruitful sources of new coaches were the learning projects that had been started and other ‘guerrilla’ Agile projects that had started from the grassroots. Those involved in these projects had the obvious advantage of experience but, more importantly, also had a first-hand view of how an effective coach worked. One danger faced here was that, having created local capacity, BT had to be careful when moving coaches not to impact the success of the projects they were drawn from.

Following the recruitment drive, the coaching team grew quickly from six to 12 coaches. The range of backgrounds and experience across the team also increased. However, most members of the widely-dispersed team had never met.

The answer was a “road trip” designed to help the team gel. A weekend in Dublin allowed the group to “storm, norm and form” in a fun environment. But the two days weren’t just social – a programme of workshops focused on key issues the team would have to address:

- Values and Principles

Experience has shown that newer coaches often focus more on practices that on values and principles. This can result in a lack of pragmatism and an inability to deal with the new and unknown situations often faced
in coaching. To address this, a workshop focused on the understanding of the underlying values and principles of Agile Delivery and how these might be applied in different situations.

- **Mining the Timeline**
  The engagement to date was time-lined and mined for learning. As well as capturing and sharing learning to date from the whole group – old and new – this workshop offered space to celebrate the successes already achieved.

- **Coaching Discussions**
  Because a major focus of the weekend was on coaching, time was spent on discussing the role of coaches and how to coach in different situations.

  The weekend was a huge success and further “get togethers” were planned to continue the process of sharing experience and knowledge.

### 7.2. Apprentice Coaching

A major question remained after the team event – how could a rich learning experience be provided for new coaches while still providing effective coaching to teams?

Previously pair coaching had involved people with equal, but different, experience working together. To help develop new coaches, this practice was changed. Experienced coaches would now be paired with apprentice coaches.

This approach allowed BT’s new coaches to get involved immediately, taking on a greater level of responsibility over time as their experience grew. Experience levels were further developed by fostering the offline exchange of learning about approaches used and their appropriateness in different situations.

While the core of the “Apprentice Coaching” was situational and experience based a number of other practices were used to support the now growing group:

- **Daily Stand-Ups**
  Daily stand-ups were seen as been critical to the success of our team given its distributed nature. At 9.15 each day the group held a daily standup call following the usual Scrum style. This practice, more than anything else, helped maintain a sense of cohesion and togetherness across the whole team.

- **Regular Release Planning / Parallel Release Plans**
  As can be seen many of the practices applied directly mirrored core Agile practices. “Release Planning” was another of these practices that was adapted to a number of different contexts. For all project level engagements “Release Planning” was used to create a “Parallel Release Plan” for planning the actual project level transition.

  “Release Planning” was also used by the coaching team as a whole to plan and prioritize their work. All requirements on the coaching team were captured as “Story Cards” with acceptance criteria. The team met together on a regular basis where these “Story Cards” were then estimated and prioritized collaboratively. Sean o’Donovan, head of the Agile Methods group, acted as “Customer” for these sessions.

- **Knowledge Share Events**
  Based on the success of the original ‘Road Trip’ the coaching group continued to hold regular full day sessions where ‘coach pairs’ facilitated discussions around particular topic areas of shared interest. These ranged from experience reports to specialty topics such as “Personas” to coaching discussions.

- **Facilitation Skills**
  Facilitation as a practice was something that BT had positive history with. As a means of improving coaching skills Facilitation courses were offered to the coaches. At the time of writing a number of coaches had completed these courses.

- **Agile Community**
  New coaches were actively encouraged to engage with the wider Agile community. As an example many of the new coaches attended Agile community events both in Europe and North America.

### 7.3. Reflections on the Apprentice Coaching Experience

At the time of writing, the enlarged group has only been working together for five months, but the benefits of the “apprentice coaching” approach are clear. Overall, apprentice coaching has proved very successful in creating new coaches and delivering new value to coaching engagements. One of the more surprising findings is how quickly the new coaches have progressed over a five-month period.

Recently, one of the more experienced Exoftware coaches was present at a planning session run by the new coaches. Discussing the question of when an apprentice could be said to have learnt his or trade, a suggestion was made that this was when the senior coach left a session feeling bored, having nothing to do because everything was going so well. On this particular experience that day looks like it is very close.
At an individual level the feedback on the experience from the apprentice coaches has been very positive. Some common feedback points included:

- **Accelerated Learning from Theory to Practice**
  The most often cited benefit of the “Apprentice Coaching” experience was how it created a virtuous feedback cycle that accelerated learning. This was on two fronts. Firstly, it allowed “Apprentice Coaches” to take what in some cases was purely theoretical knowledge, and see it applied by experienced coaches. Secondly, and more significantly, it allowed the “Apprentice Coaches” to experience this from a coaching perspective not just a practitioner’s perspective.

  “Coming from a ‘non-coaching’ background, I took a great deal of learning from pairing with a hugely experienced coach by not only confirming some of the practices I had been using previously and polishing some of the theory, but also some new techniques and skills which I hadn’t even thought of before. I was basically a sponge for 6 weeks which is exactly what I needed.”
  - Apprentice Coach, British Telecom

- **Value of Diverse Experiences and Perspectives**
  As cited earlier for the “Agile Road Shows” and “Agile Program Days” the diversity of background offered by the pairing of a British Telecom and E offshore coach proved invaluable. This experience also proved true as part of the “Apprentice Coaching” experience. It meant that in any given situation a variety of experiences and perspectives were brought to bear. In fact, one of the interesting aspects of this was the fresh perspective a new coach often brought to a given situation.

  “I think we all appreciate that we approach things differently and it seems the more different we are the more effective that pairing can be... we can't help ourselves reacting more positively to some people than to others on a personal level. By pairing I believe you increase the chances of having a positive impact.”
  - Apprentice Coach, British Telecom

  “Even as an experienced coach I found that working with new coaches offered a fresh perspective that was invaluable...it especially helped me avoid becoming ‘pickled’ by the environment to the extent I sometimes no longer questioned assumptions”
  - Senior Coach, Exoftware

- **Value of Senior / Apprentice Review Sessions**
  The “Apprentice Coaching” approach was premised on creating an experienced based learning environment backed up by frequent informal review sessions. These sessions would allow the coaching pair to reflect on the engagements with the Senior coach bringing their knowledge and experience.

  “Regular feedback between pairs is an excellent way of moving forward and talking about what works and what doesn’t for a team.”
  - Apprentice Coach, British Telecom

  “Finally there is the review aspect that helps you to improve. By having someone that you can discuss how well a particular session went who was there with you, you can objectively identify what you did well and what you could improve on.”
  - Apprentice Coach, British Telecom

- **The Value of Pairing!**
  Not surprisingly, given our intense positive pairing experience, pairing had now become the default mode of engagement for the entire coaching group.

  “On CRM we are now actively trying to pair on everything we do, not just to help each other out logistically but to share the knowledge as wide as we can.”
  - Apprentice Coach, British Telecom

**8. Manufacturing Lumpy Jam**

Each step of the journey has been matched by success and subsequently increased demand for our services. Even with 12 coaches, demand still far outstrips supply.

An “Agile Boot Camp” has therefore been set up to create the quantities of coaches we need to meet BT’s needs. People nominated to be coaches by BT’s development programmes attend an intense four-day experiential training experience focused on two key objectives:

- Developing a deep understanding of Agile Delivery, from values and principles all the way through to practices.
- Develop the attendees coaching skills so that we were able to effectively apply there new Agile Delivery skills into their own programmes.

Still in their early stages, boot camps typically run as follows:
Day 1
- Introductions
- "Why are we here?"
- Ice Breaker
- Information Radiators
- What is Agile?
- Practical Intro to Agile (Agile Game)
- Agile Culture (Manifesto and Values)

Day 2
- Daily Review
- Introduction to Retrospectives
- Daily Retrospective
- Touch Point Conference Call (Head of Agile methods group)
- Agile Culture (Principles I)
- Stand Ups
- Intro to User Stories
- Agile Planning
- Agile Meal! (planning in action)

Day 3
- Daily Review
- Daily Retro
- Touch Point conference call (Head of Agile methods group)
- Agile Engineering Practices (High Level)
- Agile Culture (Principles II)
- How to be an Agile Coach

Day 4
- Daily Review
- Daily Retro
- Touch Point conference call (Head of Agile methods group)
- Experience Report (someone invited from a BT - - Agile team to share their experience)
- Practical Exploration
- Resources and Future Plans
- Course Review
- Course Retro

There is an obvious danger that, by scaling up the creation of new coaches, existing experience could again become too thinly spread. At the extreme of this there is a desire not to manufacture “Grape Jelly”! To address this concern, a number of initiatives have been put in place. Some of these are ongoing while others are planned for the near future.

- Buddy System
  Yet again, pairing comes to the rescue. The “Boot Camp” coaches have all been paired with experienced coaches who can support them actively through telephone and email conversations. Each experienced coach pairs up with three Bootcamp coaches. Relative experience was taken into consideration when creating these pairings. The types of conversations that have been held to date include:
  - Advice and feedback on internal “sales” presentations
  - Pairing in on meetings and workshops
  - Creating and facilitating new connections to share experience.
  - Morale boosting calls.

- Buddy Visits
  As with all things Agile – face to face communication is seen as essential to backup the remote communications. In tandem with remote communications the intention is to regularly visit these coaches beginning in the near future. These are envisioned as been a mixture one-to-one coaching sessions and active involvement with the Bootcamp coaches engagements.

- Open Space
  As with our earlier ‘Road Trip’ there is also a need here to help build a sense of community around these new coaches. An Open Space [4] format has been chosen as a means that would best support this group emerging the most appropriate topic areas. More importantly it will allow them to gain ownership of their community.

  Although still in its early stages, initial feedback on the “boot camp” initiative has been very encouraging. As an example of the type of feedback been received from coaches is shown below:

  “I've just 'sold' my first Agile practice and it feels good :-) It was a practice session for my set of Agile slides to a colleague who runs a multi-disciplined team...at the end wanted to use stand-ups to replace a weekly meeting that in his opinion is taking too long...
  - a small but satisfying outcome.”
  - Boot Camp Coach, British Telecom

If this success and enthusiasm continues, then BT will finally have developed the capacity to make enough “strawberry jam” to satisfy even its enormous appetite!

9. Summary and Conclusions

The first line of the “Agile Manifesto” [5] states that from an Agile perspective “people and interactions are valued over processes and tools”. This is a core value
statement that is reflected throughout the practice of Agile. The same statement holds true when applied to “Agile Coaching”. Ultimately, the most effective means of helping enable an organisation, project or person to be more agile is to directly interact with the people involved.

However, when engaging with an organisation the size of BT Exact with a limited coaching capability the challenge is how to be successful without spreading the effort so thin that is no longer effective.

BT drew inspiration from the “Law of Strawberry Jam” and intentionally set out to build internal Agile coaching capability with their Agile coaching partners, ExoSoftware. Based on previous positive experience with “Pair Coaching” an “Apprentice Coaching” model was chosen as an effective approach for building this internal coaching capability. This provided a rich and experience based learning environment while also allowing the group to be effective as it engaged with the BT Exact organisation. This initiative proved successful. The significant aspect of this success was how quickly the Apprentice coaches became effective in their new roles.

Based on this success “Agile Boot Camps” have been used as a means of scaling up this approach. This is a new initiative and time will tell whether this approach proves to be equally successful. Initial feedback has been very positive.

10. References


