ALTEF

WORKPLACED INTEGRATED LEARNING

Output 3 from the ALTEF project

Skills development in the workplace
The "agile learning" approach
-
A guide for coaches

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Content

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Overview: The Concept of Agile Learning

With this concept, **competences** required in the company are **acquired** - in the handling of real problems from their own field of work. This means that

1. first, the new competences that are relevant for the MA or are likely to become relevant ("**learning topics**") are precisely identified, then
2. current questions from company practice in which these competences are needed ("**learning causes**") are identified and finally
3. **learning projects from** this area can be processed exemplarily with professional and didactic support ("coaches").

This learning directly at and in real practice has several **advantages**:

- The MA learn exactly what they need for their work.
- The learned is directly applicable in everyday life, it is not learned "in advance".
- The learning topic becomes more accessible for the MA.
- The processing of operational tasks is resource-conserving and the employees remain in the work process.

The initiation and implementation of agile learning projects can be divided prototypically into the following phases:

Orientation phase

In the orientation phase, the necessary analyses are carried out and agreements made which are necessary for the delimitation of the learning field. After this phase, the strategic PE development fields can be named, important stakeholders can be involved and relevant target groups can be identified at employee level.

Prototyping phase

In the prototyping phase, agile methods for work organisation and self-directed learning are tested in a fast-track learning project (2 stages). Such a fast-track project is particularly suitable for smaller, manageable projects. After this phase, the team tested a result-oriented way of working, which makes use of the agile methods and gained initial experience with how working and learning levels can be combined in such a project.

Stabilization phase

In the stabilization phase, a more comprehensive learning project is implemented, which takes up the competence goals of the orientation phase. In total, the learning project should comprise at least 4 stages in order to test a sufficient range of new skills. On the basis of prototyping, changes can be made to the support system and team composition in the run-up to the learning project. After this phase, an evaluation of the learning outcomes is carried out (if necessary with certificate handover) and a decision is made on the continuation of the agile learning method in the standard process of personnel development.

Roles in the Agile Learning Project

Learning from real tasks from operational practice requires **four types of participants**:

- A person who commissions the development of competencies and defines their goals: "**Sponsor**";
- A person who decides on the concrete learning project and checks the technical results: "**Client";**
- The employees who work on the learning project as a **team**, acquire the necessary knowledge, share learning progress and present the results;
- Accompanying persons who supervise the learning process organizationally and didactically and guide the reflections of the learning process: the "**coaches**

Sponsor

The sponsor of the agile learning project is especially important in the orientation phase. As a rule, he is a representative of senior management or the human resources department and can help shape the corporate strategy at least with regard to personnel development. In the orientation phase, the guidelines for the learning project are set together with the sponsor and other important corporate stakeholders. Here decisions about the learning field and suitable learning causes have to be made, and a suitable team has to be selected. At the end of the learning project, the learning project should be evaluated and approved together with the sponsor. In summary, the sponsor has the following tasks and goals:

- Consider **strategic development areas of** the company for the learning project
- Consider and prioritize current strengths and **development needs of different departments**
- **Selecting** a strategically relevant and promising **learning field**
- Provide the learning project with the necessary **resources** (time, space, material, staff) and **public support.**

Client

The client in the agile learning project is particularly important during the implementation of the learning project. She is either a direct superior of a large part of the learning team or responsible for a cross-sectional project which is a suitable learning opportunity for the team. They provide the team with a real working project that can be used to develop new skills. It checks the technical quality of the tasks and classifies the competence level of the team on the basis of criteria from the real working context. In summary, the client has the following tasks and objectives:

- Provision of a **real work project** with relevant tasks for the learning objectives
- **Examination and acceptance of** the technical tasks and feedback for the classification of the work quality
- Understanding that mistakes may be made in a learning process and that different solution strategies can be tried out →**Positive error culture and work in prototypes**

Team

The team for a learning project is not necessarily also a team in the corporate structure. For the agile learning projects, particular care should be taken to ensure that the participants have similar competence goals and that the planned learning project provides them with a learning canvas that allows them to acquire new practice-relevant competences without significant transfer losses. By focusing on the fit with regard to competence goals and the learning project, cross-company learning projects can also be realized that use the team's resonance space for collegial consultation in one or more practical projects. The following principles are helpful for the attitude of the team members:

- Self-esteem from the ability to constantly learn new things
    - From a technical expert to your own learning expert
    - Curiosity and intrinsic motivation for development
- Perseverance in the development of a self-directed learning style
- Willingness to reflect in the team and to accept feedback
- Fail-Fast Fail-Better Mentality
    - Developing a positive error culture
    - Valuing work in prototypes

Coaches

The coach should be consulted as soon as the thematic framework of the project is clear enough. He or she does not need to have an extreme technical depth in the subject to be worked on, but must be able to survey the subject and understand its main features. If it is a complex topic with high professional depth, it can be useful to form a coaching tandem in order to separate the accompaniment of the process and the professional accompaniment.

In principle the coaches appear in their attitude as group coaches. The group members have individual competence goals and in this case the group is used as a vehicle for achieving their own goals and as a feedback loop. The context of the group therefore arises from the similar competence goals and not from the organisational solidarity. The coach acts as a catalyst for the self-directed pursuit of goals and activates the group as a resonance space for collegial consultation.

- **Informing** and imparting knowledge
- Consider **individual learning prerequisites** and make them explicit
    - Selecting the right learning materials and offering appropriate learning pathways
- **Guide** and implement the **process**
    - Stage planning**,** review, retrospective
    - Organising the necessary resources and experts for impulses
    - Communicating agile methods and agile self-understanding (working in prototypes, positive error culture)
- Supporting the **motivation of** learners
    - Strengths of the willingness of the participants to actively cooperate
    - Encourage the participants to learn by themselves
- Support of learners in **organisational and technical questions**
    - reduce possible inhibitions towards the new media
    - Support during the introduction of new tools into the work process

To fulfil these tasks, the coaches need the following competencies

- **Professional competence**, at least one overview of the subject matter of the learning project
- **Methodical-didactic competence in the** guidance of the learning process and in the process of the agile learning project
- **Media literacy** in the use and guidance on the use of the digital support system

The tasks and responsibilities of the various actors in the process of a stage are shown in the following figure as a prototype.

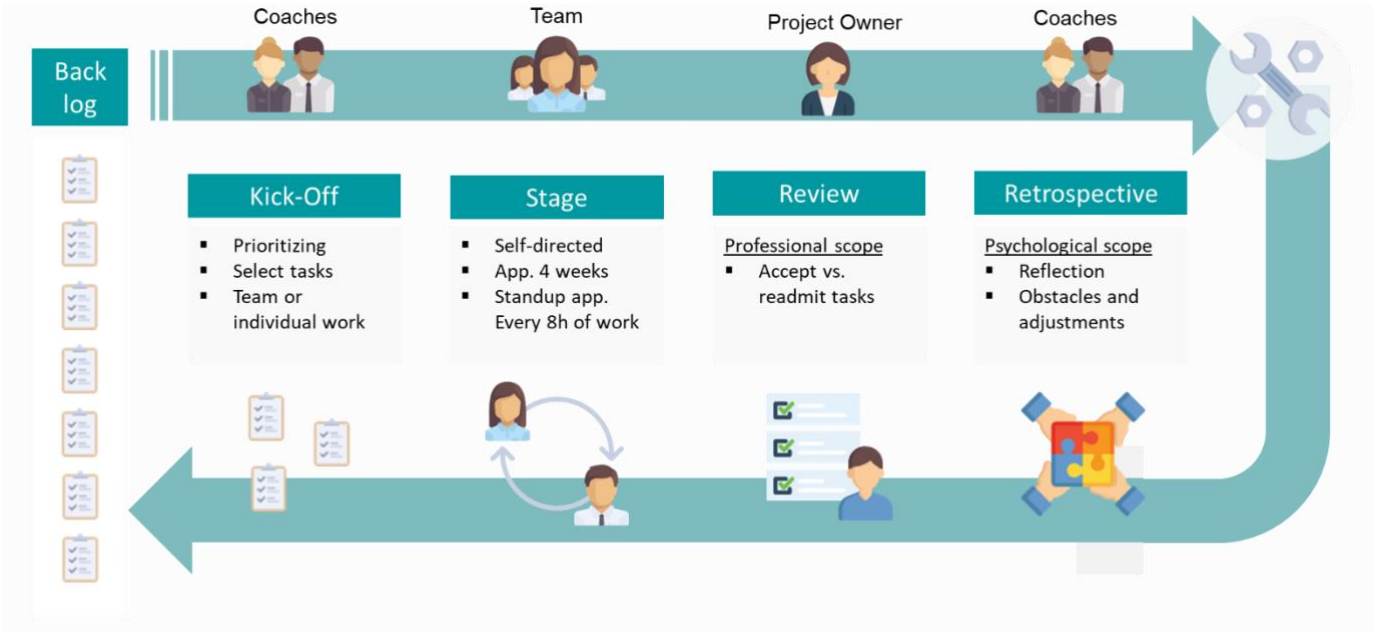


Figure 1 Roles and tasks in the process of a learning session[1].

[1] Icons used by Freepik from www.flaticon.com is licensed by CC 3.0 BY

Practical example: **Setting up a learning project**

Following a company merger, the managers of the new subsidiary are to take over new areas of responsibility (conducting employee interviews, organising personnel selection and development, helping to shape organisational development, etc.). The following steps were performed:

1. Together with the management (sponsor), the most important learning fields for the new managers were worked out in several strategy workshops and prioritised together with this group.
2. With some of the new managers (exploratory team), the most important new competences (conflict management, group moderation, communication methods) and suitable learning causes (new structure for a work meeting, development of a digital exchange platform) were worked out in order to develop them.
3. In the learning project, the coaches divide these learning causes into to-dos and intermediate products to be worked out (e.g. paper for meeting rules, schedule) and process them in stages. One of the managing directors appears at regular intervals as a client and evaluates the work results in the reviews.

The orientation phase

Description of the	Activities	Outcomes
Strategy workshop	▪ Consideration of the PE strategy ▪ Working out the Digital Agenda ▪ Identify change projects ▪ Consideration of the innovation strategy	▪ The most important development areas for the workforce have been identified. ▪ Prioritisation of the PE strategy based on key areas of innovation and the Digital Agenda has been undertaken.
Fields of development	▪ Competence field analysis on the basis of the strategy workshop ▪ Compilation of competence field groups for possible learning projects ▪ Coordination of options and decision for pilot project	▪ A competence field analysis for possible learning projects was carried out. ▪ Decision for a learning project and definition of a target profile at competence level was made.
Project scoping	▪ Identify suitable learning projects ▪ Identify the client ▪ Define target group ▪ Clarify resources	▪ A learning project for prototyping (2 stages) was defined. ▪ A client and a team (max. 8 persons) were determined. ▪ The resources and time intervals have been agreed.
Support System	▪ Implement Kanban Board for Project Organization. ▪ Implement learning cards as e-learning material. ▪ If necessary, introduce additional communication media (slack, messenger, etc.).	▪ A support system for the smooth running of the learning project was implemented. ▪ All participants have access to the support system and have been instructed how to use it.

Fields of development

An analysis process must take place in order to narrow down and prioritise the fields of development. This can be done in different ways, depending on the needs of the company and the degree of clarity about the target competencies. As a rule, three perspectives must be obtained for this purpose:

- Those of **superiors**, in many cases supplemented by specialist departments and the Department for Personnel Development: Where do they see the current strengths and needs of the members of the target group, where should they develop, what future tasks should they meet, what demands will the company make in the future?
- The **target group**: where do they see their strengths, where their development needs lie, what would they like to learn, where do they see their personal perspective?
- An external **expert view**: What could be unrecognized implications of the planning, what is common / important in this area in other companies, where is there already good practice that could help?

The following activities can help to narrow down the field of development:

- **Strategy workshop** with the sponsor and relevant stakeholders (HR department, HR, works council, department heads, etc.) to identify and prioritize the most important strategic development areas.
- **Partially structured interviews** with the sponsor, potential clients and employees.
- **Short questionnaire** for potential target groups about their own development wishes, competence requirements and innovation ideas.
- **Competence field analysis** on the basis of previous discussions or workshops as a compilation of competence clusters that are realistic for a learning project of scope and breadth.

Project scoping

Once the fields of development have been identified and prioritised, a concrete learning project can be defined. The coaches should already be involved in this process in order to incorporate their perspective and experience in resource planning and evaluation of the practical projects. The following points must be clarified in this process:

- **The participants who are** to participate concretely in this learning project. If possible, clarify and consider differences within the target group in advance.
- **A suitable practical problem** (either for the team as a whole or individually for each participant) in coordination with the client and the team **as a learning task**. The learning task can be determined according to the participants or the participants of a learning group can be determined according to who works most sensibly on a specific task.
- Clarify the **resources in detail**
  - **Times**: How much time is available for the team members to complete the learning task, per day, per week and in total?
  - **Rooms**: Can a work room be set up in which the team and individual members can work undisturbed and in which presentation walls, flip charts and a kanban board can remain if required? If not, how else is it ensured that the team can work unhindered?
  - **IT**: Which programs and platforms should be used, e.g. Sharepoint, Jira, OneNote with Kanban extension etc.? Is it tested and stable? Is everyone in control? Is there a contact person for problems who is available and reacts quickly?

    - **Learning aids**: Are further learning aids required, e.g. moderation equipment, company documents, special computers / servers etc.?

  and agree firmly with the parties involved
- The **roles of the participants**: Who is the client, who is the representative of the task, to what extent must operational experts be involved, are the direct superiors involved? Once the roles have been clarified, it must also be ensured that there is sufficient commitment from all parties involved.
- Define the **schedule.** Which dates for which tasks? How is the communication organized within the team, with the coaches and with the client? By when should which status be reached?

Especially for teams that are to work together in virtual group situations, it makes sense to conduct a screening with regard to the suitability for the process. The following questions should be answered here:

- What is the challenge that the participants want to address? Is it in line with the focus of the learning project?
- Do the participants have a clear understanding of what interactions are necessary in the group process?
- Do the participants have sufficient digital competence to work together effectively in virtual space?
- Are the participants able to be open to feedback from others and to express themselves in a group situation?

Work organisation

An agile learning project is usually carried out alongside regular work and is therefore always under high resource pressure. In order not to increase this resource pressure by further coordination and communication losses, it is important to implement a functional, reliable and as low as possible threshold communication and collaboration structure in the run-up to the learning project. The following table lists the most important needs and possible solutions for a learning project:

Need	Solution options
Provision of learning material ▪ Suitable for learning in small time stages ▪ As action- and result-oriented as possible	▪ **In-house learning platform** o Strongly dependent on the quality and format of the learning materials ▪ **External learning platform** (e.g. Agile Learning Academy) o Learning card format for action- and result-related self-learning materials

Communication channel ▪ Low-threshold, i.e. well-known and easy to use ▪ File exchange and in the best case collaborative work on files	▪ **Email and corporate group drives/Sharepoint** o Distribution list for email communication prone to errors o Sharepoint and group drives heavy for external users and notification function often not available or inadequate ▪ **Kanboard and if necessary Messenger** (Slack, Telegram, etc.) o Kanboard allows comment function and file upload task related o Notifications also individually adjustable
Task coordination ▪ Easy-to-view overview of the various tasks, the status of processing and those responsible	▪ **Analog Kanban** at the metaplan wall (pull principle) o As rollable as possible and in a freely accessible room for all team members o Should be easy to update and regularly registered by the team (Stand-Ups) ▪ **Digital Kanboard** (push principle) o Accessible to all and with change notification feature o Allows comments and file uploads
Space for work meetings ▪ With the possibility of working in small groups ▪ moderation material ▪ Rest from everyday demands	▪ With an **in-house team** o Meeting room in which material can also remain ▪ With a **cross-company team** o for all easily accessible places o if not possible, more virtual meetings
Virtual room for work meetings ▪ Reliable and without high technical maintenance costs ▪ Possibility to transmit presentations ▪ Videoconference with sufficient resolution	▪ Adobe Connect, Zoom, Skype for Business (Lync), GoToMeeting, Appear.in ▪ So far no solution both technically reliable and satisfactory in terms of functionality

<learning cards

In order to accompany an agile learning project demand-oriented and to strengthen self-directed learning, it makes sense to provide self-learning materials which support the team members in the processing of the novel project tasks. The following questions need to be answered first:

- Which contents are to be conveyed within the framework of competence development / in the processing of the learning task?
- Which of these contents are available / elaborated / documented in the company, in which form are they available (suitable as learning material?)?
- What contents are there internal experts for whom they can mediate? To what extent are these experts available?
- Which contents have to be communicated by external people (because there are no internal ones or because they are not available)?
- How are the contents made available to the team?

In order to enable learning that is as result-oriented as possible, the self-learning materials should at best meet the following requirements:

- **Easy orientation** about the content and possible results after dealing with the material

- Processing in a **manageable time frame** (approx. 30 minutes)
- **Solution orientation**→ After processing, I am already one concrete step closer to solving my work task.

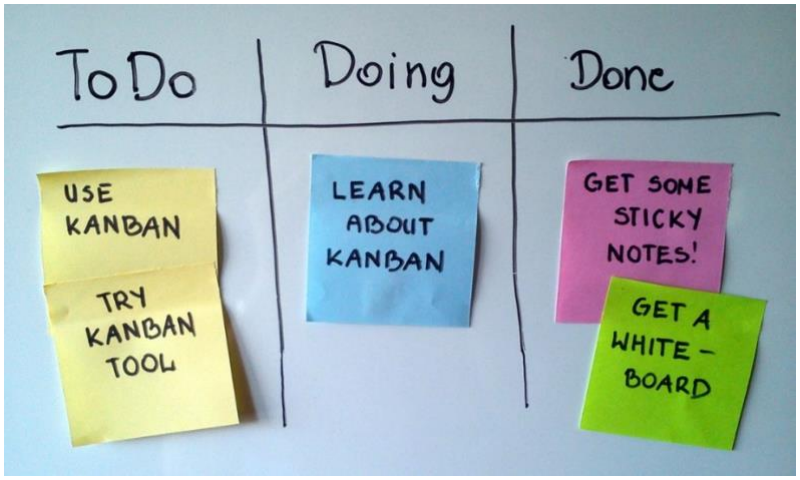
For this purpose, a new format was developed which is explicitly suitable for use in agile learning projects. The **learning card format** has a uniform structure and can be integrated into various learning management platforms as an e-learning package. The characteristics of a flashcard are as follows:

- Quick orientation through **overview view**
  - Two to four work-related **events** (e.g. moderation of a small group), where editing the map can provide helpful results.
  - Two to four concrete **results** (e.g. can create a schedule for a work meeting) that are available immediately after processing the map (download a concrete results document)
- **Solution-oriented content**
  - Compiled depending on the occasions and results
  - Focus on directly applicable methods and tools, theoretical background as reference to further literature
  - Fitting of content and form of presentation (graphics, videos, presentations, etc.)
- **transfer checklist**
  - Concrete checklist that accompanies the user in the transfer of content to his/her work context.
  - Possibility to download your own transfer document

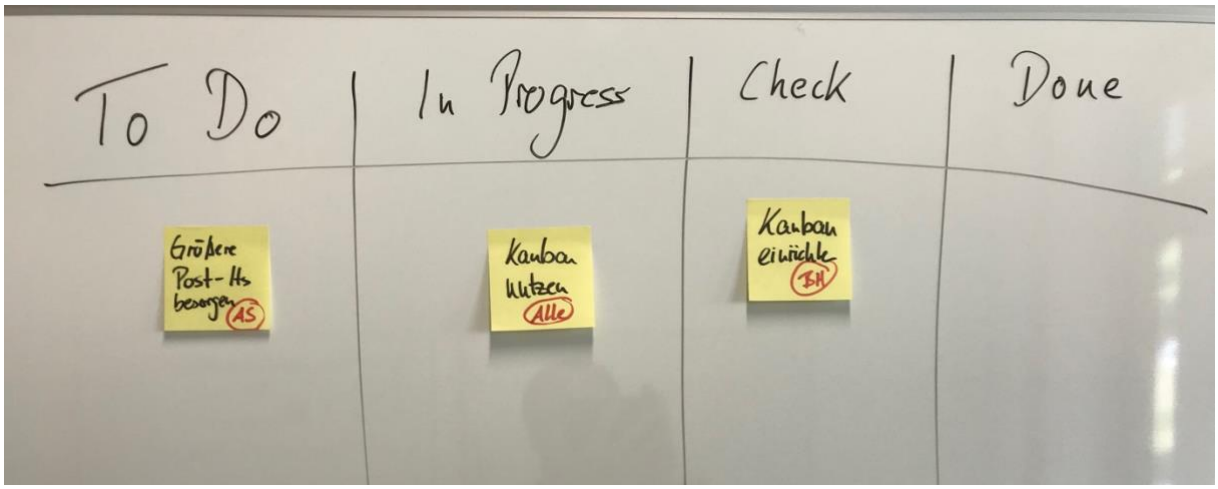
On the website [https://academy.agile-learning.eu you will find](https://academy.agile-learning.eu) some examples of learning cards that meet these requirements and can be used for agile learning projects.

Kanban/Kanboard

Kanban (Japanese: map) is a possibility to divide the work on complex tasks into smaller tasks and to visualize them. The principle is particularly suitable for agile (learning) projects, as not all tasks are already known at the beginning of the project and prioritisations can change frequently. In its simplest form, a Kanban board consists of three columns in which the work packages are organized (To Do, Doing, Done).

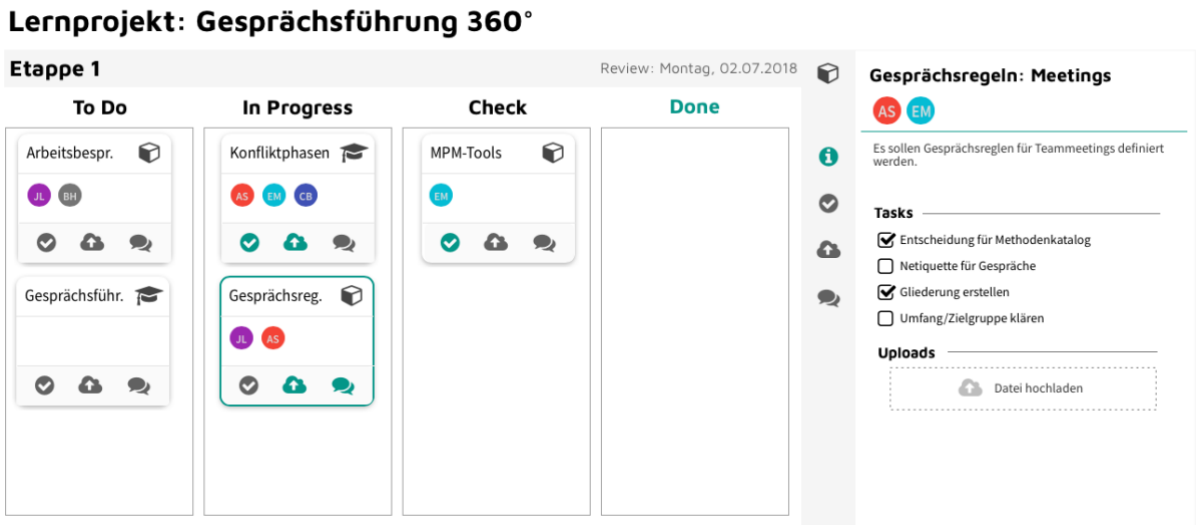


For the organization of an agile learning project it has become established to work with four columns and to assign the ToDos directly to those responsible. The check column is introduced to signal in the work process that the task has been completed from the team's point of view. If the result was approved in the review meeting, the map can be moved to Done.



When working with an analog Kanban board, it should be ensured that it is easily accessible to all team members and that the board is updated regularly. If the status of the tasks cannot be seen "in passing", regular stand-up meetings should be held between the team members (approx. 15 minutes) to inform all participants about the status of the processing. An analog Kanban board thus follows a pull principle, since the team members have to ensure that they remain informed about status changes on their own.

An alternative to analog Kanban is the introduction of a digital Kanban board, such as the implementation for the Agile Learning Academy. The advantage of a digital Kanboard is the possibility to implement an automated notification in case of a status change of tasks, to allow comments on the status or to upload intermediate statuses in the form of documents to the cards.



Tools such as Jira, Trello or similar can also be used for this purpose.

The Prototyping Phase

Description of the	activities	outcomes
kick-off workshop	▪ What are agile methods and how are they used in learning projects? ▪ Which mindset is helpful for a team in the agile learning project? ▪ What is the process like and what are the most important meetings, agreements and cornerstones in our project?	▪ The team has an overview of agile methods and understands their purpose in the learning project. ▪ Team, client and coaches have agreed on a common process and agreements for cooperation.
competence diagnostics	▪ Create individual or team-wide competence profiles ▪ Coordinate target profiles with sponsor and client ▪ Prepare profile-relevant learning cards and make them available for specific tasks	▪ For orientation in the learning project, individual or team-wide competence profiles with actual and target values were created. ▪ The coaches prepare relevant learning cards on the basis of the profiles.
prototype project (2 stages)	▪ Work on real tasks (individual and group work) ▪ Input through task-specific learning cards ▪ After each stage: acceptance of results, reflection on collaboration and competence development	▪ Understanding of agile working in testable prototypes within a manageable project period (2 stages) ▪ Real results from the work project. ▪ Quality assurance through the acceptance of the work results by the client. ▪ Direct implementation of new skills in your own work context (no transfer loss).

Kick-off workshop

The main aim of the workshop is to explain the approach of agile learning and to make it tangible. In concrete terms, agile methods (e.g. SCRUM, Design Thinking) for work organization can be taught to the team and an understanding of the process, the components and tools in an agile learning project can be demonstrated. An exemplary structure for a half-day workshop could look like this:

Agile Methods - An Overview	The participants get a short insight into the agile way of thinking and vesch. agile methods and their meaningful fields of application. ▪ Stacey matrix and agile mindset ▪ Design Thinking, Lean Startup, Scrum, Kanban, Lean Thinking
Scrum	The participants get to know terms, roles and procedures in Scrum as a method. Transfer to agile learning projects will be taught.
LEGO simulation	In a game, the participants simulate the procedure in an agile learning project. Exemplary flashcards on the flipchart. Experience how work goals and competence development can be interwoven.
Retrospective	Reflection of the game and retrospective of the cooperation so far: The participants sum up the results and experiences of the cooperation so far and recognize difficulties and their causes.
Agreements	Making joint agreements on cooperation and the process on the basis of the workshop.

The participants are introduced to the concept and experience the working and learning process in an interactive micro-learning project.

Determine competence requirements

The innovative ability and earning power of a company today depends to a large extent on how existing competencies are used and developed within the company. This results in a management discipline of its own - that of competence management. Competence management enables companies to manage their portfolio of competencies in a very targeted manner. This results in benefits at both personal and institutional levels:

- the awareness for knowledge and skills is strengthened
- the probability that existing competences will be used is increased
- the professional action is reflected and continuously further developed
- the strategic requirements are broken down to the level of competencies
  - Competence gaps are identified and development measures are derived
- the development of employees is adapted to company goals
  - This results in higher employee satisfaction and motivation.

When planning a learning project, it makes sense to determine in advance in which competencies the employees are to be promoted in this measure. One possible competence could be *communication appropriate to the addressee.* For the formulation of a competence profile, a single competence should always be described in more detail. Can formulations are particularly suitable for this purpose. A

person who has the competence to communicate in a manner appropriate to the addressee *can adapt to the* communication partner and situation and *can* adapt the selection of contents after feedback from the communication partner.

The formulation of a competence profile determines which competences are to be addressed. In addition, competence levels can be defined, which once again clarify the extent to which a competence should be available. These desired competence characteristics form a **target profile**. The next step - especially if training needs are to be identified - is to examine the existence of these specific competences. Probably the most common method is an individual assessment by the employees themselves or their superiors. Employees and/or superiors therefore estimate the extent to which a person's specific competence is pronounced. This query can take place directly in such a table on the basis of predefined competence levels or employees/supervisors receive a questionnaire in which individual skills are queried ("Person X can..."). This results in a corresponding **actual profile**.

Such a comparison of a target and actual profile makes competence gaps directly visible. From this, competence-oriented decisions can be derived. This allows individual team members to concentrate on tasks that help them to become better in a specific competence. The coaches in turn have the opportunity to use the competence profiles and focal points for the selection of learning materials and the retrospective in the process.

Depending on requirements, the scope of a competence profile can vary and further competences can be added during the process or reassessed after completion of a continuing training measure in order to determine whether the funding was successful. Competence profiles can also be used as a basis for employee appraisals to point out potentials and requirements - a graphical comparison of target and actual profiles is particularly suitable for this.

Stage planning

It is important for the course of the stages and the pursuit of the stage goals that these are achieved within a clear, predetermined period (sprint stage) and that there is the possibility of receiving feedback during the pursuit of the goal (regular coordination with the coaches and among each other). The formulation of the stage goals takes place in an initial meeting of the team before the beginning of the next learning stage. The learning goals of the team members are made public and visibly documented (Kanban), in order to strengthen the assumption of responsibility for the achievement of one's own goals internally as well as to establish an external responsibility towards one's own team.

The following points must be clarified together with the team for stage planning:

- At least **30 minutes should** be allowed for stage planning. Depending on the size of the team and the scope of tasks, more is also possible.
- **Resources of the team members in the** next stage?
    - How much work can realistically be done?
    - As a rule, fewer tasks should be chosen
- **Prioritizing** tasks and discussing dependencies
- Estimation of **workload** per task
- Does it still need **external input** or other resources?

Schedule

- Which tasks are still available from the **last stage**?
    - How to prioritize them (reset, edit directly, input missing)
    - What resources are required for processing?
    - Who is responsible for the processing?
- What **new tasks have been** added at this stage?
    - How to prioritize them (reset, edit directly, input missing)
    - What resources are required for processing?
    - Who is responsible for the processing?
- Agreements to remove obstacles and/or procure the missing resources
- Arrange **next meeting**
    - Internally in the team and with the coaches

Review

A review is held at the end of each work or learning stage of a project. The team presents the results of its work to the client and all interested stakeholders and collects feedback (opinions, suggestions for improvement, praise and criticism). The progress is checked, then the client either accepts the results or refers them back to the team for further work. The next steps are then agreed upon.

Reasons for a review:

- **There is a direct exchange between the** project participants without detours.
- The progress of the project can be seen from **concrete results.**
- The team's **identification with their** own work results increases.
- **Change requests** can be made directly and (after decision by the client) planned for one of the next stages.
- There is a **common picture of** all those involved of what tasks and procedures are in the next stage.

What happens in the review:

- The duration of the review should be at least **30 minutes.** Depending on the size of the team and the scope of tasks, more is also possible.
- Focus on the **technical acceptance** and possible open points, no entry into the operative steps to achieve the goals for the next stage.
- Use of the **Kanban board**, collection of cards, use of the learning card for review
- Present the **status of the work to** the client
- **Taking stock of the content of** the final stage
- Agree on the **next steps**

The coach ensures that the team, the client and, if necessary, other stakeholders are invited and have an equal understanding of the goal and content of the meeting.

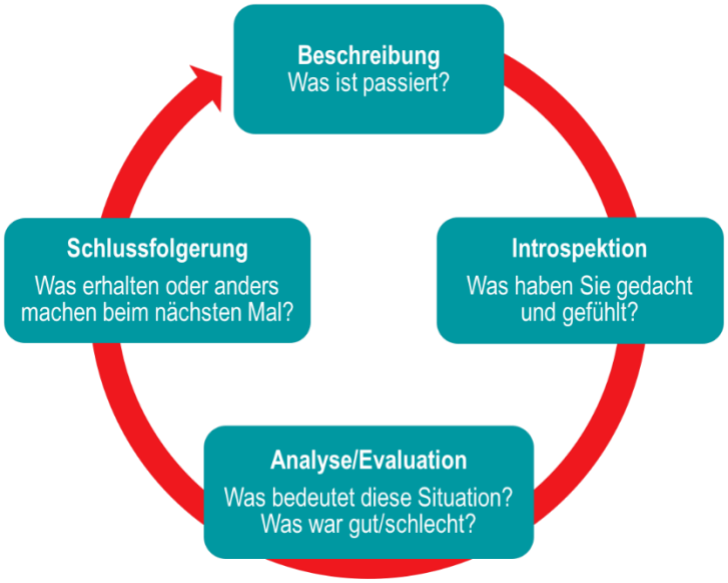
Schedule

- What were the team's **goals in** the last stage?
    - To what extent were these fulfilled?

    - What's left open?
- Does the client / coach and the team **agree with the results**?
    - If not, what are the tasks for the next stage?
- What **obstacles were** encountered during the last stage?
    - Can these be eliminated or avoided in the future by the client/coach? What is specifically required for this?

Retrospective

The aim of the retrospective is to bring the real paths of problem solving to the structural concept. Experience shows that learning practitioners are usually very good at solving practical problems, but have little experience in reflecting on their work processes. It is therefore central, especially at the beginning of an agile learning project, to guide the participants to reflect on their own learning. There is no clear answer as to which methods can best be used to guide the group and the individual to a reflection. Therefore, some questions will be collected in the following, which can trigger the reflection process.



Questions about the **technical development** can be, for example, as follows:

- What was the first thing you did today? What do you know well? What else would you like to learn?
- Could you have done the work you did today with other techniques or with other materials? What would the result have been?
- Under what conditions did you work (colleagues, room, equipment)? Would you have liked to have had different conditions?
- How were your work results today in terms of quality, speed and quantity?
- What did you learn about such activities during your training/further education? Is there anything that is done differently in the company than you have learned?

Questions of reflection in the area of **personal role-finding** can be:

- How does what you have done today fit in with your professional expectations?

- Have you set yourself a goal in your work today? How far did you get? Has this goal possibly changed in the meantime?
- What responsibility was associated with these activities? What happens if you don't take this responsibility seriously?
- How does your work differ from the work of your colleagues?

You can ask about the area of **cooperation** with colleagues and superiors:

- What significance do the activities you carried out in the last stage have for the company?
- How did you work with colleagues in the last stage?
- In which areas was teamwork particularly important and why?
- How much freedom did you have with the work in the last stage?
- What quality standards does the company set for the work you have done today? Are there any quality criteria which were not explicitly mentioned in your work orders last week but which nevertheless had to be observed, should be observed or were important to you personally? How is it normally ensured that the quality of the work you have done today is right?

For documentation you can use the kanban board, a logbook, the collection on the metaplan wall or flipchart (photograph) or work in digital form with mind maps, annotated screencasts/videos, podcasts or digital notebooks.

Schedule

- The retrospective should last at least **30 minutes.**
- **Collection of cards** or use of the flashcard for retrospective purposes
- **What went well in** the last stage?
- **What can we improve**?
    - What concrete changes do we agree on for the next stage?
    - What do we need from the coach or from the client?

The stabilization phase

Description of the	activities	outcomes
development project (at least 4 stages)	▪ Work on real tasks (individual and group work) ▪ Input through task-specific learning cards ▪ After each stage: acceptance of results, reflection on collaboration and competence development	▪ Real results from the work project. ▪ Quality assurance through the acceptance of the work results by the client. ▪ Direct implementation of new skills in your own work context (no transfer loss).
co-coaching	▪ Accompanied coaching in a prototyping project ▪ Competence diagnostics for the coaches ▪ Regular feedback from experienced coaches ▪ Supervision (collegial counselling), if applicable, if a larger group is qualified.	▪ The participants can use agile methods as a tool for developing their own competencies in a demand-oriented way. ▪ The participants can control the process of agile learning projects as a coach. ▪ The participants can hold central meetings (review, stand-up, retrospective) independently. ▪ The participants can promote helpful attitudes of the team and the client and take up and thematise obstructive attitudes.
Competences as a development tool	▪ Training in diagnostics with competencies ▪ Training in the formulation of competencies ▪ Fields of application of competences as development and monitoring tool	▪ The participants can independently formulate new competences. ▪ The participants can carry out competence diagnostics using questionnaires, interviews or group moderation. ▪ The participants know possible fields of application of competences as development tools.

Evaluation and Certification

This includes

- the **final presentation**, if possible in front of a wider audience, to disseminate the results and show respect to the team;
- the **final reflection of** the learning process, including the remaining personal learning needs of each team member for the future, and
- a worthy conclusion with the handing over of the **certificates**.