Supplementary Material A: Illustrative quotes on practices Agile Coaches and Scrum Masters employ to foster creativity in agile software development teams

Practice	Illustrative quotes
(A) **Evolving the mindset** Ensuring team proactive participation in the product development process.	Supporting the Product Owner in becoming a true product leader who: (a) inspires the team with a compelling product vision: **A1.** "*The Scrum Master can help the Product Owner positively inspire the team with their vision, so that the team is motivated to follow their lead.*" [AC11] (b) guides the team on product development direction and identifies where business value lies: **A2** "*I often try to shift the Product Owner's mindset so that their requirements are more open. The Product Owner should be a business leader for the team, showing the direction, sometimes guiding, but leading rather than telling the team exactly what to do.*" [AC10] (c) defines broad business goals rather than simply providing the development team with a list of tasks: **A3.** "*It's important to ensure that the Product Owner presents the goals – why, for whom, and for what purpose the solution is being developed. This gives the team the freedom to choose the best solution to the problem. (...) In other words, they aren't given literal tasks to complete, but rather goals around which they build solutions.*" [AC2] (d) remains open to the team's ideas and solutions: **A4.** "*Collaboration with the Product Owner involves supporting, encouraging, and stimulating their creativity, but also fostering their openness to the team (...). When the Product Owner creates space for this within the team, the team also feels that openness and responds in kind.*" [AC15] (e) actively fosters creativity in the team: **A5.** "*The Product Owner must also encourage creative effort. They bring an idea, explain it, and visualize it in the backlog, but they also need to be a trigger that sparks creativity among the developers.*" [AC22] (f) Supporting the Product Owner in becoming an independent co-creator of the product development process, rather than a proxy: **A6.** "*If a mindset change does not occur at the Product Owner level, it won't occur within the team either, because if the Product Owner is passive* [i.e., 'malleable,' more a material than a creator]*, then the team will be passive as well.*" [AC24] (g) Facilitating the development team's active participation in the product development process by encouraging a shift in mindset: **A7.** "*If the developers take the attitude of 'I'm just here to code, and the rest doesn't concern me,' the results tend to be mediocre. This approach misses out on the creative potential that comes from combining multiple minds working together.*" [AC23] **A8.** "*Sometimes we have teams that approach conversations with, 'Okay, just tell me exactly what the window should look like, and I'll implement it.' But that's not what this dialogue should be about. I want you to understand why we need that window and decide that it's the best thing we can do for our business. Because maybe we don't need that window at all, or maybe it should be something completely different. So, there's work to be done on both sides, and only then can true dialogue happen.*" [AC20]
(B) **Fostering Experimentation** Facilitating an environment for experimentation with novel ideas, alternative solutions, and hypothesis testing, and actively encouraging such practices.	(a) Educating the team on empirical process control by highlighting that, in Agile, each iteration is an experiment to validate product and process hypotheses: **B1.** "*Teach teams to formulate hypotheses, design and conduct experiments, and understand what exactly is being tested. A failed experiment is not one that disproves the hypothesis, but one that couldn't be carried out. This is a must-have skill for a Scrum Master, as the entire Scrum framework is based on experimentation — every sprint is an experiment.*" [AC20] **B2.** "*Scrum teams deal with complex problems that come with unknowns, risks, uncertainties, and ambiguities. The Scrum Master can encourage the team to take small steps, keep moving forward, run experiments, and use a scientific approach, like evidence-based management.*" [AC27] **B2.** "*Experimentation is embedded in the DNA of a Scrum Master or Agile Coach; in fact, agility, to me, is all about experimenting, trying, testing, and being flexible in actions. This is also closely connected to creativity.*" [AC15] (b) Encouraging the team to formulate hypotheses and conduct experiments: **B4.** "*I always encourage dedicating part of the sprint to something new or interesting. I also recommend using a tool from extreme programming called 'spikes' for this. I make sure to push for these things to be included in the scope during planning.*" [AC25] **B5.** "*And then the Scrum Master is the one who steps in and says, 'Listen, let's not be afraid of this; let's run an experiment. Later, I'll make sure to bring it up during the retrospective and review the results with you.' We've done this many times.*" [AC23] (c) Fostering an environment where experimentation is accepted, and mistakes are viewed as a natural part of the learning process rather than a source of concern: **B6.** "*The Scrum Master should create an environment where there's room for experimenting and making mistakes.*" [AC10] **B7.** "*If there's no space for making mistakes, or if people are heavily penalized for them, creativity won't thrive.*" [AC9]

	B8. "*It's important to make the act of making mistakes something positive, so that it's not a scary thing.*" [AC26]
	B9. "*Innovation often comes from experimenting and making mistakes, creativity comes from learning through mistakes.*" [AC10]
(**C**) **Stimulating team debate** Stimulating the smooth flow of thoughts and ideas within the team.	(a) Encouraging interaction and debate within the team: **C1.** "*The Scrum Master can attempt to generate a debate that will lead the team, as a collective entity, almost like a tribe, to collaboratively create or come up with something new.*" [AC10] **C2.** "*The Scrum Master should ensure that these discussions are taking place, that interaction is happening, and that creativity is being fostered within the team. If people are silent and not communicating with each other, then we have a problem.*" [AC9]. **C3.** "*A treasure of creativity is that we work together in synergy. When the Scrum Master involves others in the discussion, a different approach begins. It's enough to facilitate the conversation and encourage participation in addressing the problem and devising its solution, which immediately impacts creativity by approaching the problem differently.*" [AC21] (b) Teaching team members how to communicate effectively: **C4.** "*The Scrum Master should take care of communication, demonstrating what kind of communication is expected and what is appropriate, so that people in the team help each other, and signal problems.*" [AC12] **C5.** "*As a Scrum Master, I very often, and still do to this day, conduct workshops on constructive feedback. In this way, I increase communication capabilities not only within the team but across the entire organization, thus fostering creativity.*" [AC17] (c) Demonstrating the use of visual communication tools: **C6.** *I teach the team to work with visualization tools like Miro or Mural. And then, when we approach problems, with this visual support, we suddenly start thinking differently.*" [AC21] (d) Alleviating tensions and fostering mutual understanding of interpersonal differences within the team: **C7.** "*As part of the Scrum Master's responsibilities, it definitely includes eliminating toxic behaviors, identifying them, highlighting them, and clearing communication channels, because this communication is significantly lacking.*" [AC20]. **C8.** "*It is definitely worth the effort to invest in various workshops and activities that will help foster mutual understanding of communication styles.*" [AC6] (e) Enhancing communication between the Product Owner and the team: **C9.** "*The Scrum Master can then streamline communication between the team and the Product Owner, facilitate workshops around ideation, and demonstrate the importance of effective communication. They also ensure that facilitation is done with respect, rather than following a client-supplier dynamic. To put it simply, the Scrum Master's job is to make sure that business and IT work together effectively.*" [AC20] (f) Facilitating events and meetings in an engaging manner: **C10.** "*Retrospective is an ideal tool for the Scrum Master to create such a space* [for creativity]. *Conducting the retrospective in the right way, paying attention, paraphrasing, listening, communicating with other Scrum Masters, communicating with other teams, and holding additional workshops or training sessions.*" [AC17]. (g) Providing everyone with the opportunity to speak and safely share their ideas: **C11.** "*It's mainly about maintaining a good atmosphere and protecting others' ideas, making sure no one attacks or shoots them down.*" [AC12] **C12.** "*Creativity happens when people ask questions and consider different ideas. But it never happens when someone says, 'That's a stupid idea.' The Scrum Master should be vigilant in these situations. If such statements occur within the team, they should respond firmly, saying, 'There are no stupid ideas in this team. Let the person with a different perspective speak; perhaps this different viewpoint will inspire us.'*" [AC9]

| (D) **Nurturing a positive team climate** Fostering a positive team atmosphere grounded in psychological safety, mutual trust, openness, respect, and humor. | (a) Promoting and upholding Agile values, including commitment, respect, openness, and courage:

D1. "*I think you can rely on Scrum values. You've got commitment, focus, courage, respect, and openness. All of these values matter, and each one is crucial. You need people who are committed to come up with solutions, focused on the present to create them, and courageous enough to share their ideas. You need respect so that everyone values others' ideas, and openness to be receptive to new concepts. For me, these values fit perfectly into this area* [of creativity]." [AC2]

(b) Advocating for and sustaining a positive team climate founded on, among other things, safety, trust, and humor:

D2. "*People who are afraid, don't trust each other, and have trouble communicating will struggle to be creative. So, what can the Scum Master do? They can help create a sense of safety, build trust within the team, and ensure transparency.*" [AC11]

D3. "*The first thing I focus on when beginning to work with people is creating an environment in which they feel safe, can be honest, and are allowed to make mistakes. It's an atmosphere where you can say something silly or laugh at something trivial without fear of judgment. This kind of environment often fosters creativity, encourages collaborative thinking, and promotes the sharing of ideas and thoughts.*" [AC26]

D4. "*You know, I'd say that where there's no laughter, there's no creativity. When people joke around with each other and know they can laugh at themselves a bit, without being too stiff, it really helps*." [AC8]

D5. "*I think that creative work among team members is only possible when these fundamental elements are in place — when they feel comfortable with each other and have connections beyond just work. Only then, in my opinion, are the conditions for creativity truly met*." [AC26]

(c) Fostering a culture that values appreciation and participation:

D6. "*Creating an atmosphere or environment where we appreciate each other definitely leads to a higher level of motivation. Additionally, being mindful that everyone feels included in the game, having a kind of radar to gradually involve everyone, or to check why a specific person might be lacking engagement, and simply working with that person on it.*" [AC6] |
| (E) **Ensuring a comfortable cadence** Ensuring comfortable working conditions and a sustainable cadence. | (a) Supporting the team in optimizing work processes and improving task execution efficiency:

E1. "*Through their actions, investigating what went wrong in a given increment, identifying areas for improvement, discussing with team members how they feel about collaboration, facilitating communication, and so on, the Scrum Master makes the team's work more efficient, more effective, and simply easier. (…) This allows people to focus more on what they're doing, which in turn helps unleash creativity within the team, I think.*" [AC1]

E2. "*Work processes. In the sense that by implementing all these improvements during the retrospective and throughout the sprint, you are guarding those positive changes. This leads to the team working more efficiently, which in turn gives them more space and time to be more creative in what they do, to have time for exchanging ideas, thoughts, and so on*." [AC2]

(b) Removing impediments that hinder the team from delivering value and achieving their goals:

E3. "*Removing obstacles is an inherent part of the Scrum Master's role – whether they are organizational barriers, skill gaps, or aggressive leaders trying to enforce certain behaviors*." [AC22]

(c) Assisting the team in effective work planning by teaching task decomposition and estimation techniques:

E4. "*The Scrum Master should help the team with lean management, aiming for as little complexity as possible. When people aren't bogged down with trivial stuff and don't have to keep switching topics, it sparks creativity. The developer can work on something more, do some analysis, because they have the space for it. No one is pulling them away for other tasks*." [AC3].

E5. "*In every team, I start by saying, 'cut, cut, cut,' until we reach the point where we complete all the tasks in the sprint. When we start completing all the tasks, then we can begin setting our own goals. And as the team grows, they also get tasks done faster, which creates space for creativity*." [AC12]

(d) Allocating a buffer for unforeseen work, developmental projects, and creative tasks:

E6. *If the team plans a sprint to the brim, filling the sprint backlog with a huge number of tasks without leaving any room – no space for creativity, development, nothing... Well, that's obvious. So as a Scrum Master, I always encourage developers to leave that buffer, to keep it in mind. The sprint should be planned in such a way that it's realistic to complete. They should leave room for those unforeseen things.*" [AC4]

(e) Using metrics to plan work in a realistic manner, grounded in empirical data:

E7. "*Good planning is half the battle. It's also about challenging the team if they want to take on too much, considering the metrics we have available. The same applies when working in alignment with the Product Owner*." [AC7] |

(**F**) **Ensuring team well-being** Monitoring well-being, resolving conflicts, and fostering engagement	(a) Monitoring team health and addressing signs of frustration or fatigue: **F1.** "*This* [team health] *survey is anonymous, and sometimes it shows that a group that thinks everything is great actually has someone who feels like an outsider and isn't doing as well. (…) I bring it up during the retro to start a discussion about why that might be*." [AC11] **F2.** "*It's kind of like a mood check to see what's going on in the team – whether morale is dropping, if they're feeling burned out or tired. It's also a way to react quickly if something isn't right.*" [AC10] **F3.** "*When I notice something, I take the person aside for a one-on-one meeting and say, 'Listen, I noticed that you did this, or said that, or I'm not sure, tell me how you're feeling, what's wrong, or how I can help you, because I'm here to remove those impediments. '*" [AC25] (b) Assisting in resolving interpersonal conflicts and easing tensions: **F4.** "*If the team is experiencing conflicts and there are tensions between members, the Scrum Master should intervene and try to resolve the situation. Doing so will help unblock individuals in their daily work, particularly in the creative aspects of coming up with great new solutions.*" [AC18] (c) Enhancing team engagement: **F5.** "*In some meetings, I feel like a cheerleader. In a way, I'm the driving force behind some actions, and if I can't find positive energy and some level of engagement within myself for these activities, how can I expect the team to have that kind of energy and motivation?*" [AC1] (d) Protecting the team from negative external influences: **F6.** "*But my role also involved protecting the team from external attacks and creating an environment where the surroundings functioned in a way that didn't negatively impact the team's performance.*" [AC10]
(**G**) **Promoting openness to change** Enhancing the team's adaptability to change.	(a) Raising awareness of the need for change and emphasizing that change is desirable: **G1.** "*People need to understand that often, we don't know exactly where we're headed or in which direction. In software development, code is written once, run many times, and many time revised. These are always hypotheses we're testing. The role of the Scrum Master is to explain the principles that govern Agile and Scrum so that the team has as little trouble as possible when a change in direction is needed.*" [AC2] (b) Explaining the rationale for change and mitigating resistance to it: **G2.** "*In such situations, the role of the Scrum Master is to mitigate the potential shock or misunderstanding that might come with a sudden change. After all, the environment is dynamic, it's Agile, and we have to be ready for changes and adapt accordingly.*" [AC1] **G3.** "*I always mention the possible consequences of change. It's about showing what might change, and I see it as a way to help people get accustomed to the idea of that change.*" [AC14] (c) Assisting teams in implementing changes: **G4.** "*At the end of a retrospective, a few ideas and suggestions usually come up. The Scrum Master tries to encourage the team to pick one of those suggestions and actually put it into action, because people often don't like change. It's easy to throw out ideas, but when it comes to implementing them, there's always that fear of wasting two or three weeks – what if it doesn't work? As a Scrum Master, I come to the team and say, "Hey, if you don't try, you'll never know which ones will work and which will not.*" [AC1] **G5.** "*I need to make sure the team stays consistent with the change so that it becomes the new norm and part of their collective behavior.*" [AC13] **G6.** "*If the team can come up with many different solutions to a problem, I try to say, 'That's great, but let's pick two small things we can actually implement and make a habit.' Otherwise, three months later, the same issue tends to come up again.*" [AC18]
(**H**) **Provoking change** Challenging the status quo: the team's existing assumptions and practices	(a) Highlighting the need for change and helping the team identify issues and impediments: **H1.** "*The Scrum Master acts as an observer, focusing on areas that need attention. Scrum has a great analogy for this — 'it's like a mother-in-law; it won't solve your problems, but it will point out every single one of them.'*" [AC16] **H2.** "*The Scrum Master is a mirror. They reflect reality as it is and ask, "What do you want to do about it? Do you accept it, does it bother you, or do we change something?"*" [AC14] **H3.** "*So, I see the role of the Scrum Master as a mirror that reflects things as they are.*" [AC2] **H4.** "*Sometimes, it is enough to bring people together and help them collectively identify the common problem, and support them in taking the first steps in that conversation.*" [AC27] (b) Provoking change – challenging existing assumptions and practices; acting as a change agent: **H5.** "*The simplest way to describe the Scrum Master's role is as someone who challenges the status quo. Sometimes, even just for the sake of it, even if something is working. It's good to ask, 'Do you think this is really working?' Because sometimes it's worth just stopping and thinking about everything; even if it's working, it doesn't mean it couldn't work better.*" [AC16] **H6.** "*A good Scrum Master is someone who isn't afraid of being disliked and is willing to stir things up. That's when they really open the gate for the team's creativity.*" [AC16] **H7.** "*The role of the Scrum Master is to notice the so-called "elephants in the room" – to draw attention to issues that have become so obvious and ignored that they have turned into part of the everyday routine.*" [AC16] **H8.** "*The Scrum Master can help the team notice areas that have been overlooked. (…) The team has become accustomed to certain routines, and the Scrum Master says, 'Hey, there's an elephant here. Why aren't we talking about it?' This often leads to new areas of exploration.*" [AC13]

	H9. „*In these teams, a kind of homeostasis usually develops, and everyone just knows what to expect from each other. So, especially in these situations, I think it's important to trigger discussions on topics that the team has taken for granted for years.*" [AC6] **H10.** "*Where the Scrum Master opens the gate, the team's creativity emerges. The team notices a problem and begins to think about how to solve it. This is what it means to open the gate.*" [AC16]
(I) **Supporting team self-development**	(a) Building cross-functional teams: **I1.** „*As Scrum Masters or Agile Coaches, we strive to build cross-functional teams. We also aim for team members to be T-shaped, meaning they have deep expertise in one area while also possessing skills in other areas.*" [AC5] **I2.** "*It's also a blend of different perspectives. It's easier to create a groundbreaking idea when you have a group of people from slightly different worlds, with various competencies. The best ideas come from the intersection of these* [different] *perspectives.*" [AC18] (b) Supporting the team in developing professional skills, assessing development needs: **I3.** "*The Scrum Master should conduct research to understand what people need and how they want to develop, and sometimes even create those needs, whether in technical skills or soft skills. It's about continuously assessing the team's competencies and development needs.*" [AC10] **I4.** "*As a Scrum Master, you identify gaps in knowledge. Once those gaps are identified, you ask the team if they're interested in closing those knowledge gaps.*" [AC5] **I5.** "*There are exercises that Scrum Masters do with teams, such as building a skills matrix.*" [AC19] **I6.** "*We've scheduled four hours once per sprint dedicated to self-development. It's a blocked time in the calendar. This is a moment to think creatively about our work or maybe learn something new. It's my responsibility to make sure this time is protected.*" [AC4] **I7.** "*I'm here to help people learn and to teach the organization. Without that, it doesn't make sense.*" [AC2]. (c) Teaching the team the best Agile and complementary practices and techniques. **I8.** *The Scrum Master should be a strong driver, teaching the team how to work with the product, how to simplify it, what decomposition techniques to use, how to facilitate retrospectives to make them effective, and how to ensure that sprint reviews provide valuable feedback (…) and how to create story maps and roadmaps to develop a comprehensive vision.*" [AC3] **I9.** "*You can demonstrate something and encourage the team to try working in a different way, or suggest, "Maybe we should try using this tool.*" [AC19] **I10.** "*A Scrum Master or Agile Coach should have a set of techniques and tools that stimulate the team to engage in what I would call, in quotes, creative action.*" [AC10] (d) Enhancing knowledge-sharing behaviors: **I11.** "*If I have a sense or belief that a particular competency, piece of information, or skill could be valuable outside the team, I strongly encourage the guys to throw that out there… to suggest on Slack, for example, that we have XYZ, we're able to share it, and we can help someone with it.*" [AC6] **I12.** "*My role as a Scrum Master is to facilitate this process, right? It's about overseeing and managing the process so that the team can share knowledge among themselves and exchange that knowledge effectively.*" [AC5]

(J) **Facilitating team self-organization**	(a) Promoting and supporting the team's self-organization and self-management, particularly in addressing complex problems: **J1.** "*The Scrum Master's role is to ensure the conditions are right for the team to solve the problem themselves, not for me to do it.*" [AC11] **J2.** "*The Scrum Master is not the person who should remove these obstacles, but rather the one who facilitates their removal. This is also where the creative space comes in – not trying to come up with solutions on their own, but instead asking the fundamental question to the team: 'Alright, listen, we have this problem. What can we do about it?'*" [AC23] **J3.** "*The Scrum Master and Agile Coach should also teach others to step into that role. It's their job as a leader to ensure that the team doesn't just learn to rely on them whenever a creative discussion is needed. Instead, they should say, 'I will show you, I will teach you.' And because I see myself as a leader, and it's written in the Scrum Guide that we are leaders, I create the conditions for other leaders to emerge as well*". [AC27] **J4.** "*Teaching self-organization also leads to greater creativity in coming up with solutions within the team.*" [AC25] (b) Enhancing transparency – encouraging the sharing of project-related information to ensure openness and clarity. **J5.** *Thanks to transparency, you increase awareness of what the problems are, what the solutions are, and what is being discussed, etc. When the entire team is aware, you statistically increase the likelihood that someone will come up with a valuable idea because it's not just two people who know about the problem or solution, but rather 10 or 12 people.*" [AC1] **J6.** "*Transparency is absolutely crucial. It's hard to create solutions or make decisions about the next steps if we have a distorted view of reality. That leads us into a high-risk situation.*" [AC2]. **J7.** "*And transparency is important so that people can clearly see what's going on, right? If they have a distorted view, then even if they are creative, they might end up solving the wrong problem.*" [AC11] (c) Fostering collaboration and teamwork: **J8.** "*The Scrum Master needs to activate the mindset that the responsibility for development doesn't rest on just one person. If we're working as a team, then we're all responsible, and we should all engage our creative thinking, right?*" [AC14] **J9.** "*I encourage my teams to connect and work on tasks together, to do brainstorming sessions. It's not just about sharing knowledge, though that's a big part of it. When you have two people, a lot more ideas are generated, and if there are any problems or mistakes, the other person can catch them. (…) I call it the 'buddy system'.*" [AC5]
(K) **Fostering creative behaviors** Encouraging, provoking, supporting, and facilitating creativity within the team.	(a) Encouraging creativity within the team: **K1.** "*The Scrum Master can encourage the team to take a creative approach to solving problems, improving how they work, and figuring out what we should actually be doing with the product.*" [AC23] **K3.** "*The Scrum Master should build awareness that everyone can contribute ideas and help develop those ideas into solutions.*" [AC14] **K2.** "*The Scrum Master can inspire by providing examples, explaining what creativity is, and discussing the definition of creativity with the team. They can explore whether creativity makes sense in the context of Agile teamwork and how well the team understands the concept of creativity.*" [AC22] **K4.** "*If someone has that kind of creativity in them and shares it, or even spreads it within the team, it's a huge asset. Even without formal creative problem-solving sessions, just through that kind of contagious spreading, it's incredibly valuable.*" [AC15] **K5.** "*Encouraging creative solutions (...). Praising people: 'You came up with a great idea'. 'I really love the way you approach problem-solving.'*" [AC9] (b) Asking questions that provoke reflection and creativity: **K6.** "*The Scrum Master uses coaching tools, like asking questions. Just asking questions can spark creativity because we don't give ready-made answers. Instead, we guide the team in a way that motivates them to come up with something new (…) whether it's in workshops or during individual work.*" [AC7] **K7.** "*A Scrum Master or Agile Coach can ask insightful, unexpected questions that offer a new perspective on a problem, situation, or discussion. This change in viewpoint can get people thinking differently about the issues.*" [AC21] **K8.** "*When we use basic coaching tools, like open-ended questions, it pushes people to really think and come up with creative solutions. When a team member comes to us with a problem, we ask things like, 'What do you think?' 'What would you do in this situation?' 'What options do we have?' 'What's getting in the way?' I believe creativity is an unconscious skill that a Scrum Master or Agile Coach can bring out by asking the right open-ended questions.*" [AC25] **K9.** "*Above all, it's about participating in meetings, asking questions – sometimes difficult ones, or even questions the team might not want to hear.*" [AC12] (c) Using creative methods and tools, and teaching their application: **K10.** "*If we've laid the foundation, that doesn't mean we have creativity yet; we've just removed the obstacles. The real crème de la crème comes with creative sessions. This is when an Agile Coach or Scrum Master can work with the teams, using methods like Design Thinking or Product Discovery.*" [AC24] **K11.** "*The Scrum Master can either dive into Design Thinking or follow Teresa Torres and implement Continuous Discovery, working together with both business and IT. They could also facilitate workshops like impact mapping or story mapping, and so on.*" [AC20]

	(d) Removing various obstacles to creativity:
	K12. "*When it comes to removing barriers to creativity, the Scrum Master can try to detect, observe, and actively address them, ensuring they don't negatively impact the team. The goal is to continuously build a supportive environment.*" [AC10]
(**L**) **Cultivating creativity** Promoting creativity and innovation in the organization.	(a) Creating structural opportunities and providing resources for team creativity within the organization:
	L1. "*Pushing within the organization to create space for the team, ensuring they have the time, resources, and room for creativity, innovation, and experimentation.*" [AC17].
	L2. "*For an Agile Coach, it's about working with the organization and its top management to open up possibilities and create space. This includes advocating for funding for training, enabling time to explore new solutions, encouraging creative thinking, and promoting innovative approaches.*" [AC24].
	L3. "*And I work with the organization to support these spaces and foster innovation, to open people up, and give them opportunities and chances.*" [AC4].
	L4. "*Looking for creative solutions is not like going to a store, picking a solution off the shelf, paying for it, putting it in a bag, and walking out. It's a process – a complex thought process. That's why I believe working with managers and leaders is crucial. Because they have the tools to either nurture that creativity or stifle it right from the start.*" [AC27].