

Agile Mindset Leaders and Their Experience-Based Tacit Knowledge Absorption Mastery: Polish-Finnish, Technological, and Non-Technological Leaders' View

Wioleta Kucharska¹, Maciej Kucharski¹, Tomasz Balcerowski^{1,2} and Jari Jussila³

¹Gdansk University of Technology – Gdansk TECH, Fahrenheit Universities Association, Poland

²Ekoinbud Sp. zo.o., Poland

³Häme University of Applied Sciences, HAMK Design Factory, Finland

wioleta.kucharska@pg.edu.pl

maciej.kucharski@pg.edu.pl

jari.jussila@hamk.fi

Abstract: Agile mindset leaders are central to agile organizations driven by knowledge. Previous studies have enabled us to assume that constant, tacit knowledge acquisition appears to be a valuable effect of constant agile learning, contributing to the intellectual mastery of agile leaders. Therefore, the question to which this study is dedicated is: Which competencies (demonstrated skills) do agile mindset leaders perceive as critical for their tacit knowledge acquisition? As previous studies have shown, technological and non-technological mindsets can see agile leadership differently. Therefore, this study aims to investigate whether there are any differences in the informal learning habits of agile mindset leaders in the IT sector compared to other sectors, as perceived by employees in Poland and Finland. A qualitative, interpretive approach, supported by MAXQDA software, is employed to achieve this. Results showed that contextual learning, learning from experiences (both positive and negative), learning from failures and mistakes, critical thinking, constant analysis and synthesis, seeking understanding, and systematic self-development are habitual skills – key informal learning activities employed by agile mindsets. Additionally, employees from other sectors highlighted the value of agile mindset leaders' habit of supporting others; IT employees specified these habits as giving constructive feedback and serving as mentors or coaches. Other sector employees also emphasized that 'scenario thinking' and self-discipline are habits that support the informal learning of agile mindset leaders. Apart from minor details, no significant differences were noted between Poland and Finland.

Keywords: Agile mindset leaders, Tacit knowledge, Knowledge-driven organizations, Informal learning

1. Introduction

A perpetual commitment to learning is the key to comprehending the dynamic nature of the surrounding environment that matters for adaptability. Bryans (2017) discovered that 80% of employee learning at work occurs informally and is entirely unplanned, incidental, and mainly experiential. Therefore, most organizational learning is tacit.

Experts' inarticulate scientific knowledge supports their seemingly intuitive judgment, which is, in fact, rooted in the professional tacit knowledge they have collected over time from various practical contexts (Patel et al., 1999; Boerma et al., 2024). So, tacit knowledge-based experts' intuition generates innovative, contextually tailored solutions. The informal aspects of working practice are crucial for comprehending workplace learning and innovation (Derrick, 2020). That means it is essential to accept that the usage of informal practices like informal knowledge sharing, the intentional crossing of knowledge boundaries, perceiving the work peers as reviewers, contextual storytelling, metaphors usage, collective learning by doing and learning by interactions are source of innovations and competitive advantage (Derrick, 2019, 2020). The mastery of being an outstanding expert comes from experience. An expert experiences events and stays mindful and learns profound lessons from them –equally from good and harsh incidents. They are all sources of precious lessons to learn. The attainment of expertise is derived from extensive experience, specifically through continuous, contextual lifelong learning (Laal and Salamati, 2012), encompassing both successes and failures (Kucharska and Szeluga-Romanska, 2025). Experts acquire tacit knowledge in a multifaceted process characterized by social interaction, experiential learning, cognitive development, and strategic knowledge management practices (Kucharska and Erickson, 2023). Emphasizing these dynamics enables organizations to leverage the invaluable benefits of tacit knowledge more effectively in fostering innovation and enhancing performance (Kucharska and Szeluga-Romanska, 2025). Experience-based tacit knowledge absorption mastery refers to the ability to smoothly convert tacit and explicit knowledge, which characterizes agile mindset experts. In other words, they are masters of knowledge socialization and externalization, as the SECI model exposes (Nonaka and Takeuchi, 1995). Experience-based tacit knowledge absorption mastery refers to smoothly converting tacit and explicit knowledge, which characterizes agile mindset experts, including agile mindset leaders.

Agile mindset leaders, according to Kucharska et al. (2024b), ‘possess a “hybrid mindset” that masters ambidexterity. It characterizes a kind of person who typically combines previously separate focuses and competencies, such as stability and agility, experimentation and exploitation, flexibility and control, scheme following, and rule breaking, and exhibits simultaneously ‘in-the-box’ and ‘out-of-the-box’ thinking. Therefore, the agile leader mindset (AM-L) aligns perfectly with management style, enabling effective management of tensions and paradoxes in response to changing contexts. AM-L is efficient, makes good decisions on time, exposes a remarkable mix of professional and social skills, and exposes expertise-based intuition gained thanks to constant contextual learning, unlearning, and relearning. AM-L's mind constantly analyzes options, predicts impact, and optimizes solutions. AM-L is entrepreneurially oriented (sees opportunities everywhere) and selects those that most empower the organization and employees in the long run (perfect risk manager). AM-L cares about agile and non-agile people, keeps promises, and, therefore, is rewarded in trust. AM-L uses his agile mindset skills to embrace change through primary control skills and smoothly share knowledge and collaborate; inspire, motivate, and support others to share her/his vision of prospective changes as opportunities to generate collectively new value, gain new benefits, and collectively win the market; and use technology to support efficacy. In light of this definition, it is easy to assume that agile mindset leaders must acquire their learning agility through a combination of experiential learning and continuous personal and professional development in dynamic environments. Such a continuous learning process is essential for enabling agile mindset leaders to gain intellectual mastery and respond effectively to rapid changes and uncertainties.’

Therefore, agile mindset leaders continually learn through practice and reflection, utilizing problem-based learning (PBL) and action learning (AL) methods. These methods facilitate the acquisition of new knowledge while encouraging leaders to solve real-world challenges within their organizations actively (Scott, 2017). Such experiential strategies enable leaders to test theories in practice, assess outcomes, and adjust their behaviors accordingly, thereby reinforcing their agile mindset in subsequent situations.

The environment in which leaders operate also influences their learning. Agile leaders excel in cultures that emphasize continuous feedback and knowledge sharing (Abbasi & Ruf, 2020). This collaborative atmosphere fosters open communication, enabling leaders to learn from their peers and subordinates. Further, engagement in mentoring and coaching initiatives has been identified as a vital mechanism through which leaders enhance their learning agility, leveraging these relationships to gain insights and support in their developmental journey (Harvey & Valerio, 2022). So, experiential learning plays a significant role in shaping the learning journey of agile leaders.

Moreover, the distinction between technological and non-technological mindsets presents another layer in understanding how learning occurs in agile leadership. Leaders with a strong technological mindset may approach learning with particular strategies focused on innovation and efficiency. At the same time, those holding a non-technological perspective might prioritize interpersonal dynamics and team cohesion (Kucharska et al., 2024). This adaptability in learning styles reflects an understanding that different scenarios may require different approaches, a core tenet of agile leadership. Previous studies have shown that technological and non-technological mindsets learn differently (Kucharska and Kucharski, 2023) and perceive agile mindset leaders differently (Kucharska et al., 2024a). Therefore, this study aims to explore whether there are any differences in the informal learning habits of agile mindset leaders in the IT sector and other sectors (respectively representing technological and non-technological mindsets), as perceived by employees in Poland and Finland.

2. Literature Review

2.1 Tacit Knowledge and Informal Learning

Tacit knowledge and informal learning are integral components of contemporary knowledge management practices and learning environments. Tacit knowledge articulation is problematic – we know more than we can tell – as Polanyi says (Polanyi, 1966). Therefore, personal experiences usually acquire tacit knowledge in a workplace contextually, e.g., through ‘learning by doing’ or ‘learning by interactions’ (Kucharska and Erickson, 2023). Contextual learning encompasses skills and competencies acquired incidentally at work and new ideas, insights, intuitions, and mental models that guide decision-making and problem-solving (Olaisen and Revang, 2018). Tacit knowledge sharing happens mostly through informal channels such as interpersonal interactions and social contexts, emphasizing the significance of environments where individuals learn by doing and observing others (Asher & Popper, 2021). Informal learning, characterized by its non-formalized nature, represents a substantial form of tacit knowledge acquisition, especially in the workplace (Boud & Rooney, 2018). Informal, contextual learning is the opportunity to integrate knowledge gained through practical experiences with the more structured content delivered in formal educational settings. Previous studies have highlighted

that informal learning can improve skills and knowledge retention by allowing individuals to engage unconsciously in the intensive learning process (Callanan et al., 2011). For example, organizations that encourage peer-to-peer interactions and create platforms for informal knowledge sharing often see enhanced productivity and innovation (García-Peñalvo et al., 2014; Griffiths & García-Peñalvo, 2016). Contextual learning allows knowledge workers to leverage their tacit understanding in collaborative scenarios, leading to efficient problem-solving and increased organizational competitiveness and intelligence (Kucharska, 2021, 2025; Kucharska and Bedford, 2024). The concept of "learning in the workplace" underscores the notion that as professionals face challenges, the informal learning that occurs through peer collaboration and guidance is immensely valuable (Jaleel & Verghis, 2015). Moreover, the emergence of communication technology and digital platforms has recently focused on facilitating informal learning dynamics by providing tools to support informal learning processes (García-Peñalvo et al., 2014; Nicolaescu et al., 2014).

Ultimately, both tacit knowledge and informal learning reveal the necessity for organizations to adopt flexible, adaptive learning cultures that recognize and cultivate knowledge in a manner that transcends formal educational frameworks, integrating them into everyday work practices. In conclusion, tacit knowledge and informal learning are interrelated and essential for enhancing organizational effectiveness. This synthesis illustrates the need for organizations to foster environments conducive to informal learning and recognize tacit knowledge's integral role in shaping competencies and driving performance.

2.2 Agility and Informal Learning

Agility in organizations increasingly depends on informal learning (Boerma et al., 2024), which plays a crucial role in adaptability to change (Kucharska et al., 2024a; Kucharska and Bedford, 2024). In agile organizations, where adaptability and quick responses to external and internal change are essential (Kettunen et al., 2022), informal learning is critical (Saini et al., 2018). It is the best and only way to adapt to changing business contexts in real time.

In line with this, former research suggested that agile methodologies, like Scrum or Kanban, thrive on a foundation of informal communication and collaborative problem-solving (Reddy, 2015; Pikkarainen et al., 2008). Agile methods have been found to have a positive effect on problem-solving and resource allocation, which are both positively related to the organizational performance of ventures (Kum et al., 2024). Agile management methods, mostly project management-related, are supported by cultures where relations between co-workers are not formalized. Knowledge, especially tacit knowledge, is exchanged more freely in organizations with highly developed human but also relational and social capital (Kucharska, 2021), e.g., the KLC approach – knowledge-learning and collaboration cultures synergy serves well tacit and explicit knowledge sharing that is critical to organizational intelligence development (Kucharska et al., 2024d; Kucharska, 2025). By emphasizing communication flexibility and supporting the open sharing of experiential learning, agile organizations enable workers to constantly learn contextually as they tackle challenges in their day-to-day tasks (Muduli, 2016; Przybyłek et al., 2025). Moreover, evidence from public sector initiatives suggests that implementing agile practices requires a cultural shift toward openness and innovation. Public servants engaged in innovation fellowships highlighted the profound impact of informal learning on their ability to adopt agile methodologies effectively. Such experiences help develop collaborative competencies that align with agile principles, further demonstrating the significance of an informal learning environment in fostering an organizational culture that promotes agility (Albrecht, 2024; Kucharska and Bedford, 2024). Summing up, incorporating, supporting, and promoting informal learning practices can significantly enhance workforce agility. Organizations that foster a working environment conducive to informal exchanges and encourage reflective practices tend to cultivate a more agile workforce, which is critical for the achievement of agility by organizations (Kucharska et al., 2024a; Kucharska, 2025). This is particularly evident in studies connecting organizational learning with improved responsiveness and proactive behavior among employees (Muduli, 2017). The recognition of informal learning—such as mentoring, coaching, and peer collaboration—offers individuals opportunities to transfer skills and knowledge efficiently, thereby reinforcing agility within the organization (Zajac et al., 2022).

In summary, intertwining informal learning with agile methodologies proves essential for establishing a conducive environment for innovation and smooth adaptation. Organizations that promote informal learning practices bolster their agility and enhance their overall performance and capacity for continuous development in an ever-changing landscape. As stated in the Introduction section, the question this study aims to answer is: Which competencies (demonstrated skills) do agile mindset leaders perceive as critical for their tacit knowledge acquisition? As previous studies have shown, technological and non-technological mindsets can see agile

leadership differently (Kucharska and Kucharski, 2023; Kucharska et al., 2024b). Therefore, this study aims to explore whether there is any difference in the informal learning habits of agile mindset leaders in the IT and other sectors, as viewed by employees in Poland and Finland.

3. Methodology and Results

This study is based on the qualitative data set collected by Kucharska et al. (2024b) and follows the methodology of data analysis applied by Kucharska et al. (2024c). All scientific knowledge is derived from real-world experience, where practical consequences determine truth and meaning (Peirce, 1958). Therefore, Kucharska et al. (2024b-c) employed a reflective approach grounded in pragmatic realism (Morgan, 2020) when performing their qualitative studies. Pragmatism is focused on solving practical problems in the real world (Feilzer, 2010, p. 8) and emphasizes inquiry based on contextual experiences.

The essence of the applied procedure is the abduction method of reasoning (Magnani, 2011). Abduction is a central part of pragmatic philosophy, and the pragmatic maxim derives an object's meaning from its real-life consequences. According to Peirce (1958), all scientific knowledge refers to real-world experience; practical consequences define truth and meaning. Therefore, the study's initial interview questions were designed by Kucharska et al., 2024a-c to focus on practical experiences and did not refer directly to any categories identified earlier in the literature for agile mindsets (Eilers et al., 2022; Kumar & Ray, 2023; Ozkan et al., 2023; Sathe & Panse, 2023).

Discussing the specifics of the analysis procedure applied to this research, the data analysis was limited to two themes (main categories), which were a point of interest: competencies (demonstrated skills) and habits (routine behaviors). Specifically, among all codes identified by Kucharska et al. (2024b-c) belonging to these categories, we selected those related to learning. Next, we performed their analysis per sector and country using MAXQDA software. The results of this analysis are given in Figure 1 below.

Data were collected from a diverse group of knowledge workers experienced in the agility approach in February 2024. The final sample consisted of 85 participants, including 44 volunteers from Finland (19 from the IT sector and 25 from other fields) and 41 from Poland (20 from IT and 21 from other sectors). This representation aims to include both technological and non-technological perspectives. The gender distribution within the sample was not evenly balanced across sectors or positions, with 12 females and 29 males in Poland and 13 females and 31 males in Finland, highlighting a male predominance in both countries. Age was not specifically controlled at this stage of the study. Interviews continued until saturation was reached, meaning that no new insights or meanings were emerging from the qualitative data. This strategy allowed for the effective gathering of rich insights, as the sample structure was derived from the convenience of interviewing volunteers who were genuinely engaged with the topic (study details: Kucharska et al., 2024b-c).

Results (Figure 1) showed that contextual learning, learning from experiences (both positive and negative), learning from failures and mistakes, critical thinking, constant analysis and synthesis, seeking understanding, and systematic self-development are key informal learning activities employed by agile mindsets. Additionally, OTHER sectors' employees highlighted the value of agile mindset leaders' habit of supporting others; IT employees specified these habits as giving constructive feedback and serving as mentors or coaches. OTHER sector employees also stressed that 'scenario thinking' and self-discipline support the informal learning of agile mindset leaders. Apart from minor details, no significant differences between Poland and Finland were noted.

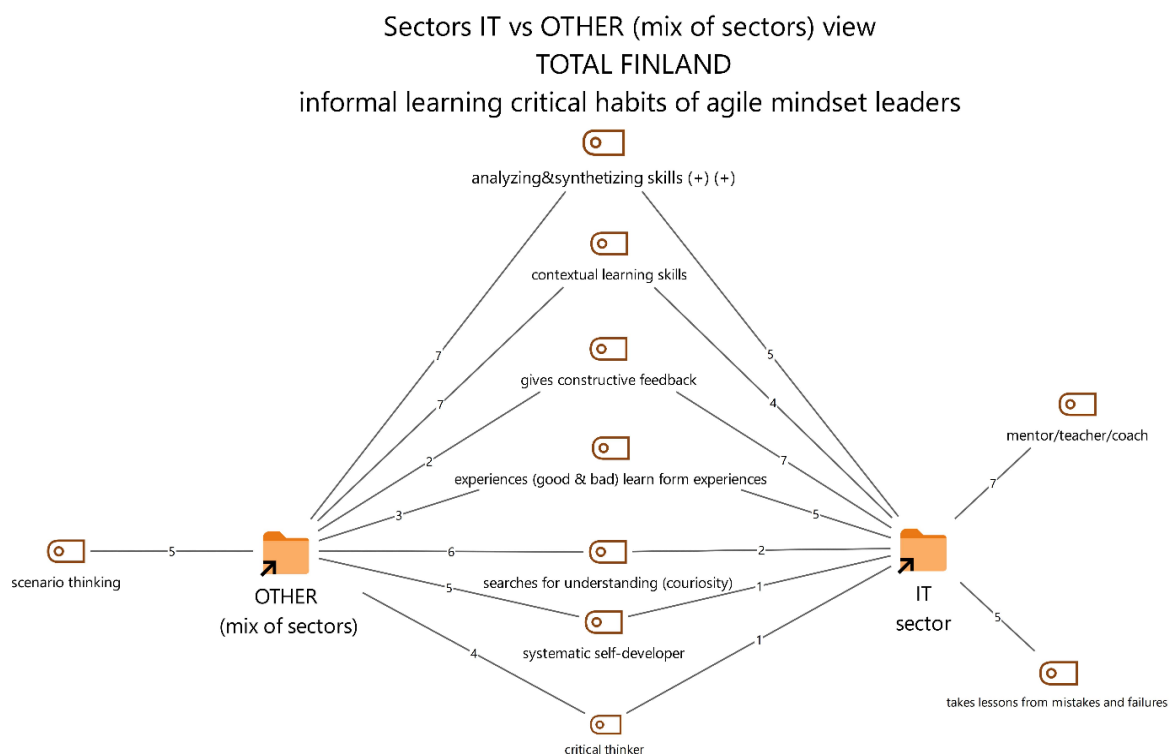
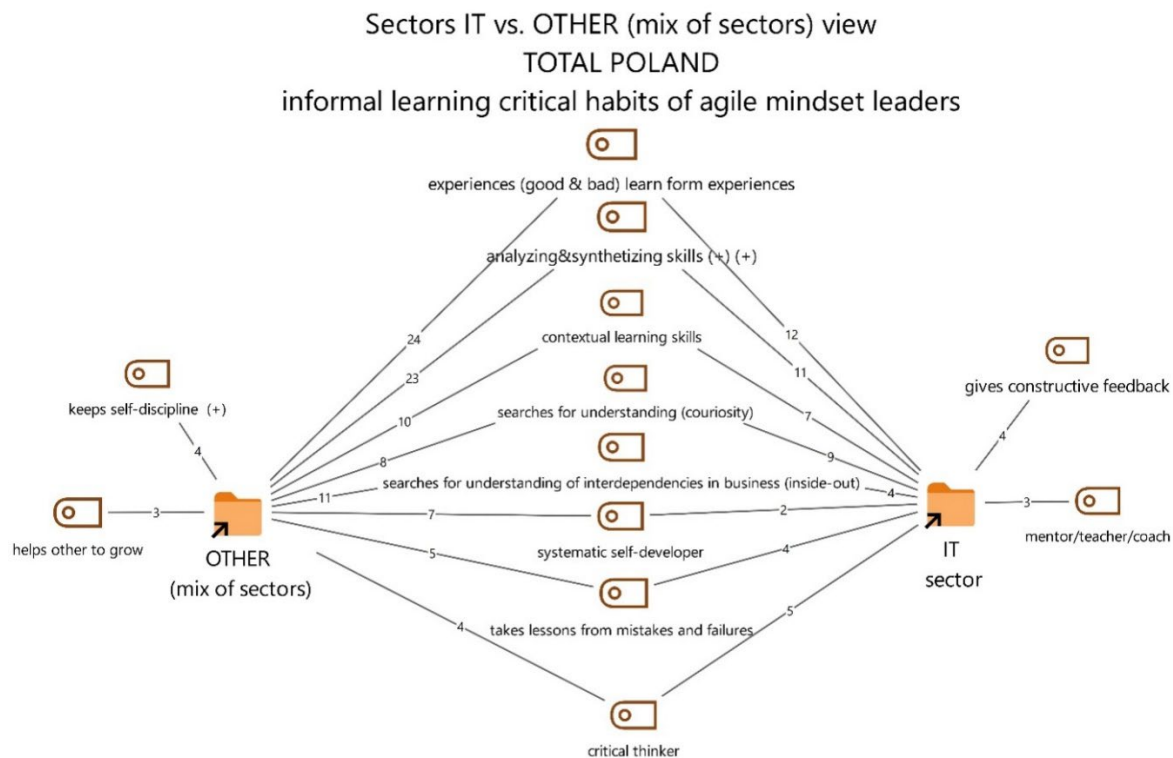


Figure 1: The most frequent codes related to the informal learning of agile mindset leaders: IT vs. OTHER (mix) sectors, Polish and Finnish view N= 85 interviews (41 from Poland and 44 from Finland)

4. Discussion, Limitations, and Scientific Implications

The concept of lifelong learning (LLL) emphasizes the continuous acquisition of knowledge, skills, and competencies throughout an individual's life, from early childhood to post-retirement (Laal and Salamati, 2012). LLL encourages the absorption of both explicit and tacit knowledge, helping organizations stay connected to

real-world economic and sociocultural challenges. This is achieved through both formal and informal learning, enabling dynamic knowledge absorption in the workplace (Kallen, 2013).

This study confirmed that, indeed, the key sources and habits of learning among agile mindset leaders are informal. In line with this, Kucharska and Szeluga-Romanska (2025) highlighted that experts' importance in lifelong learning is the open mind and the remarkable ability to learn from constantly changing contexts, actions, and consequences, and from mistakes (own and others). Trial-and-error learning (Argyris and Schön, 1997) and the ability to "be ready to be wrong" (Senge, 2006) seem crucial.

Since agile mindsets are in the minority in organizations (Ambituuni et al., 2021), they are critical for the development of agile organizations (Kucharska et al., 2024c) to support the implementation of agile practices as routines. According to Kucharska et al. (2024c), "An agile organization (AO) is an efficient adaptive system that critically depends on its employees' agile mindset leadership and employee, agile culture, structure, market orientation, strategic resource identification and security, and formulation oriented to sustain long-term competitiveness strategy." To build such a system, agile mindsets are critical. To achieve this, it is essential to create organizational conditions that support the growth of agile mindsets. These conditions specifically concern a company culture that prioritizes freedom over control, which is critical for the creation and sharing of tacit knowledge (Kucharska, 2021; Kucharska and Bedford, 2024; Kucharska, 2025). Kucharska et al. (2024d) followed this line of research, suggesting that the knowledge-learning-collaboration synergy (the KLC approach) of these functional cultures supports the growth of an agile mindset and the development of agile organizations, primarily due to its positive impact on organizational intelligence and adaptability. However, no empirical studies directly support this point. So, further studies are needed.

Moreover, the current study also indirectly confirms the need to take a step forward and focus more on a company culture that supports agility by defining it in more depth, rather than just through the KLC approach, which may be efficient enough for this point, but might not. Further studies are needed to verify this idea.

Besides, according to Vilas-Boas et al. (2018), leadership is a cultural practice. Such a perspective makes further studies on the implementation of agile culture by agile-minded leaders seem even more urgent.

Ultimately, the study comprises 85 participants from Poland and Finland. While this provides a reasonable qualitative dataset, the findings may not be fully generalizable to other cultural or organizational contexts. Expanding the study to include diverse geographical regions would strengthen its applicability.

In summary, as this study's findings suggest, in light of the existing literature, quantitative studies are needed to draw firm conclusions regarding the support of company culture for agility. These studies should explore this phenomenon in much broader contexts than those given in this qualitative study, whose mission is to inspire and motivate deeper understanding.

5. Practical Implications

This study showed that such practices and habits concerning informal learning, such as contextual learning, learning from experiences (both positive and negative), learning from failures and mistakes, critical thinking, constant analysis and synthesis, seeking understanding, and systematic self-development are habitual skills – are key informal learning activities applied by agile mindsets. Therefore, leaders with the ambition to create agile organizations should establish favorable conditions to facilitate such learning. According to the presented literature, this is reflected in the company culture. Other activities, such as providing constructive feedback to support others and serving as mentors or coaches, are integral to implementing such a culture.

Leaders are responsible for designing, implementing, communicating, and executing a company's culture through their own actions and examples. Our interactions with leaders who embody the company's values significantly shape our understanding of that culture. Whether in a virtual or traditional setting, leaders are equally accountable for the relational experiences that employees have, which ultimately influence their perception of the company culture. So, the key practical implication is to learn constantly to sharpen your agile mindset and support others in doing so.

6. Conclusion

The study results showed that contextual learning, learning from experiences (both positive and negative), learning from failures and mistakes, critical thinking, constant analysis and synthesis, seeking understanding, and systematic self-development are habitual skills considered essential for an agile mindset leader's acquisition of tacit knowledge. Additionally, OTHER sectors' employees highlighted the value of agile mindset leaders' habit

of supporting others; IT employees specified these habits as giving constructive feedback and serving as mentors or coaches. OTHER sector employees also stressed that 'scenario thinking' and self-discipline are habits supporting the informal learning of agile mindset leaders. In summary, agile mindset leaders learn through a combination of experiential learning, social interactions, adaptive behavior, and feedback loops initiated within supportive organizational cultures. By utilizing these learning strategies, they develop not only their agile mindset but also their agile leadership style, which allows them to tackle the dynamic challenges of today's business environment. This study's results confirm that informal learning supports the development of an agile mindset. Since agile mindsets are in the minority in organizations, this study's results indirectly support the need to search for company cultures that foster informal learning, thereby facilitating the development of agile mindsets and training.

Acknowledgments

The presented research results from the project 'Agile learning culture influence on dynamic capabilities of knowledge-based organizations: Polish-Finnish cross-country analysis,' No. UMO-2022/47/B/HS4/00597, financed by the **National Science Center (NCN), Poland**.

AI usage declaration: We used Grammarly to make language corrections.

Ethics statement: Respondents voluntarily participated in the research, and their anonymity was fully respected and secured.

References

- Abbasi, S. and Ruf, T. (2020) "Reduction of the fluctuation rate in multi-project organizations through agile leadership," *Management Studies*, Vol. 8 No. 2, pp. 128-133. <https://doi.org/10.17265/2328-2185/2020.02.005>
- Albrecht, V. (2024) "Collaborative competences for agile public servants: a case study on public sector innovation fellowships," *Information Polity*, Vol. 29 No. 2, pp. 217-234. <https://doi.org/10.3233/ip-230056>
- Ambituuni, A., Azizsafaei, F. and Keegan, A. (2021) "HRM operational models and practices to enable strategic agility in PBOs: Managing paradoxical tensions," *Journal of Business Research*, Vol. 133, pp. 170-182. <https://doi.org/10.1016/j.jbusres.2021.04.048>
- Argyris, C. and Schön, D.A. (1997) "Organizational learning: a theory of action perspective", *Reis*, Vol. 77/78, pp. 345-348. <https://doi.org/10.2307/40183951>
- Asher, D. and Popper, M. (2021) "Eliciting tacit knowledge in professions based on interpersonal interactions," *The Learning Organization*, Vol. 28 No. 6, pp. 523-537.
- Boerma, S., de Laat, M. and Vermeulen, M. (2024) "The relationship between organisational agility and informal learning," *Management Review Quarterly*, pp. 1-30. <https://doi.org/10.1007/s11301-024-00460-x>
- Boud, D. and Rooney, D. (2018) *Informal learning at work*. <https://doi.org/10.4324/9781315441962>
- Bryans, P. (2017) "When Professionals Make Mistakes: Gender Implications and the Management of Learning", in Analoui, F. (Ed.) *The Changing Patterns of Human Resource Management*, Routledge.
- Callanan, M., Cervantes, C. and Loomis, M. (2011) "Informal learning", *Wiley Interdisciplinary Reviews Cognitive Science*, Vol. 2 No. 6, pp. 646-655. <https://doi.org/10.1002/wcs.143>
- Clapham, A. (2016) "Enacting informal science learning: exploring the battle for informal learning", *British Journal of Educational Studies*, Vol. 64 No. 4, pp. 485-501. <https://doi.org/10.1080/00071005.2016.1179716>
- Derrick, J. (2019) *Learning, innovation and 'tacit pedagogy' in workplace practice: a comparison of two high-performing organisations in different sectors*, UCL Institute of Education, London.
- Derrick, J. (2020) "Tacit pedagogy and entanglement: practice-based learning and innovation," *Journal of Workplace Learning*, Vol. 32 No. 4, pp. 273-284. <https://doi.org/10.1108/JWL-07-2019-0094>.
- Eilers, K., Peters, C., and Leimeister, J.M. (2022) "Why the agile mindset matters?" *Technological Forecasting & Social Change*, Vol. 179, Article 121650. <https://doi.org/10.1016/j.techfore.2022.121650>
- Feilzer, M.Y. (2010) "Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm", *Journal of Mixed Methods Research*, Vol. 4 No. 1, pp. 6 – 16. <https://doi.org/10.1177/155868980934969>
- García-Peñalvo, F., Johnson, M., Alves, G., Minović, M. and Conde, M. (2014) "Informal learning recognition through a cloud ecosystem," *Future Generation Computer Systems*, Vol. 32, pp. 282-294. <https://doi.org/10.1016/j.future.2013.08.004>
- García-Peñalvo, F.J., Griffiths, D., Johnson, M., Sharples, P. and Sherlock, D. (2014) "Problems and opportunities in the use of technology to manage informal learning", in *Proceedings of the Second International Conference on Technological Ecosystems for Enhancing Multiculturality*, pp. 573-580. <https://doi.org/10.1145/2669711.2669958>
- Griffiths, D. and García-Peñalvo, F.J. (2016) "Informal learning recognition and management", *Computers in Human Behavior*, Vol. 55, pp. 501-503. <https://doi.org/10.1016/j.chb.2015.10.019>
- Harvey, V.S. and Valerio, A.M. (2022) "Coaching to accelerate the development of learning agility," *Consulting Psychology Journal*, Vol. 74 No. 3, pp. 269-290. <https://doi.org/10.1037/cpb0000223>

- Jaleel, S. and Verghis, A. (2015) "Knowledge creation in constructivist learning," *Universal Journal of Educational Research*, Vol. 3 No.1, pp. 8-12. <https://doi.org/10.13189/ujer.2015.030102>
- Kettunen, P., Gustavsson, T., Laanti, M., Tjernsten, A., Mikkonen, T. and Männistö, T. (2022) "Agile Enterprise Transformations: Surveying the Many Facets of Agility for the Hybrid Era", in *Proceedings of the 48th Euromicro Conference on Software Engineering and Advanced Applications (SEAA)*, pp. 157-160. IEEE. <https://doi.org/10.1109/SEAA56994.2022.00032>
- Kallen, D. (2013) *Recurrent education and lifelong learning: Definitions and distinctions*, World Yearbook of Education 1979 (pp. 45-54), Routledge.
- Klonek, F.E., Gerpott, F.H. and Parker, S.K. (2023) "A conceptual replication of ambidextrous leadership theory: An experimental approach", *The Leadership Quarterly*, Vol. 34 No. 4, 101473. <https://doi.org/10.1016/j.leaqua.2020.101473>
- Kucharska, W. (2021) "Leadership, culture, intellectual capital and knowledge processes for organizational innovativeness across industries: the case of Poland," *Journal of Intellectual Capital*, Vol. 22 No. 7, pp. 121-141. <https://doi.org/10.1108/JIC-02-2021-0047>
- Kucharska, W. (2025) "Agile mindset leader's era," in W. Kucharska (Ed.) *Organizational Intelligence for Change Adaptability. The Knowledge, Learning, and Collaboration Cultures Approach*, Routledge. <https://doi.org/10.4324/9781003485230>
- Kucharska, W. and Erickson, G.S. (2023a) "Tacit knowledge acquisition & sharing, and its influence on innovations: A Polish/US cross-country study," *International Journal of Information Management*, Vol. 71, 102647. <https://doi.org/10.1016/j.ijinfomgt.2023.102647>
- Kucharska, W. and Szeluga-Romanska, M. (2025) "How can the double bias of mistakes block organizational intelligence? Gender and position analysis," *Gender in Management*, Vol. 40 No. 4, pp. 531-554. <https://doi.org/10.1108/GM-08-2024-0438>
- Kucharska, W. and Bedford, D. (2024) "The KLC Cultures' Synergy Power, Trust, and Tacit Knowledge for Organizational Intelligence," *Electronic Journal of Knowledge Management*, Vol. 22 No. 2, pp. 18-35. <https://doi.org/10.34190/ejkm.22.2.3554>
- Kucharska, W., Balcerowski, T., Kucharski, M. and Jussila, J. (2024a) "Who is an Agile Leader? Technological vs. Non-technological Mindset Employees' Views", in *Proceedings of the 19th European Conference on Management, Leadership and Governance*, pp. 246-254. <https://doi.org/10.34190/ecmlg.20.1.2960>
- Kucharska, W., Balcerowski, T., Kucharski, M., Jussila, J. and Laanti, M. (2024b) Why does the Agile leader mindset matter the most? (1-) [Dataset]. Data Bridge Repository, Gdańsk University of Technology. <https://doi.org/10.34808/b23f-9197>
- Kucharska, W., Balcerowski, T., Kucharski, M., Jussila, J. and Laanti, M. (2024c) "Why does the Agile leader mindset matter the most?", *Heliyon*. Available at SSRN <http://dx.doi.org/10.2139/ssrn.4988722>
- Kucharska, W., Kucharski, M. and Balcerowski, T. (2024d) "The KLC cultures synergy for organizational agility. Trust, risk-taking attitude, and critical thinking as moderators", in *Proceedings of the 25th European Conference on Knowledge Management*, Vol. 25 No. 1, pp. 405-413. <https://doi.org/10.34190/eckm.25.1.2307>
- Kucharska, W. and Kucharski, M. (2023) "Technological vs. Non-Technological Mindsets: Learning From Mistakes, and Organizational Change Adaptability to Remote Work", in *Proceedings of the 19th European Conference on Management Leadership and Governance*, Vol. 19, pp. 205-214. London, UK. <https://doi.org/10.34190/ecmlg.19.1.1902>
- Kumar, S. and Ray, S. (2023) "Moving towards agile leadership to help organizations succeed", *IUP Journal of Soft Skills*, Vol. 17 No. 1, pp. 5-17.
- Kum, M.E., Kortmann, S., Perols, J.L. and Zimmermann, C. (2024) "How Digitization and Agile Methods Influence Corporate Venture Performance: An Organizational Information-Processing Perspective", *IEEE Transactions on Engineering Management*. <https://doi-org.ezproxy.jyu.fi/10.1109/TEM.2024.3407100>
- Laal, M. and Salamaty, P. (2012) "Lifelong learning; why do we need it?", *Procedia-Social and Behavioral Sciences*, Vol. 31, 399-403. <https://doi.org/10.1016/j.sbspro.2011.12.073>
- Magnani, L. (2011) *Abduction, reason, and science: Processes of discovery and explanation*, Springer.
- Morgan, D. (2020) "Pragmatism as a basis for grounded theory," *Qualitative Report*, Vol. 25 No. 1, pp. 64-73. <https://doi.org/10.46743/2160-3715/2020.3993>
- Morgan, D.L. (2014) "Pragmatism as a paradigm for mixed methods research," *Integrating qualitative and quantitative methods*, Vol. 55, pp. 25-44. <https://doi.org/10.4135/9781544304533.n2>
- Muduli, A. (2016) "Exploring the facilitators and mediators of workforce agility: an empirical study," *Management Research Review*, Vol. 39 No. 12, pp. 1567-1586. <https://doi.org/10.1108/mrr-10-2015-0236>
- Muduli, A. (2017) "Workforce agility: examining the role of organizational practices and psychological empowerment," *Global Business and Organizational Excellence*, Vol. 36 No. 5, pp. 46-56. <https://doi.org/10.1002/joe.21800>
- Nicolaescu, P., Renzel, D., Koren, I., Klamma, R., Purma, J. and Bauters, M. (2014) "A community information system for ubiquitous informal learning support", in *Proceedings of the IEEE 14th International Conference on Advanced Learning Technologies*, pp. 138-140. <https://doi.org/10.1109/icalt.2014.48>
- Nonaka, I. and Takeuchi, H. (1995) *The knowledge-creating company: How Japanese companies create the dynamics of innovation*, Oxford University Press.

- Olaisen, J. and Revang, O. (2018) "Exploring the performance of tacit knowledge: How to make ordinary people deliver extraordinary results in teams", *International Journal of Information Management*, Vol. 43, pp. 295-304. <https://doi.org/10.1016/j.ijinfomgt.2018.08.016>
- Ozkan, N., Eilers, K. and Gok, M.S. (2023) "Back to the essential: A literature-based review on agile mindset", in *Proceedings of the 18th Conference on Computer Science and Intelligence Systems*, Vol. 35, pp. 201–211.
- Przybyłek, A., Belter, D. and Conboy, K. (2025) "A study of Scrum@ S&P Global in the post-COVID-19 era: Unsuitable for remote work or just flawed implementation?", *Information and Software Technology*, Vol. 183, 107728. <https://doi.org/10.1016/j.infsof.2025.107728>
- Peirce, C. (1958) *Scientific method*, in A. Burks (Ed.) *Collected papers of Charles Sanders Peirce* (Vol. 4, pp. 37–75) Harvard University Press.
- Pikkarainen, M., Haikara, J., Salo, O., Abrahamsson, P. and Still, J. (2008) "The impact of agile practices on communication in software development," *Empirical Software Engineering*, Vol. 13, pp. 303-337. <https://doi.org/10.1007/s10664-008-9065-9>
- Polanyi, M. (1966) *The tacit dimension*, Doubleday&Company Inc., Garden City, New York.
- Reddy, A. (2015) *The Scrumban [r]evolution: getting the most out of Agile, Scrum, and lean Kanban*, Addison-Wesley Professional.
- Saini, M., Arif, M. and Kulonda, D. (2018) "Critical factors for transferring and sharing tacit knowledge within lean and agile construction processes," *Construction Innovation*, Vol. 18 No. 1, pp. 64-89. <https://doi.org/10.1108/ci-06-2016-0036>
- Sathe, C.A. and Panse, C. (2023) "Analyzing the impact of agile mindset adoption on software development teams productivity during COVID-19", *Journal of Advances in Management Research*, Vol. 20 No. 1, pp. 96–115. <https://doi.org/10.1108/JAMR-05-2022-0088>
- Scott, K.S. (2017) "An integrative framework for problem-based learning and action learning: Promoting evidence-based design and evaluation in leadership development", *Human Resource Development Review*, Vol. 16 No. 1, pp. 3-34. <https://doi.org/10.1177/1534484317693090>
- Senge, P.M. (2006) *The Fifth discipline. The Art & Practice of the Learning Organization*, NY: Crown Business.
- Vilas-Boas, O.T., Davel, E.P.B. and de Sousa Bispo, M. (2018) "Leadership as cultural practice", *Human and Social Management*, Vol. 19 No. 1, pp. 3-23. <https://doi.org/10.1590/1678-6971/eRAMG180076>
- Zajac, S., Randall, J. and Holladay, C. (2022) "Promoting virtual, informal learning now to thrive in a post-pandemic world", *Business and Society Review*, Vol. 127, pp. 283-298. <https://doi.org/10.1111/basr.12260>