

SCRUM ALLIANCE® AGILE COACHING SKILLS - CERTIFIED FACILITATOR (ACS-CF) Learning Objectives

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OVERVIEW AND PURPOSE

The goal of the Agile Coaching Skills - Certified Facilitator (ACS-CF) certification is to grow the learner’s mindset, knowledge, and ability in professional facilitation. Effectively facilitating a group or team toward co-created and meaningful outcomes is a core agile coaching competency as well as a skill necessary for effective leadership in agility.

The model for the ACS-CF certification allows approved education providers autonomy to choose how they deliver the program in a way that will provide the most impact for their participants. Each Educator will also design hands-on facilitation practice and reflection. Please note that the ACS-CF certification will be updated as Scrum Alliance gathers feedback from learners and Educators.

This certification grew out of the [Agile Coaching Growth Wheel](#). Although it stands apart from the wheel, the skills and competencies of the “Facilitation” slice of the wheel inspired this certification.

SCOPE

Delivered by an approved Guide-level practitioner, this certification offering develops the skills and mindset needed for facilitation. This course expands the learner's mindset, knowledge, and ability in professional facilitation, including hands-on facilitation practice as well as a focus on the orientation of the facilitator and facilitating through conflict.







Participants in ACS-CF certification should expect that each learning objective outlined in this document will be covered over the course of the program. The ACS-CF Learning Objectives fall into the following categories:



1. Setting the Stage
2. Understanding the Group's Context and Needs
3. The Orientation of a Facilitator
4. Facilitating through Conflict
5. Forwarding the Action
6. Facilitation Practice

A note about Bloom's Taxonomy:

Bloom's-style Learning Objectives describe what the learner can do upon completing the offering. Please mentally start each Learning Objective with the following phrase: "Upon successful validation of the ACS-CF Learning Objectives, the learner will be able to ... "

Bloom's style of Learning Objectives consist of six levels of learning:



-  **Knowledge**
-  **Comprehension**
-  **Application**
-  **Analysis**
-  **Synthesis**
-  **Evaluation**

The levels progress from lower- to higher-order thinking skills, Knowledge  through Evaluation . The level of each Learning Objective can be identified using the image designations above.



LEARNING OBJECTIVES

Setting the Stage

What is facilitation?







-  1.1 define facilitation as a process of guiding a group or team through interactions that help them create meaningful outcomes.
-  1.2 recognize when a facilitation stance is appropriate.

Who is a facilitator?








-  1.3 define the characteristics of an effective facilitator.
-  1.4 practice the mindset of an effective facilitator.

Understanding Group's Context and Needs

Before Facilitation

-  2.1 identify the purpose and intended outcomes for the session.
-  2.2 assess any environmental contexts and group norms that will impact the desired participation from the group.
-  2.3 identify at least two approaches that will work best given the team/group maturity.
-  2.4 identify the key components of psychological safety.
-  2.5 develop a plan to repair psychological safety if it has been broken in a session.
-  2.6 create a facilitation plan for sessions focused on 1) team forming, 2) team conflict, 3) psychological safety, 4) designing agreements.




During Facilitation

-  2.7 demonstrate effective facilitation while working with the group.
-  2.8 illustrate holding to the group's agenda during a session.
-  2.9 demonstrate ethical facilitation.
-  2.10 create a facilitation agreement with a group (ie. designed alliance).
-  2.11 practice fostering psychological safety in a session.
-  2.12 identify at least three elements of a collaborative space.
-  2.13 experiment with at least three different techniques to establish your facilitation presence before, during, and after a session.




LEARNING OBJECTIVES

The Orientation of a Facilitator



From The Front

-  3.1 explain why a facilitator needs to orient differently and the three orientations.
-  3.2 identify at least five ways to unearth the emerging needs of a group.
-  3.3 define Group Decision Making and at least two techniques to bring deep democracy towards decision making.




From The Back

-  3.4 employ two techniques to increase listening skills that highlight their impact on facilitation.
-  3.5 demonstrate at least two techniques for receiving feedback from a person(s) and two techniques for delivery of effective feedback.
-  3.6 practice two ways to bring together the voice of the group that amplifies the wisdom of the group.

From The Inside

-  3.7 explore at least one emotional intelligence model.
-  3.8 practice at least one technique to focus on increasing self awareness.

Facilitating through Conflict

-  4.1 explain how conflict is common, expected, and necessary.
-  4.2 describe how conflict can go from constructive to destructive.
-  4.3 identify five ways to maintain group positivity and safety within creative tension.

Forwarding the Action



Defining the process beyond the facilitated sessions

-  5.1 describe the importance of fostering the group to take decision-actions forward.



Event reflection

-  5.2 explain the process of both personal and event inspection and adaptation.

Co-facilitating

-  5.3 deliver a session designed with another facilitator.
-  5.4 design at least two actions to improve your facilitation based upon your reflections on your experience co-facilitating.

Facilitation Practice

-  6.1 model effective facilitation based upon course knowledge and skills.
-  6.2 recommend at least three improvements to a “real world” facilitation plan after delivering it.

PROGRAM TEAM

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