UNIVERSAL™
AGILE

ACS-CF®

AGILE COACHING SKILLS -® CERTIFIED FACILITATOR



Course Outline

Scrum Alliance®

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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:

- Setting the Stage
- Understanding the Group's Context and Needs
- The Orientation of a Facilitator
- Facilitating through Conflict
- Forwarding the Action
- 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 consists 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?

- 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 facilitation as a process of guiding a group or team through interactions that help them create meaningful outcomes.

- 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 (i.e., 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.

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