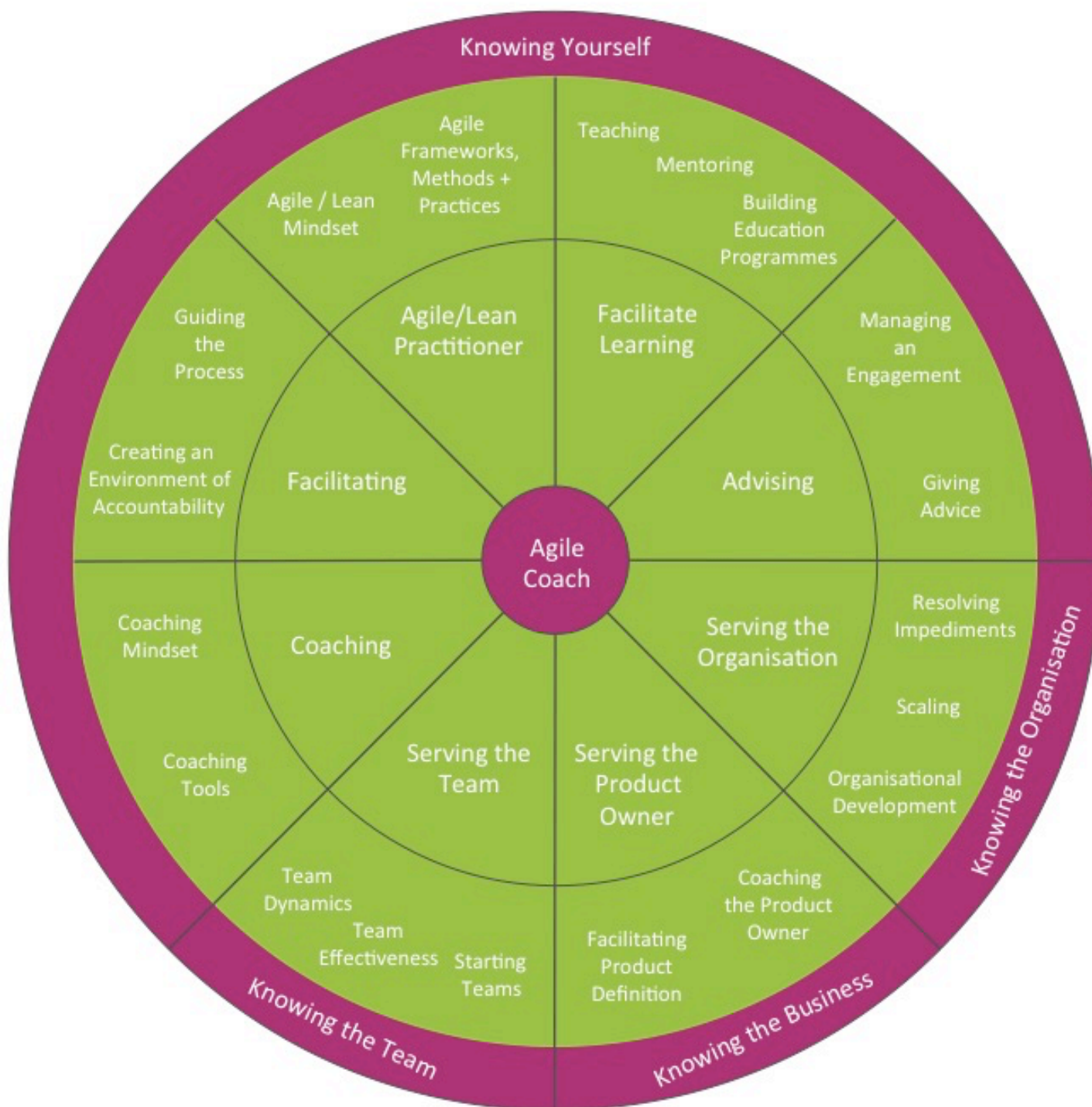


What is Agile Coaching?

Agile Coaching is a collaboration with people in a thought provoking and creative journey using coaching approaches with an agile mindset and principles to help individuals, teams and organizations be the best they can be.

What is the “Agile Coaching Growth Wheel”?

The “Agile Coaching Growth Wheel” is a tool for Agile Coaches and ScrumMasters to help them reflect and grow themselves on their Agile journey. This tool is also best used with another Coach to help support them.



The wheel has 8 segments or spokes these represent main competency areas. Within each competency area there are 1 or more competencies that an individual can reflect on. This guidance identifies 5 levels for each of those competencies.

5 Levels of assessment

1. Beginner
 - Knows the theory but has no real practical experience of application
2. Practitioner
 - Has applied in at least 1 situation and may still require support in the application
3. Journeyperson
 - Can apply in most situations independently
4. Craftsperson
 - Unconscious competence, has mastered the application and knows when to bend and when to break the rules
5. Guide/Innovator
 - Adaptability to apply and capability to hybridize to meet the current situation and innovate to create new techniques

The tread around the outside represents the supporting competencies, these are knowledge areas that in-turn support the skills of the other 8 competency areas.

Why create this Wheel

Misconceptions exist with clients and Agile Coaches, in regards to what Agile Coaching is. This confusion has resulted in unqualified people presenting themselves as Agile Coaches with little experience and low competence. This creates something of a lottery for clients choosing the right Agile Coach for them.

How does one become a great Agile coach, well there is no clear pathway, Agile Coaching is not yet a fully fledged profession. This Agile Coaching growth wheel lays down some core competencies, that allows an Agile Coach through a reflective process to go from good to great.

In 2011 Lyssa Atkins and Michael Spayed created a competency framework for Agile Coaches. Intentionally this was not a competency model, as it did not define specific behaviors, skills, knowledge or levels of proficiency. However the creators of WhatIsAgileCoaching.org and the creators of this Agile Coaching Growth Wheel believe that more definition is required in order to professionalise the world of Agile Coaching.

We believe that defining the Agile Coaching journey will allow educators and other coaches better support the growth of Agile Coaches by developing learning and development programmes. It will also build confidence in industry around the future profession of Agile Coaching. Making it easier for an organisation to select the right coach for them with confidence.

How to use the Wheel and Guidance

This part of the guidance is written from the perspective of a coach helping an Agile Coach to reflect. There are many different ways that the wheel could be used in a coaching conversation, but it could go something like this

Step 1: Identify Area of Improvement

Talk through each of the competency areas (the 8 spokes and 4 tread areas), use the guidance below to make sure the coachee has a high level understanding of each area. Maybe for each area get them to roughly score themselves on a scale of 1 to 10. You can't improve everything at once, so get the coachee to select an initial area of focus to work on.

Step 2: Reflect on a Competency Area

For each competency within the competency area, go through the guidance and get the coachee to assess their own competence against the 5 levels of assessment. Some people will sell themselves short, others will overestimate their competence, your job as a coach is to try and hold them accountable to a true representation of themselves, ask for examples and be curious.

Step 3: Brainstorm Options and Generate Actions

Use the insight generated in the reflection to brainstorm options for growth and then formulate a plan of action.

The rest of the guidance is just that guidance, the detail against each level for a competence is just meant as reflection, not as a checklist. Some things at the practitioner level you may not be able to 100% say yes to, maybe they just aren't important to you or your context, but as you explore the journey person that seems a better fit for where your coachee is at. Ultimately the coachee (Agile Coach) decides.

Agile and Lean Practitioner

Agile Coaching is coaching in an Agile context, to work as an Agile Coach most clients would expect knowledge and experience here. Most Agile Coaches come from Agile or Lean backgrounds, but reflecting here helps us stay rooted. If you are coming to Agile Coaching from a non-Agile background, then investment in personal growth is likely to start here. There is also a lot of synergy between an Agile/Lean Mindset and a Coaching Mindset, an underlying belief in people, the idea that change is possible and people can be the best that they can be.

Agile/Lean Mindset

This includes the Agile values and principles, which are not something we do but guide our thinking and actions when approaching new situations. They also help us apply frameworks and practices in support of those values and principles, in the way they were intended. An Agile Mindset requires belief in yourself and in others, people are the foundation of Agile working, trust, support and nurture people to unleash their full human potential. Being Agile over doing Agile.

Lean Manufacturing and Lean Product Development provide us with some foundational concepts that underpin the Agile Frameworks and Methods.

- Focusing on the Value that gives the most delight to our customers.
- Optimizing our organisations for Flow with small batch sizes with the shortest possible lead time.
- Maximizing quality and minimizing waste.

At its heart Lean is about total respect for the people involved and a continuous improvement mindset.

Level	Reflection
Beginner	Able to summarize the Agile Values and Principles Can contrast an Agile mindset with a non-Agile mindset

Practitioner	<p>Demonstrate how the values and principles of the Agile Manifesto are present in how their team works.</p> <p>Able to demonstrate an Agile mindset.</p> <p>Able to explain the core concepts of Lean Thinking.</p> <p>Recognizes when decisions help or hinder the adoption of agile principles.</p> <p>Can help teams apply existing practices in a more Agile way, i.e. Collaborative Design over design upfront, testing right from the start.</p>
Journey person	<p>Models the values and principles</p> <p>Able to analyze your personal fulfillment of Agile Values and identify how you could improve</p> <p>Able to help those outside of your immediate team adopt Agile principles.</p> <p>Can associate lean principles and Agile approaches.</p> <p>Can illustrate at least two concrete examples of how they actively applied Agile value(s) in their work.</p>
Craftsperson	<p>Describe an experience in which there is no obvious resolution to an impediment, requiring you to leverage Agile values or principles to help your teams or organization select possible solutions.</p> <p>Can judge agile practices adopted at a team and organization level that are disconnected from the underlying agile principles.</p>
Guide / Innovator	<p>Thought leadership through creating their own new values and principles that help people achieve greater levels of agility.</p>

Agile Approaches - Frameworks, Methods and Practices

There are many flavors of Agile, an Agile coach understands that there is not 1 right way, and therefore has experience with many Agile approaches.

Level	Reflection
Beginner	<p>Describe how at least 1 Agile approach and how it relates to the Agile Manifesto.</p> <p>Can explain a number of Agile frameworks or practices commonly used by Agile Teams.</p>

Practitioner	<p>Able to use a prescribed framework or method, applying all of its elements in one situation</p> <p>Can describe at least three Lean/Agile development frameworks/methods</p> <p>Is aware of changing Agile trends and newer methods in the industry.</p> <p>Can compare and contrast different Agile approaches and apply where needed.</p>
Journey person	<p>Associate at least three Agile engineering practices to Lean practices.</p> <p>Analyze the benefits of a wide range of Agile practices and can help the team adopt them as appropriate.</p> <p>Can apply Agile practices beyond the team.</p> <p>Respected outside of the immediate work environment as somebody who knows about Agile practices.</p> <p>Applied at least 1 framework or method in multiple situations.</p>
Craftsperson	<p>Able to evaluate different practices in different situations and help the organisation adopt them.</p> <p>Helps the team evaluate the process that is most suitable for them.</p> <p>Describe a situation in which you might advise a client to apply XP, Lean, or a non-Agile approach to work flow instead of Scrum.</p> <p>Describe the reasoning behind your advice.</p> <p>Applies many frameworks and adapts to different situations.</p>
Guide / Innovator	<p>Invents and modifies practices to match the context.</p> <p>Industry recognized professional who is consistently identifying developing, sharing existing and emerging Agile approaches.</p> <p>Helps the organisation evolve the process that is of most value for them.</p>

Facilitating

Facilitation is the practical neutral craft (an informed blend of techniques and insights) of creating environments of openness, safety and innovation[1].

That increases the effectiveness of aiding everyone to align collaboratively, interpret their context and mutually ally on excelling at self-identifying the most valuable outcomes desired, to be the best that they can be.

Guiding the Process

Help individuals and teams set goals, and manages their coaching interactions to support the journey in pursuit of their goals.

Level	Reflection
Beginner	Understands the role that listening plays in facilitation. Can list at least three ways they may facilitate the process.
Practitioner	Able to facilitate a small group towards a goal Creates an environment where the whole group are involved Prepares well for the meeting Facilitates the process rather than gives answers Identify at least three indicators when a group is engaged in divergent thinking and at least three indicators when a group is engaged in convergent thinking. Identify at least three challenges of integrating multiple frames of reference (i.e., the “Groan Zone”). Describe at least three ways a group could reach their final decision Describe at least five facilitative listening techniques (e.g., paraphrasing, mirroring, making space, stacking, etc.) for effective meetings/events and apply at least two of them. Plan the contents and an agenda for a collaborative meeting and demonstrate the facilitation of the meeting.

Journey person	<p>Has practiced at least two alternatives to open discussion, in multiple contexts (e.g., structured go-arounds, individual writing, listing ideas, dialogue in pairs or small groups, etc.) and can explain when they may be effective.</p> <p>Identify at least one action the facilitator can perform to support meeting participants during divergent thinking, integration, convergent thinking, and closure that will support the development of an inclusive solution (e.g., powerful questions).</p> <p>Apply five visual facilitation techniques for a collaborative session (e.g., card question, clustering, dot voting, visual note taking).</p> <p>Analyse situations where conflict arises and select an appropriate strategy to deal with the situation.</p>
Craftsperson	<p>Able to facilitate in any context</p> <p>Can facilitate large events, such as Big Room sessions, Bazaars, Organisational Change events, Conferences/Fests/Gatherings, Retreats.</p> <p>Works with other facilitators as a mentor to help them develop.</p>
Guide / Innovator	<p>Invents and modifies practices to match the context.</p> <p>Industry recognized professional who is consistently identifying, developing, sharing existing and emerging Facilitation practices.</p>

Creating an Environment of Accountability

Hold attention on what is important for the individual or team, leaves responsibility with them for action. Holds the team accountable for what say they will do and their plan.

Level	Reflection
Beginner	<p>Describe three obstacles to clear communication and describe their impacts on both the sender and receiver.</p> <p>Describe at least four ground rules to foster clear communication in a collaborative meeting and describe how the introduction of the ground rules impacts the interaction.</p> <p>Understands the importance of the team following up on their actions.</p>

Practitioner	Describe, using two concrete examples, when the Coach should not act as the facilitator for the group. Able to hold the team accountable to the actions that have been agreed.
Journeyperson	Demonstrate at least two techniques for raising team accountability. Demonstrates the ability to maintain unbiased views and leverage collaboration and consensus strategies to identify creative opportunities.
Craftsperson	Able to create an environment of trust and respect in any situation. Works to build accountability within the team to reduce dependence on the coach. Helps teams create the necessary mechanisms for the team to reach for high-performance. Holds the team accountable to building and sticking to these behaviours.
Guide / Innovator	

Coaching

The International Coaching Federation (2013) defines coaching as: “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.... Coaches honor the client as the expert in his or her life and work and believe every client is creative, resourceful and whole. Standing on this foundation, the coach's responsibility is to:

- Discover, clarify, and align with what the client wants to achieve
- Encourage client self-discovery
- Elicit client-generated solutions and strategies
- Hold the client responsible and accountable”

Coaching Mindset

Coaching is not about fixing people problems; it is about believing in people and helping them grow to be the best that they want to be.

Level	Reflection
Beginner	Aware of coaching principles and ethics.
Practitioner	Demonstrate a coaching stance in an interaction with one or more people (i.e., neutrality, self-awareness, client agenda, etc.) and describe how that coaching stance impacted the interaction.
Journey person	Actively living the coaching principles. Ability to demonstrate coaching stance in multiple situations. Able to create safe, supportive environment that produces on-going mutual respect, trust, creative self-expression and opportunities for new learning. Has the self-awareness that the coachees are the highest priority. Ability to create a spontaneous relationship, open, flexible, confident style e.g. dancing in the moment, “goes with the gut”, open to not knowing, willing to take some risks, lightness and energy, is confident with strong emotions.
Craftsperson	Can act as a personal coach outside of context. Skilled in treating people according to their emotional reactions. Able to be optimistic even in the face of failure. Works with other coaches as to help them develop as coaches.
Guide / Innovator	

Coaching Tools

There are a number of different approaches to coaching, each of which may contain different models, practices, and tools that can help a coach given different contexts.

Level	Reflection
Beginner	Aware of one coaching tool/technique. Able to describe the difference between facilitating, teaching, mentoring, and coaching.

Practitioner	<p>Apply at least three coaching techniques (e.g., active listening, powerful questions, reflection, feedback, GROW model, etc.) and describe how the coaching technique impacted each interaction.</p> <p>Able to formulate a basic coaching agreement and contract.</p> <p>Able to actively listen, without trying to solve the coachees problem some of the time.</p> <p>Able to help the coachee create opportunities for learning and for taking new actions. Helps them explore alternatives, promotes experimentation and self-discovery, celebrates successes and capabilities, helps “do it now”.</p>
Journey person	<p>Received coaching and coaching supervision.</p> <p>Received formal training or mentoring on coaching skills.</p> <p>Describe at least five elements of a fundamental coaching agreement (e.g., role of the coach, duration, expectations, feedback, responsibilities).</p> <p>Able to actively listen, without trying to solve the coachees problem most of the time.</p> <p>Keeps to the coachees agenda.</p> <p>Asks questions for maximum benefit, they evoke discovery and insight, challenge assumption, open-ended, forward-looking and pre-supposing success.</p>
Craftsperson	<p>Undertaken a coaching education, accredited by the International Coaching Federation (ICF) or equivalent.</p> <p>Has multiple coaching approaches to bring to bare at any time.</p> <p>Complete focus on what coachee is/is not saying to understand the meaning of what is said e.g. client’s agenda, hear concerns, values, beliefs, summarises and mirrors back without judgement.</p>
Guide / Innovator	<p>Invents and modifies practices to match the context.</p> <p>Industry recognized professional who is consistently identifying and sharing existing and emerging Coaching practices.</p>

Facilitate Learning

Agile is all about learning, as an Agile Coaching you will need to facilitate the learning of other people around you, helping them learn new skills and knowledge.

Teaching

The ability to convey information in a way that is understood and useful to the recipient. As a teacher you will have to be adept at integrating information to help people gain awareness.

Level	Reflection
Beginner	<p>Able to describe to a team their chosen method/framework.</p> <p>Able to convey basic Agile concepts and describe at least 1 Agile practice to an individual.</p> <p>Able to describe teaching.</p>
Practitioner	<p>Has facilitated at least one training workshop.</p> <p>Able to present in depth to a team and stakeholders Agile concepts.</p> <p>Apply at least 1 appropriate teaching style.</p>
Journey person	<p>Demonstrate the ability to create a suitable learning environment making use of the physical space.</p> <p>Regularly gathers feedback and uses this to adapt their approach to teaching.</p> <p>Practice with cultural sensitivity and adapts accordingly</p> <p>Able to create a learning environment where students can learn from each other.</p> <p>Has applied multiple teaching styles in multiple training workshops.</p> <p>Able to create an opportunity for different learning styles.</p> <p>Uses effective storytelling to convey key concepts.</p>
Craftsperson	<p>They focus on stabilizing principles and varying practices to situationally align the client's maturity with effective application of agility.</p> <p>Ability to maintain the required energy level.</p> <p>Practices effective classroom management.</p> <p>Identify and utilize effective instructional techniques (games, visual aids, etc.) to impart key concepts.</p> <p>Has co-trained other aspiring teachers and given them constructive feedback.</p> <p>Able to assess audience response and adjust accordingly, to maximise the learning experience.</p> <p>Understand and apply principles of adult learning theory.</p>

Guide / Innovator	Able to develop new instructional techniques/styles. Invents and modifies practices to match the context. Industry recognized professional who is consistently identifying and sharing existing and emerging training practices.
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Mentoring

As a mentor you are able to use your expertise to show others new skills and/or to develop existing ones, working alongside the mentee as they do their job.

Level	Reflection
Beginner	Able to describe mentoring.
Practitioner	Able to give feedback, in a way that encourages growth. Has mentored a team on at least 1 Agile practice.
Journey person	Give feedback without interpretation or judgement. Able to mentor in a number of areas. Able to mentor outside of team.
Craftsperson	Regarded as a mentor and leader in developing understanding and awareness of agility, within the organisation. Able to challenge individuals or teams limiting beliefs and assumptions. Acts as a mentor to other leaders in the organisation.
Guide / Innovator	Invents and modifies practices to match the context. Industry recognized professional who is consistently identifying and sharing existing and emerging mentoring practices.

Building Education Programmes

In order to facilitate growth, especially deeper learning there is often a need to support individuals and teams on longer development programmes. This is likely to include working with different parts of an organisation, such as HR and learning & development, to design and deliver suitable programmes.

Level	Reflection
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Beginner	Able to describe the learning needs of an individual or team.
Practitioner	Defines clear learning objectives, which are used to create and execute training for a team and/or stakeholders. Has demonstrated the ability to integrate learning materials, to meet the need and objectives of at least 1 training event.
Journey person	Able to design learning and capability goals for one individual (or team) and analyze the execution of these goals. Has demonstrated the ability to integrate learning materials, to meet the need and objectives for multiple training events. Able to build new learning material.
Craftsperson	Able to design and build a bespoke training and development programme, with multiple learning interventions and can evaluate the success of the programme.
Guide / Innovator	Invents and modifies practices to match the context. Industry recognized professional who is consistently identifying and sharing existing and emerging learning and development practices.

Advising

Managing an Engagement

Define client-coaching agreements; define outcomes and objectives with key metrics; create a coaching plan. Creates clarity of purpose of engagement; business of the engagement; aligned to commercial terms. Ability to run the engagement in an effective way with feedback loops; Inspect the engagement frequently with the client; record the results for sharing; agree adaption of the coaching plan as needed; implement the next coaching increment. Close the engagement effectively.

Level	Reflection
Beginner	Understands the importance of setting goals, boundaries and rules to the coaching engagement. Understands that organisations are complex, therefore engagements should be empirical in nature, with effective feedback loops.

Practitioner	<p>Able to create a Coaching agreement with individuals and/ or agreement with a team, that defines how an engagement will work. Has identified clear coaching goals within at least 1 coaching engagement and identifies how those goals will be measured. Can describe a coaching engagement with at least one team/individual that allowed the coach and coachee to inspect and adapt towards the defined goals.</p> <p>With at least 1 coaching engagement the client is satisfied that the coaching goals have been met or alternate goals have been identified and met. Either the coaching is at an end, or new goals have been identified.</p> <p>Is clear and transparent with the engagement stakeholder.</p>
Journey person	<p>Create a coordinated agreement with a team of teams (multiple teams)</p> <p>Able to create coaching agreements with management for engagements across a department/business unit.</p> <p>Always identifies clear coaching goals and measures for a coaching engagement and has done this for many coaching engagements. Can describe multiple coaching engagements that allowed the coach and coachee(s) to inspect and adapt towards the defined goals.</p> <p>Able to describe the effective closing of multiple coaching engagements.</p> <p>Manage/grow relationships with management and leaders across a department/business unit.</p> <p>Champion's transparency within the engagement.</p>
Craftsperson	<p>Create coaching agreements with leadership for engagements across an enterprise.</p> <p>Manage/grow relationships with senior leaders within organisations.</p>
Guide / Innovator	

Giving Advice

Level	Reflection
Beginner	

Practitioner	Able to use direct communication with a team, language is clear with feedback, reframes, clearly explains techniques or exercises, and done in a respectful way. Creates awareness by presenting hard facts to the team even if difficult – Be the mirror.
Journey person	Uses direct communication with multiple teams and can describe examples where this has been used effectively with management of a department or business unit. Creates awareness by presenting hard facts to management .
Craftsperson	Uses direct communication, can describe examples where this has been used effectively with senior leadership of an organisation. Creates awareness by presenting hard facts to senior leadership.
Guide / Innovator	Industry recognized professional who is sought out by organisations for their advice.

Serving the Team

An Agile Coach serves the Team in several ways, including [2]:

- Growing self-organization and cross-functional teams;
- Helping the Teams to create high-value products;
- Removing impediments to the Development Team’s progress;
- Coaching the Development Team in organizational environments in which Scrum is not yet fully adopted and understood.

Team Dynamics

Level	Reflection
Beginner	

Practitioner	<p>Explain the difference between a working group and a team.</p> <p>Identify at least three key attributes of effective Agile Teams (e.g., ground rules in place, awareness of capabilities and capacities, effective and efficient collaboration).</p> <p>Apply at least two methods for improving team performance (e.g., common goals/purpose, shared accountability, working agreement, psychological safety, etc.).</p> <p>Identify at least two pitfalls of a homogenous team (i.e., lack of different perspectives, experiences, and viewpoints).</p> <p>Describe a multi-staged model for team formation and development (e.g. the Tuckman model).</p>
Journeyperson	<p>Able to apply at least two different models for team development (e.g., Tuckman model, team performance curve, etc.).</p> <p>Appraise the effectiveness of at least two different development frameworks for supporting an Agile team's growth.</p> <p>Demonstrate at least two tangible examples of how you developed and changed the culture of at least 1 team.</p> <p>Identify two team formation and development challenges commonly encountered while introducing Agile. For each, describe a coaching approach to address the challenge.</p>
Craftsperson	<p>Contrast the different team dynamics across multiple teams with whom you have worked, and evaluate the affects on team results.</p>
Guide / Innovator	

Team Effectiveness

Level	Reflection
Beginner	
Practitioner	<p>Applied at least two coaching techniques to foster greater self-organization within teams (e.g., powerful questions, autonomy/mastery/purpose, active listening, etc.).</p> <p>Applied a countermeasure to reduce the impact of at least three different challenges facing a self-organizing team.</p> <p>Able to describe how a self-organizing team approaches at least three challenges that may occur during a retrospective.</p>

Journey person	<p>Applied at least three techniques for addressing team dysfunctions, and have used these techniques multiple times.</p> <p>Applied at least three techniques or activities for building trust in a team, in multiple contexts.</p> <p>Able to create a coaching agreement with the Development Team.</p>
Craftsperson	<p>Able to evaluate different techniques used to increase team effectiveness across multiple teams with whom you have worked, and evaluate the effects on team results.</p> <p>Applying the skills to grow teams while working with leadership, executive teams and teams outside of context.</p>
Guide / Innovator	

Starting Teams

Level	Reflection
Beginner	
Practitioner	<p>Illustrate what is important for a new team.</p> <p>Explain how purpose, alignment, and context are set and used during the start-up of a team to accelerate teamwork.</p> <p>Able to organize and facilitate a change of context for an existing team that defines purpose, alignment, and context.</p>
Journey person	<p>Explain at least three reasons why the start of a new Agile Team should be handled differently from a traditional project kick-off/charter (e.g., level of collaboration, lack of experience in Agile environments, importance of shared understanding).</p> <p>Explain how seeing the whole system, emphasizing collaborative work, focusing on a good start, continuous learning, and “good enough for now” support the launch of a new Agile team.</p> <p>Describe at least three responsibilities each for the sponsor (e.g., clarify constraints, context, and stakeholder expectations), Product Owner (communicate vision, purpose, and customer needs), and Development Team members (get to know each other, create transparency about capabilities, create ground rules and working agreements) when starting a new Agile team.</p> <p>Has organised and facilitated the launch of at least 1 new Agile team.</p>

Craftsperson	Has successfully organized and facilitated the launch of a number of new Agile teams.
Guide / Innovator	

Serving the Product Owner

An Agile Coach serves the Product Owner in several ways, including [2]:

- Ensuring that goals, scope, and product domain are understood by everyone on the Team as well as possible;
- Finding techniques for effective Product Backlog management, that maximises value;
- Helping others to understand product planning in an empirical environment;
- Supports the Product Owner and business stakeholders understanding and practice of agility;

Facilitating Product Definition

Level	Reflection
Beginner	
Practitioner	<p>Has facilitated the creation (or refinement) of the product vision between the Product Owner and the Development Team.</p> <p>Can explain at least two techniques for moving from product vision to product backlog (e.g., product vision board, business model or Lean canvas, customer journey, impact mapping, user story mapping).</p> <p>Organized and facilitated a product backlog refinement sessions with one team and stakeholders.</p> <p>Can explain two techniques that could be used to create product backlog items that are ready to be taken into the next sprints.</p>

Journey person	<p>Organized and facilitated the creation (or refinement) of the product vision between the Product Owner and stakeholders, with multiple teams.</p> <p>Can apply at least two techniques for moving from product vision to product backlog (e.g., innovation games, user story mapping, user story workshops, brainstorming, etc.).</p> <p>Can appraise at least three criteria that can be used for structuring a complex or multi-team product backlog (e.g., feature area, team).</p>
Craftsperson	
Guide / Innovator	

Coaching the Product Owner

Level	Reflection
Beginner	<p>Can identify at least three effective collaboration techniques that a Product Owner can use to work with the Team</p> <p>Able to discuss at least three negative impacts that arise when the Product Owner applies excessive time pressure to the Development Team.</p>
Practitioner	<p>List three benefits that arise if a Product Owner participates in the retrospective.</p> <p>Explain Scrum to a business stakeholder</p> <p>Built a coaching relationship with at least one Product Owner and helped them become more effective.</p>
Journey person	<p>Built a coaching relationship with multiple Product Owners and helped them become more effective.</p>
Craftsperson	<p>Able to evaluate the effectiveness of previous coaching done with Product Owners and uses this to continually improve how to better serve others.</p>
Guide / Innovator	

Serving the Organisation

An Agile Coach serves the organization in several ways, including [2]:

- Leading and coaching the organization in its Agile adoption;
- Planning Agile adoption within the organization;
- Helping employees and stakeholders understand Agile delivery;
- Nurturing change that increases the effectiveness of the teams; and,
- Working with other Agile Coaches to increase the effectiveness of the application of Agile in the organization.

Organisational Development

Level	Reflection
Beginner	Can describe one example of a major organizational design change implied by adopting Agile (e.g., elimination of single-function groups, traditional career paths, or annual appraisals). Able to list at least three ways that traditional management changes in the Scrum workplace. Describe at least two stakeholder behaviors that support the Team's success and at least two behaviors that do not support the Scrum Team's success.
Practitioner	Has applied at least two techniques to effect change in an organization in order to help Teams be more productive.

<p>Journeyperson</p>	<p>Can describe the nature of complex systems (eg. cause-and-effect only visible after the event, high level of uncertainty and disagreement, emerging systems, products and practices).</p> <p>Able to explain the importance of taking a systemic view (i.e. convince a stakeholder that the system as a whole needs to be optimized, regard the bigger picture, understand causal loops and delayed effects).</p> <p>Can describe at least two systematic methods for helping organizations improve their Agile adoption (eg. causal loop analysis, value stream mapping).</p> <p>Has applied at least one systematic development approach (e.g., systems thinking).</p> <p>Can describe at least two frameworks for catalyzing organizational change (e.g., Kotter’s 8-Step model, the Grief Cycle, 4D Model/Appreciative Inquiry).</p> <p>Able to describe your approach to a complex intervention that addresses the root cause(s) of an organizational dysfunction and analyze the long-term impact (i.e. identify the situation, the underlying root cause(s), list measures/experiments and results).</p> <p>Can demonstrate at least two tangible examples of how you developed and changed the culture of your team (or organization) from a command-and-control to an Agile mind-set.</p> <p>Able to identify at least three ways the cultural change from a command-and-control to an Agile mindset added value to the Development Team, Product Owner, and eventual product.</p> <p>Outside of your team you are seen as someone who develops the organisation.</p>
<p>Craftsperson</p>	<p>Identify three factors to introduce and cultivate in an organization (business unit, department, program) that can promote improvement in agility and value delivery. Some examples are collaboration tools, technical practices, and structural changes. For each, describe how it can enable and enhance agility and success.</p> <p>Design and facilitate a retrospective with senior leaders and executives to foster improvement at the organizational level.</p>
<p>Guide / Innovator</p>	

Scaling

Level	Reflection
Beginner	
Practitioner	<p>Illustrate, with at least two reasons, why scaling might not be such a great idea (e.g., products created by small teams, communication overhead, TCO).</p> <p>Can identify at least three techniques for visualizing, managing, or reducing dependencies between teams.</p> <p>Able to differentiate the impact of feature teams versus component teams on the delivery of value.</p> <p>Recognize at least three different scaling frameworks or approaches.</p> <p>Experiment with at least one large-scale, participatory meeting format (Open Space, World Cafe, etc.) to scale meetings/workshops.</p>
Journey person	<p>Describe an organizational design that enables multiple teams to work on the same Product.</p> <p>Explain the pitfalls of too much or too little prescription (e.g., lack of autonomy, lack of alignment, no slack, integration mess, overly detailed planning, not meeting the Definition of Done, overly slow pace, death by meetings, etc.).</p> <p>Contrast two patterns for scaling the Product Owner role (e.g., shifting clarification responsibility to the Development Team, defining feature areas or different sub-products, PO team, Chief Product Owner).</p> <p>Can describe at least five techniques to improve inter-team collaboration and experimented with at least two of them.</p> <p>Able to explain at least three benefits of supporting strong technical practices when working with multiple teams.</p> <p>Has organized and facilitated multiple large-scale, participatory meeting format (Open Space, World Cafe, etc.) to scale meetings/workshops.</p>

Craftsperson	<p>Evaluate an experience with supporting the work of multiple Scrum teams in an organization; identify how you would do things differently.</p> <p>Able to connect interdependencies and impact teams' reflection, learning, and growth.</p> <p>Knowledge and application of multiple change management frameworks. Demonstrates competency in successfully applying the frameworks.</p>
Guide / Innovator	

Resolving Impediments

Level	Reflection
Beginner	<p>Discuss at least two ways to help the Team with responding to impediments (e.g., makes impediments visible, works with the Team to resolve impediments).</p> <p>Can identify and explain at least three common organizational impediments outside the scope of a team that can affect the effectiveness of Teams (e.g., geographical distribution, people in multiple project teams, incentives and HR policies, no constructive safe-to-fail culture).</p>
Practitioner	<p>Able to identify at least three typical impediments for a Team and describe at least one way to address them (e.g., late attendance in meetings, blocked work, supplier issues).</p> <p>List at least three techniques to evaluate impediments in depth (e.g., root-cause analysis, fishbone, 5 whys) and describe when they might not be working.</p> <p>Able to analyze an impediment and identify a root cause(s) and/or underlying issue(s).</p>
Journey person	Has demonstrated ability to remove impediments from multiple teams in multiple contexts.
Craftsperson	
Guide / Innovator	

Knowledge Areas

The knowledge areas represent your domain expertise. This contextual expertise may help you build trust with the team or organisation with whom you are working; However this risk is too much expertise may make it more difficult to be objective in your coaching. Therefore it may be valid for an Agile Coach to allow a reduction of expertise in some areas (i.e. choosing not to stay up to date with the latest changes in technology), but still to seek to increase knowledge in other areas.

Knowing the Team

Expertise in the technical work of the team, including:

- Understanding of current technical practices, and practices that could be improved or adopted to increase agility; and
- Technical understanding of the product a team is using or products across the organisation;

Knowing the Business

Expertise in the business domain of the team or organisation, including:

- Understanding of current market place in which business is being conducted; and
- Understanding the needs and concerns of users, customers and other business stakeholders;

Knowing the Organisation

Expertise in how the organisation works, including:

- Knowledge of structures, policies, operating models
- Understanding of relationships between people, teams, departments
- An understanding of the organisational culture

Knowing Yourself

If you are going to be helping the growth of others then this needs to start with you, knowing and growing yourself. A deep understanding of your drives, beliefs, values and strengths can be valuable to manage your emotions when interacting with others.

References

1. "What is Agile Facilitation?" by Cara Turner - source:
<https://facilitatingagility.com/2012/03/05/what-is-agile-facilitation/>

