



CERTIFIED AGILE FACILITATOR (CAF)

Learning Objectives

Last Updated: January 2023

PURPOSE

The goal of the Certified Agile Facilitator™ 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 CAF certification allows approved trainers autonomy to choose how they deliver the program so as to provide the most impact for their participants. Each trainer will also design hands-on facilitation practice and reflection. Please note that the CAF certification will be updated as Scrum Alliance gathers feedback from learners and trainers.

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 trainer, this certification 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 the CAF certification should expect that each learning objective outlined in this document will be covered over the course of the program. The CAF 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

Individually approved CAF Trainers may choose to include ancillary topics and must be clearly indicated.

Bloom's Taxonomy:

Bloom's-style classification of learning objectives consists of six levels of learning that progress from lower-order (Knowledge), to higher-order (Evaluation) thinking skills. Each learning objective begins with an action verb which correlates to a Bloom's Taxonomy dimension. Please think of each learning objective with the affixed statement in mind: *"Upon successful validation and completion of this course, the learner will be able to..."* These are the dimensions:

Knowledge	Recall of information, processes, facts, and concepts	<i>Verbs: Define, Name, List</i>
Comprehension	Interpret information and determine its importance	<i>Verbs: Describe, Discuss, Recognize</i>
Application	Apply developed knowledge and concepts in real-life	<i>Verbs: Apply, Demonstrate, Illustrate</i>
Analysis	Dissect and organize information using critical thinking skills	<i>Verbs: Compare, Contrast, Distinguish</i>
Synthesis	Use of knowledge to create new products or processes	<i>Verbs: Create, Prepare, Organize</i>
Evaluation	Use of judgment to make decisions and solve problems	<i>Verbs: Measure, Assess, Evaluate</i>

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 Content 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 in a facilitation session 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.

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

Certified Agile Facilitator Design Team (2022)

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