

## SUMMARY OF EXPECTATIONS

|  | CTC   | CEC  |
|--|---|--|
| <b>Prerequisite Experience</b>   | Active CSP (of any type)  | Active CSP (of any type)   |
|  | 1,000 hours in the past 2 years COACHING  | 2,000 hours in last 3 years COACHING   |
| <b>Diversity of Experience</b><br>with different types & sizes of organizations  | Team level: First to second level management  | Enterprise level: Executive level X-functional - other areas of the organization, not just development   |
|  | Development function  |  |
|  | Team level transformational success across multiple teams   | Actual success in transformation of multiple functions, business divisions or enterprises  |
|  | Coaching career shows a journey of growth   | Coaching career shows a journey of growth  |
|  |   | Diversity of organizations (industry, size...)   |
|  |   | Diversity of initial engagement approach   |
| <b>Coaching Mindset</b>  | Client is naturally creative and resourceful and whole. Therefore they have the means to solve their own challenges.  | Client is naturally creative and resourceful and whole. Therefore they have the means to solve their own challenges.   |
|  | Understands the difference of Content vs. Process and is learning when to move between stances. <b>(Process: professional coaching, facilitation; Content: mentoring, training, consulting)</b> | Understands the difference of Content vs. Process and demonstrates skill in knowing when to move between stances <b>(Process: professional coaching, facilitation; Content: mentoring, training, consulting)</b> |
|  | A CTC is expected to demonstrate professional coaching skills at the ICF-ACC level. ICF certification is not required.  | A CEC is expected to demonstrate professional coaching skills at the ICF-PCC level. ICF certification is not required.   |
| <b>Coaching skills/ practices and frameworks:</b> Evidence that the coach has taken both their <b>Experience &amp; Learning</b> and synthesized these into definitive practices, frameworks, approaches and strategies | Knowledge of and applies at least one multi-team and large scale facilitation tools, techniques or frameworks.  | Various coaching skills and practices (versus just one) including organizational change and leadership models.   |
|  | Knowledge and application of at least one professional coaching framework (for example: Coactive, NLI, ORSC, ACI, etc.) or practices.   | Knowledge and application of at least three professional coaching frameworks (e.g.: Coactive, NLI, ORSC, ACI) or practices.  |
|  |   | Integration of practices or frameworks (creating own approach) - novelty   |
| <b>Coaching Specialities</b>   | Demonstrate a specialty related to coaching multiple teams simultaneously.  | Demonstrate thought leadership in three (3) specialties related to coaching at the enterprise level.   |
| <b>Self-awareness:</b> Able to reflect on their own contribution to the coaching by virtue of their own 'being'  | Emotional (EQ) maturity - has cultivated their own self-awareness and may lack in self-regulation.  | Emotional (EQ) maturity - has cultivated their own self-awareness and demonstrates self-regulation.  |
|  | Current personal development goals for growth   | Current personal development goals for growth  |
|  | Acknowledges past mistakes and learning   | Readily speaks to past mistakes and learning   |
|  |   | Is able to run their coaching in 'debug mode'  |

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|   |   | Aware of their own thinking and approach to coaching.   |
|   | Conscious of myself and my impact on the coaching ( <b>preparing for the coaching conversation, post-coaching reflection</b> )  | Conscious of myself and my impact on the coaching ( <b>preparing for the coaching conversation, while I'm in the coaching conversation, post-coaching reflection</b> )<br>- Mindfulness           |
| <b>Constant Learning:</b><br>Has and continues to acquire coaching-oriented learning; Learning through multiple dimensions. | Has their own mentor or coach. Mentoring involves multiple interactions over many months resulting in significant learning and growth. This takes place in a one-on-one or small group situation.   | Has their own mentor or coach. Mentoring involves multiple interactions over many months resulting in significant learning and growth. This takes place in a one-on-one or small group situation. |
|   |   | Mentors others and both grow through that experience.   |
|   |   | Breadth of Mentoring; Targeted mentoring to learn new skills.   |
|   | Reading shows a breadth of frameworks, practices, skills and beyond Agile contexts.   | Reading shows a breadth of frameworks, practices, skills and beyond Agile contexts, and including research and organizational culture / change (multidisciplinary).                               |
|   | Demonstrates humility and learning from both failed and successful engagements  | Demonstrates humility and learning from both failed and successful engagements  |
| <b>Participation and Leadership in the Agile community</b>  | Participation demonstrated by behaviors of contribution.  | Participation demonstrated by behaviors of leadership.  |
|   | Attendance  | Attendance  |
|   | Community participation and contribution occurs outside of my current organization (internal community participation is helpful, but not sufficient).   | Community participation and leadership occurs outside of my current organization (internal community participation is helpful, but not sufficient).   |
|   | Minimum of 2 years of involvement over time.  | Minimum of 2 years of involvement over time.  |
|   |   | Organizing or leading roles in the Agile community such as local Agile user groups, local conferences, minor and major conferences, and leading or volunteering at Scrum Gatherings, etc.         |
|   |   | Presentations or Open Space sessions.   |
|   | Involvement in some of: facilitation, presentations, writing, or organizer in the Agile community. Candidate should be active in the Agile community as a volunteer or contributor to the community through avenues such as local meetups, local conferences, major conferences, online/virtual communities of practice, etc. | Coaching Clinic volunteer.  |

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|     | <p>There is a preference that a CTC should also have attended at least one Scrum Alliance sponsored Coaching Retreat, Global Gathering participating in the Coaches Clinic, or Regional Gathering participating in a Coaches Clinic unless they can document a clear challenge (geographic availability or economic challenge) making it impossible. Other expected contributions at the CTC level would include speaking on a coaching related topic or volunteering on a related Scrum Alliance committee.</p> | <p>A CEC should have attended at least one of: Scrum Alliance sponsored Coaching Retreats, Global Gatherings where they have led or participated in the Coaches Clinic, or Regional Gatherings where they have led or participated in a Coaches Clinic. Equivalent community involvement outside Scrum Alliance events are also considered. Other expected contributions at the CEC level would be organizing or facilitating a Global or Regional Gathering, organizing or facilitating a Coaches Clinic at a Global or Regional Gathering, or organizing or facilitating a Coaches Retreat or volunteering on a related Scrum Alliance committee.</p> |

