

ICAgile Certified Expert **ENTERPRISE COACHING**

The *ICAgile Certified Expert in Enterprise Coaching (ICE-EC)* is an industry-leading designation representing an advanced standard for disciplinary capability. This competency-based certification is the culmination of ICAgile's *Enterprise Coaching for Agility Learning Track*, building upon the knowledge-based certifications in *Agility in the Enterprise* and *Coaching Agile Transitions*.

This document outlines the competencies required of candidates pursuing ICE-EC certification. These competencies were developed by international thought leaders at the fore of agile learning, depicting the rigor and breadth of practical skills required to be an effective practitioner in the discipline of Enterprise Coaching.

Individuals can earn the ICE-EC by successfully completing an Accredited Expert Program (AEP). These intensive programs — offered by leaders in the domain of Enterprise Coaching — guide qualified candidates on a journey to build competence over time alongside a cohort of peers. Vetted for quality, each Accredited Expert Program enables candidates to sharpen competencies in a real-world setting with ongoing feedback from facilitators and fellow candidates. **To learn more and find an Accredited Expert Program, visit icagile.com.**



EXPERT COMPETENCIES

1. GUIDING THE CHANGE PROCESS

1.1. Conducts organizational systems entry

Demonstrates structured approach to entering organizational systems. Identifies the client and builds relationships with them. Together with client, clarifies business case and reasons for change. Works with all major stakeholders to build an alliance in support of the business case. Clarifies what kind and scope of changes are involved.

1.2. Assesses organizational systems

Demonstrates ability to assess and make visible the current state of the system. Assessment covers multiple perspectives of the system. Articulates the gap between current and future state. Provides sufficient clarity to guide next steps.

1.3. Designs the change strategy

Demonstrates ability to use a structured approach to designing change that balances common patterns and client-specific goals. The approach is co-created with the client, bridging the mismatches between current and future states. It should address human systems and business agility aspects, including the key interplay between leadership and culture.

1.4. Guides organizations in implementing and sustaining change

Demonstrates ability to guide the organization in implementing, adapting, and sustaining the envisioned change. Puts the change strategy into action. Inspects and adapts change efforts based on evidence. Identifies when to shift certain aspects of the change process into sustainment mode to prepare for the coach's focus shifting to other change efforts.

2. DEVELOPING LEADERSHIP IN ORGANIZATIONS

2.1. Invites leadership development at all levels

Demonstrates ability to invite the development of leadership at all levels in the organization, not just in "management." Sees leadership as a role within functioning systems, rather than a specific position. Through their actions, shows a respect for demonstrations of leadership outside management ranks. Is effective with people at all levels in the organization in helping to grow their leadership.

2.2. Develops transformational leaders

Demonstrates the ability to work with senior leadership as a leader themselves. Emulating the Agile mindset and coaching stance so that other leaders are able explicitly see what is required of themselves. To be able to explain and demonstrate what it takes to provide the right environment for success for their staff, especially coaching and growing them, and delegating decision making appropriately instead of using command and control to drive success.

2.3. Creates (or influences) leadership development initiatives

Demonstrated ability to help design and deliver leadership development initiatives in support of business outcomes. Can articulate the importance and impact leadership has on overall organizational change, and the business case for vertical development. Is able to partner with internal stakeholder groups when needed (HR, Learning & Development) to create, or influence the creation of, effective vertical leadership development programs. Is able themselves to do the leadership coaching, or to facilitate the hiring of skilled professional coaches to do so.



3. COACHING RANGE

3.1. Coaches individuals and systems

Possesses sufficient knowledge of systems and applies a perspective that clarifies when to coach individuals and when to coach a human system. Demonstrates awareness of who the client is in any moment and intentionally shifts and coaches from the perspective of that client, whether an individual or a system. Addresses the emergent properties of systems in a direct and effective manner for the sake of the system's functioning and development.

3.2. Coaches as professional coach

Demonstrates ability to partner in a thought-provoking and creative process that inspires client to maximize personal and professional potential. Able to coach full range of human emotions while standing in authenticity and integrity. Intentionally chooses when to act as professional coach versus other stances.

3.3. Facilitates groups across organizational boundaries

Demonstrates ability to skillfully work with groups of different sizes, and across organizational boundaries. Remains neutral on the content in such a facilitation role, and is able to design collaborative group processes to achieve clarity and alignment. Considers organizational boundaries in design and is able to handle the complexity of multiple points of view when facilitating across boundaries.

3.4. Coaches at different levels

Demonstrates ability to do Agile coaching at the senior leadership level and across different domains (technical, business, etc.). This involves recognizing one's own strengths across organizational levels and domains and the ability to work with other coaches to ensure appropriate support is provided for the organizational change.

4. DEVELOPING SELF AS LEADER

4.1. Self-aware of strengths, weaknesses, and belief systems

Demonstrates self-awareness through accurate assessment and conscious knowledge of one's own strengths, weaknesses, and belief systems, and their impact on others. Self-awareness is the first step in developing oneself in general and as a leader. Through intentional feedback mechanisms, and the capacity for introspection, one is able to gain more familiarity to their way of being when interacting with others. Self-Awareness enables one to see themselves as an individual, not defined by others.



4.2. Incorporates self-development practices to address the gap between intent and their outcomes

Proactively develops themselves by creating and working from a plan that intentionally addresses the gap between their intent and desired outcomes. In the self-development journey, a person begins to draw upon their strengths, to be in outcome-creating leadership, rather than reacting from their habitual place. Their development plan will intentionally be working with the gap that exists between their intent and their outcomes. This is where they are exposing the areas that are underdeveloped and identifying a path to improvement. Their development plan will also embrace the connection between self-awareness and self-development and will enable increased awareness to fuel a continued cycle of development.

4.3. Sees and manages themselves as an agent of transformation

Demonstrates awareness that an Enterprise Coach can only take an organization as far as their own personal development. They realize that to take someone else through transformation, they themselves have to have gone through it. This gives them more capacity to help others and to take the perspective of others. Not only are they able to take more perspectives of people, but also perspectives about approaches to transformation.

Demonstrates the ability to manifest and "stand in" one's own leadership within the role of Enterprise Coach. Their leadership is clear, articulate and aligned with their own values. They model and invite autonomy and leave others at choice.

5. GUIDING ORGANIZATIONAL AGILITY

5.1. Works with complex adaptive systems

Demonstrates capability in Complexity theory, Systems Intelligence, Systems Thinking and Systems Awareness. Incorporates these ideas into their approach to achieving organizational agility.

5.2. Designs organizational structures

Demonstrates ability to assess and make visible the current state of the system. Assessment covers multiple perspectives of the system. Articulates the gap between current and future state. Provides sufficient clarity to guide next steps.

5.3. Guides the direction of product creation practices, processes and behaviors

Guides and co-creates the design of more adaptive organizational structures to enhance organizational agility. Incorporates feedback loops into organizational design to continue evolving organizational structures as needed during the change journey.

5.4. Measures business outcomes

Demonstrates ability to "measure what matters" and to articulate how the outcomes being measured affect agility. Can establish key qualitative as well as quantitative measures such as quality, flow / delivery, and prioritization. Uses metrics as a guide, not the goal. Senses and corrects for unintended consequences of specific measures and metrics.

