People Development Learning Outcomes

LICENSING INFORMATION

The work in this document was facilitated by the International Consortium for Agile (ICAgile) and done by the contribution of various Agile Experts and Practitioners. These Learning Outcomes are intended to help the growing Agile community worldwide.

SPECIAL THANKS

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CONTENTS

FOREWORD

For organizations to succeed with business agility, formal leadership and management roles must evolve to focus on creating a supportive and empowering environment for ongoing learning and development. This begins with the leader's decision to continue growing both themselves and others in order to continuously empower and develop people and teams. This comes from the ability to step into a stance of leader, coach, and mentor and letting go of the need to be seen as an "expert." Agile leaders and managers need to encourage and enable continued growth and development while modeling an agile/growth mindset. They look to create environments where individuals, teams, and teams of teams thrive.

The ICP-PDV Learning Outcomes focus on leaders at various levels of organizations and their relationship to empowering people as a leader — not as much on the processes that support "people management" and "performance management." Those processes are addressed more thoroughly in the Agility in HR (ICP-AHR) Learning Outcomes.

Leaders who take this course will come away with key knowledge and practical applications to enable high-levels of organizational success by unlocking the potential in people and teams. They will also come away with tools to counter demotivation and disengagement that plagues some organizations.

Also related to these are Leading with Agility (ICP-LEA).

TARGET AUDIENCE

- Leaders who have taken both the ICP-BAF and ICP-LEA or equivalent will be best-positioned to benefit from this certification.

- Those at a middle-management to director level and above who lead teams, departments and/or organizations.

- Those who lead teams in an organization in which agile constitutes a significant delivery methodology (or is on its way to becoming so).

- Leaders who see the value of growing a collaborative, human-centric organization and are committed to developing themselves, the people on their teams and organizations in order to achieve that aim.

HOW TO READ THIS DOCUMENT

This document outlines the Learning Outcomes that must be addressed by accredited training organizations intending to offer ICAgile's ICP-PDV certification.

Each LO follows a particular pattern, described below.

0.0.0. Learning Outcome Name

Additional Context, describing why this Learning Outcome is important or what it is intended to impart.

The Learning Outcome purpose, further describing what is expected to be imparted on the learner (e.g. a key point, framework, model, approach, technique, or skill).

LEARNING OUTCOMES

1. FROM PEOPLE MANAGEMENT TO PEOPLE DEVELOPMENT

1.1. RECOGNIZING PEOPLE DEVELOPMENT AS FUNDAMENTAL TO ENABLING BUSINESS AGILITY

1.1.1. People as the Catalyst for Agility

Organizational agility fundamentally depends on the personal agility of individuals in every role and at every level. It also relies on an environment where people are fully engaged and can thrive.

Revisit the key elements of an agile mindset and show how organizational agility relies on an agile mindset from everyone from the top down in the organization. Discuss the characteristics of a people-centric organization and ways that those characteristics increase engagement.

1.1.2. Cultivating a Culture of Learning

Agile organizations have learning ingrained in their DNA. Continuous learning is a key competency and a source of competitive advantage.

Discuss the different types of learning (survival, adaptive, generative, double-loop learning) and how generative or double-loop learning is what is really needed for truly adaptive, agile organizations. Show how double-loop learning and experimentation support innovation and creativity. Reference various ideas, such as those of Peter Senge or Robert Kegan, to illustrate the power of cultivating a culture of learning. Identify common anti-patterns that prevent organizations from truly becoming adaptive such as over-emphasis on near-term productivity and / or aversion to failure.

1.1.3. Creating the Container for Generative Learning

Creating an environment where others can grow and develop to achieve their potential is a key aspect of leadership in agile organizations. To enable generative learning and transformation, individuals with a shared purpose work together to co-create a container for development.

Explain aspects of an environment conducive to generative learning. These can include a shared purpose, a working agreement or social contract, organizing principles, elements of the physical environment, ways of working and collaborating, etc. Describe the role of leadership in co-creating and maintaining a container for development.

1.2. DEVELOPING YOURSELF AS IT RELATES TO DEVELOPING OTHERS

1.2.1. Becoming a Role Model for Continuous Development

Agile leaders lead by example, and no example is more important than that of a continuous learning mentality.

Explain why being a role model is so important for continuous development. Describe how being self-aware, deliberate, and transparent about our own development will inspire and enable others to develop themselves.

1.2.2. How and What to Unlearn

In order to create the space and opportunity to learn new things, it is important to identify and let go of old ways of thinking and ingrained habits that may no longer serve teams and organizations.

Illustrate how "unlearning" is an important part of having a growth mindset as both an individual and as an organization. As stated in the below referenced Harvard Business Review article, "Unlearning is not about forgetting; it's about the ability to choose an alternative mental model or paradigm." Elements such as letting go of command & control in order to replace that with trust and empowerment, releasing the belief that the manager is the one who has all the answers and replacing it with trust in the abilities and wisdom of the team, etc.[1]

1.2.3. Self-awareness of Impacts on Others' Development

The attitude and behavior of leaders directly impact the attitudes and behavior of their teams. In the context of development, these attitudes and behaviors can either be promoters or detractors.

Describe the behaviors and attitudes of an agile leader that promote learning and development as well as those that stifle it. Discuss the importance of leaders having the self-awareness to identify when their own biases and ingrained habits may be contributing to undesirable outcomes. Underline the importance that leaders possess both a genuine belief that people can learn and an openness to new ideas. Highlight how skills/techniques like facilitation, inclusion, and attribution enhance a culture of development.

1.3. LEADING TO ELEVATE ORGANIZATIONAL CAPABILITY

1.3.1. Enable Outcomes instead of Assigning Tasks

Assigning tasks to someone can undermine their motivation and obscure the desired outcome in a way that prevents people from taking full ownership. Transferring ownership of outcomes unleashes engagement and creativity.

Differentiate between the delegation of tasks vs. outcomes. Illustrate the impact of each on motivation and ownership. Highlight the relationships among motivation, ownership, creativity, and innovation.

1.3.2. Establish Guardrails and Communicate Constraints

Agile leaders adapt delegation approaches to their context as well as to the needs and capabilities of both the team and the organization. In order to develop capability in teams and the organization as a whole, leaders need to proactively set people up for success by agreeing on both goals and guiding principles while ensuring a shared understanding of constraints.

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[1] https://hbr.org/2016/11/why-the-problem-with-learning-is-unlearning

Discuss the practice of establishing goals, guiding principles and constraints upfront with people and teams, and how this increases the chances of success when delegating outcomes. Also, this practice shows how different elements of context impact leaders' decision-making when establishing guardrails. These factors include team and individual competency levels, attitudes about ownership, organizational risk factors, etc.

1.3.3. Hire to Elevate, not Delegate

Often, leaders make hiring decisions to delegate existing work or augment capacity. Leaders should strive to elevate organizational capability by bringing in new people that can teach the organization something new, further its culture of learning and increase its overall capability to bring value to customers.

Distinguish hiring to delegate vs. hiring to elevate. Engage the participants in a discussion of the pros and cons as well as what they believe hiring to elevate would look like in their organizations. Highlight the alignment with organizational purpose and the self-awareness necessary for leaders to hire with elevation in mind.

2. DEVELOPING INDIVIDUALS

2.1. CONSIDERATIONS FOR INDIVIDUAL DEVELOPMENT

2.1.1. Investing in Development from Day One

Individuals in a learning organization build the habit of learning from the beginning of their engagement. This is fueled by encouragement from leaders and from the organizational culture as a whole.

Explain the importance of onboarding people with care and focus. Explain how that helps build a curious mindset and a habit of continuous learning from the start.

2.1.2. Personal Motivation and Development

Individuals are motivated by different things and these impact the choices they make about personal development.

Introduce one or more models to explore different motivational factors. Illustrate how individual motivation can impact the choices people make about self-development.

2.1.3. Incorporating Brain-based Ideas to Create an Ideal Environment for Development

Several studies and models exist that explore learning and development from a neuroscience perspective which looks at brain-based models and techniques for maximizing performance and development.

Introduce participants to several techniques and models of brain-based learning and development. These could include David Rock's work on neuroleadership (including his SCARF model), Sharon Bowman's work on brain-based techniques for learning, and others. Discuss common elements from neuroscience that suggest ways to create environments that maximize learning and development.

2.2. CO-CREATION OF GROWTH AND DEVELOPMENT PLANS IN OTHERS

2.2.1. Encouraging Ownership of Growth and Development

Every individual is accountable for their own growth and development. Leadership creates opportunities for growth; seizing these opportunities is an individual choice.

Show how agile leaders provide people with opportunities for growth, including removal of organizational obstacles and the creation of an enabling environment. Discuss a leader's focus on managing the system as opposed to managing people. In this way, leaders recognize that choosing which development opportunities to embrace and when is ultimately an individual's choice.

2.2.2. Helping to Identify Strengths, Talents, Passions, Interests, and Paths

Leaders play a role in acknowledging and championing the strengths and talents they see in others. Leaders also help individuals connect with passions and interests and point out ways that align with organizational needs and pathways.

Provide tools for self-evaluation that the participants can use with individuals and teams in their organization to identify strengths, passions and interests. Practice techniques for championing and acknowledging others' strengths. Discuss ways to bring to light connections between individual development interests and organizational needs for increased capability.

2.2.3. Additional Aspects of Individual Development

When exploring opportunities for individual development, multiple factors and horizons come into play.

Introduce the types of factors that need to be considered when selecting growth opportunities, including but not limited to:

- Balancing the needs of the individual with those of the organization
- Committing to individual development even if that results in someone leaving the organization / discovering a different path
- Learning for now, learning for the future
- Non-linear career paths

Introduce different techniques that can help surface and address the misalignment between the organizational outcomes and individual ambitions.

2.3. DEVELOPING LEADERSHIP IN OTHERS

2.3.1. Leadership at Every Level

Organizations need agile leadership behaviors and attitudes at every level and should make this a continued focus.

Show how leadership does not depend upon positional power and how the agile leader is constantly looking to develop others to build their own leadership competencies. Leadership is for the many, not the few.

2.3.2. Enabling Others to Find their Unique and Authentic Leadership Stance and Style

There is no one way to be as a leader; leaders are most effective when they lead in alignment with their purpose and values. A key element of leading with agility is enabling others to be their authentic selves in and not expecting others to fit a predefined mold.

Explain the importance of, and techniques for, enabling others to build self-awareness and self-management in their own leadership approach. Reference the self-development journey from ICP-LEA and discuss how vital it is for each individual to go on their unique journey in developing as a leader.

2.3.3. Providing Feedback and Having Difficult Conversations

Courageous and open communication is a key leadership competency. Agile leadership requires a paradigm shift around feedback to view it as a gift — to use wisely from a place of caring, and to receive thoughtfully and humbly.

Show how agile leaders tackle hard conversations and decisions with integrity and transparency. Provide tools and techniques to provide clear, impactful feedback. Discuss factors that help make difficult conversations effective for all involved.

3. DEVELOPING TEAMS

3.1. KEY FACTORS THAT PROMOTE TEAM DEVELOPMENT

3.1.1. The Impact of Self-Organization on Team Development

In complex environments, self-organization is a source of competitive advantage. Self-organization not only increases empowerment and motivation, but it also increases multi-directional collaboration in ways that substantially accelerate team development.

Discuss the relationship between self-organization and team development. Illustrate how in highly dynamic environments a team's ability to self-organize accelerates collaborative learning and effectiveness in achieving common goals. Review various approaches to self-organization, self-selection, and dynamic reteaming.

3.1.2. The Impact of the Environment on Team Development

Physical environments, time zones, office space configurations and remote collaboration tools for distributed teams all have an impact on team development.

Explain how the physical or remote environment in which a team operates impacts its ability to self-organize, collaborate, and learn. Explore aspects such as physical office layout, as well as distribution across geographies and timezones. Provide tools and techniques for increasing collaboration and learning in both co-located and distributed environments.

3.1.3. Encouraging Collective Ownership and Team Accountability

Teams develop more readily when they share ownership and accountability, as opposed to thinking of themselves as a collection of individuals accountable for different parts of a whole.

Introduce ideas and techniques to encourage teams to take collective ownership of outcomes as opposed to focusing on "their individual part" of an outcome. Discuss practices that help foster team accountability such as making work visible, creating collective working agreements, etc.

3.1.4. Using Different Leadership Styles at Different Stages of Team Development

As teams evolve and mature in their ways of working together, leaders should shift their style to meet the changing needs of the team.

Relate models and stages of team formation, development, and performance to the need for different leadership styles. Discuss ways to identify if a team is stagnating on its learning journey and how to encourage a spirit of continuous improvement, learning, and innovation.

3.2. SETTING TEAMS UP FOR SUCCESS

3.2.1. Enable a Feedback Culture in the Team

Organizations and teams are human systems and multi-directional feedback is a key element for learning and growth in a dynamic system.

Explain different types of feedback that a team can give and receive, focusing on feedback within the team. Consider both positive (affirming) and negative (constructive) feedback. Emphasize the importance of responding to feedback with curiosity and humility. Explore dysfunctions that can happen when feedback is withheld or not provided in a timely manner.

3.2.2. Balancing Individual vs. Team Needs

Effective people development includes knowing when and how to intervene and when to step back in order to enable team performance and individual growth.

Discuss ways in which team and individual growth are compatible and places where there is an inherent tension between the two. An example of the latter is rewarding individual results while encouraging collaborative behaviors. Show the different contexts in which a leader may choose to intervene or to step back and allow teams and individuals the opportunity to learn and resolve their own differences.

3.2.3. Enabling the Team to Interact Cohesively with the Larger System

Teams are typically part of a larger organizational ecosystem. Team members need to understand how they fit into this ecosystem and how to interact with it effectively. They also benefit from visibility into how their performance and actions impact the ecosystem.

Discuss how the larger organizational ecosystem can constrain or enable different aspects of team collaboration and learning. This includes elements of organizational structure and culture as well as how the team goals are positioned in relation to the larger organizational vision and goals. Highlight ways that team characteristics can enhance organizational culture and achievement of organizational goals.

3.2.4. Radiating Progress and Success

Transparency about team progress and success helps the team feel part of a larger whole and reinforces the positive impacts of collaboration and learning.

Provide different approaches to measuring and radiating progress towards outcomes. Address ways these may be communicated both within and outside the team, including how many teams can stay apprised of each other's positive progress and impacts.

3.3. HONORING DIVERSE EXPERIENCES, KNOWLEDGE, AND BACKGROUNDS

3.3.1. Diversity Benefits Teams

Diverse teams are generally more creative and solve problems more effectively than homogeneous teams prone to groupthink. Diversity extends beyond age, race, language, national culture, and religion into aspects such as neurodiversity, educational background, and many others. Agile leaders embrace diversity and create environments where diverse teams can thrive.

Explore the various aspects of diversity and show how well-supported diversity enables creative tension and innovation. Contrast this with the limitations faced by homogeneous teams.

3.3.2. Building Shared Experience

Teamwork starts with relationships between and among individuals. Instead of a culture of parallel experience within teams, leaders should focus on ways to build shared experiences. When diverse backgrounds contribute to a shared experience, the outcomes exceed what any group of individuals could have achieved on their own.

Explain how pairing and working in small groups build cohesion and shared experience. Discuss how this shared experience forms the basis for trust and maximizes the potential for development. Introduce techniques for opening the door to this way of working.

3.3.3. Safety and Trust within the Team

Psychological safety is a fundamental prerequisite for high performance in teams.

Explore the various components that contribute to psychological safety. Discuss how the attitudes and behaviors of leaders enable or inhibit psychological safety.

3.3.4. Conflict as an Enabler for Creativity and Innovation

Under the right circumstances, conflict is often the catalyst for innovation.

Explain the importance of healthy conflict in the generation of innovative ideas and illustrate methods to welcome and encourage healthy conflict. Discuss missed opportunities when teams do not challenge decision-making and accept the status quo.