



# CERTIFIED AGILE SKILLS - SCALING 1

## Learning Objectives

*September 2023*

### PURPOSE

This document describes the learning objectives that must be covered in a Certified Agile Skills - Scaling 1 (CAS-S1) offering.

### SCOPE

Students attending a CAS-S1 offering should expect that each learning objective identified in this document will be covered.

The CAS-S1 learning objectives fall into the following categories:

Part One: What is scaling?

Part Two: Using Patterns to Overcome Challenges at Scale

Part Three: Scaling Successfully and Sustainably

Individual trainers (CSTs) or coaches (CECs and CTCs) may choose to include ancillary topics. Ancillary topics presented in a CAS-S1 offering must be clearly indicated as such to the attendees.

## A note about 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..."*.

Bloom's Taxonomy Dimensions:

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

## LEARNING OBJECTIVES

### Part One: What is scaling?

#### What is scaling?

- 1.1 **Define** 'scaling' in the Certified Agile Skills - Scaling 1 certification.
- 1.2 **Describe** the relationship between scaling and business agility.

#### Why scale?

- 1.3 **Explain** the cause for urgency to scale your organization.
- 1.4 **Describe** what a future state of your organization might look like from both a high level vision and goals perspective.
- 1.5 **Summarize** how effectively scaling an agile approach can improve flow/relationships across an organization.
- 1.6 **Summarize** how effectively scaling an agile approach can enable better delivery of work that may be too complex for one team and could enable more capacity.

#### The philosophy of this course and scaling: Scaled vs Scaling vs DScaling

- 1.7 **Clarify** between Principle-led, practice-led (Framework), practice-led (Methodology), practice-led (toolbox), and pattern-led approaches.
- 1.8 **Analyze** the risk of using a methodology-based approach.
- 1.9 **Discuss** the difference between a pre-configured, static, scaled approach and a changing, evolving, and growing one.
- 1.10 **Explain** how a static approach can lead to failure, whereas an evolving one can increase the chance of success.
- 1.11 **Recognize** that there is an element of descaling to scaling.
- 1.12 **Describe** the "Certified Agile Skills - Scaling 1" certification philosophy of scaling.
- 1.13 **Define** key terms of this certification as described in the *Glossary of Terms*.

## What makes scaling so challenging?

- 1.14 **Identify** the difference between clear, complicated, complex, and chaotic work in product development.
- 1.15 **Predict** the increased risk associated with chaotic work.
- 1.16 **Recognize** there are no universally applicable approaches, but there is a range of context sensitive practices/approaches to scaling.
- 1.17 **Clarify** that in areas of large organizations there may be clear work that may not need an agile mindset or approach.
- 1.18 **Describe** how a systems-thinking approach could give a holistic understanding of the organization, rather than a focus only on possible sub-optimizations.
- 1.19 **List** possible pre-conditions that could catalyze or need to be in place with scaling agility.

## Part Two: Using Patterns to Overcome Challenges at Scale

### Patterns defined

- 2.1 **Explain** what patterns are.
- 2.2 **Describe** why patterns can be beneficial and principles are often not enough.
- 2.3 **Explain** how a pattern might be used.
- 2.4 **Identify** the common attributes, underlying principles, and advantages and disadvantages of a pattern.
- 2.5 **List** at least one example of a pattern related to scaling.

### Anti-patterns defined

- 2.6 **Explain** what anti-patterns are.
- 2.7 **Clarify** why anti-patterns should be avoided.

### Frameworks and their relationship to patterns

- 2.8 **Define** an agile framework to help scale.
- 2.9 **Identify** the relationship between patterns and frameworks.
- 2.10 **Recognize** several limitations of frameworks.

## Finding and selecting a pattern

- 2.11 **Identify** at least three sources of patterns, both external and internal to an organization.
- 2.12 **Discuss** how to use agile principles to scale agile.
- 2.13 **Explore** one or more patterns to use for a specific scaling situation or scenario.

## Logistical scaling challenges

- 2.14 **Classify** at least three challenges, from a logistical point of view, that many organizations face when attempting to implement scaling.
- 2.15 **Predict** how logistical challenges increase based on the complexity of challenges the organization faces.

## Examples of applying patterns to overcome scaling challenges

- 2.16 **Identify** at least three pain points and challenges encountered when scaling for a specific scaling scenario.
- 2.17 **Select** appropriate patterns to apply in the specific scaling scenario based on the elements of a pattern.

## Part Three: Scaling Successfully and Sustainably

### Identifying and prioritizing scaling challenges

- 3.1 **Identify** common change management mistakes, challenges, and anti-patterns when scaling.
- 3.2 **Predict** likely scaling challenges within at least one organizational structure.
- 3.3 **Discuss** two ways scaling challenges become visible.
- 3.4 **Explore** the scaling effort from a value-delivery perspective.

## Using scaffolds to work in a safer space

- 3.5 **Define** scaffold as a tool in scaling.
- 3.6 **Identify** at least three transitional structures that help make an organizational transformation safer.
- 3.7 **Summarize** how good practices, such as scaffolding and patterns, have a birth, life and death lifecycle in the context of growing and evolving organizations.

## OCM (Organizational Change Management)

- 3.8 **Explain** why ignoring Organizational Change Management is a risk.
- 3.9 **Demonstrate** how an Iterative and Incremental model with reversible trials and safe-to-fail experimentation offers advantages.
- 3.10 **Clarify** why it is important to measure the success of any organizational change, including measuring before the change begins.
- 3.11 **Identify** aspects that are critical to building the right OCM team, including leadership coalitions, coaches, and the mass of volunteer change agents needed.
- 3.12 **Describe** the role of agile coaches in scaling.

## Worked Examples

- 3.13 **Discuss** an example of scaling, moving from a more defined “Agile Framework” model to one based more on agility.
- 3.14 **Analyze** an organizational structure to create a backlog of scaling challenges to address.

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