

ACCREDITATION OF PRACTICAL KNOWLEDGE

Product Owner I

Student Workbook



FACILITATOR

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WELCOME

We are delighted that you take part in the Movement for **Product-Owner-1-Movement!**

The Movement is a great way to create the base of a self-organized learning platform throughout the organization. This program will help you to develop your abilities to serve your team as a growing Scrum Master. You build and grow the community that supports you in your daily work and serves a common understanding throughout your organization.

The workbook guides you with leading questions in your sprint and the documentation of the learning objectives, that are necessary for the certification.

<https://www.scrumalliance.org/get-certified>

PURPOSE

The purpose of this workbook is to capture your learning, thoughts, impressions, feelings, questions...

- All that is important, relevant and makes sense for you!

Please use it in a way that challenges and nurtures you. Enjoy your learning journey!

This workbook is intended to be a reference for our learning journey and a touchstone for you to refer to after the Movement Program is over.

The Learning Objectives in the Movement Program are aligned with the Scrum Alliance as a base for the first step for PSM I and PSPO I by Scrum.org. Working on those learning objectives and proving, that they were understood and applied are the base for the the **Accreditation of Practical Knowledge** by an Accredited Coach (AC).

Accreditation is subject to the regulations of the Agile Coaches Alliance. A possible certification is subject to the regulations of Scrum.org. The learning content must therefore meet the relevant quality standards.

To ensure this, all successfully developed learning objectives are approved by the AC and serve as proof of implementation. In addition to learning in the group and the support of a mentor who accompanies you on this path, 1:1 coaching with the AC is carried out for each topic block of the learning objectives. Together with the small group workshops, supervision and shadowing sessions including feedback over the next 2-6 months, this results in the total coaching time required (at least 30 hours) for the recommendation for **Accreditation of Practical Knowledge**.

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HOW TO USE THIS WORKBOOK

This workbook consists of 4 parts.

INFORMATION ABOUT THE MOVEMENT

In the first part, you will find information about the [Movement](#), its [principles](#) and a description of the [framework](#).

MY PERSONAL JOURNEY

JOURNALING is a great and effective tool for learning. Maybe you have already tried it or have been using it for some time. Journaling is a way of putting pen to paper and writing without thinking too much. It is a way for you to reflect on your daily work and learning. This is a private work and a basis for your conversations with the mentor.

In this section you will find your [Mentoring Agreement](#) and some guiding questions for your journaling.

LEARNING OBJECTIVES

MOVEMENT

[Movement Foundations](#)

SCRUM FOUNDATIONS

[Scrum Theory](#)

[Scrum Accountabilities](#)

[Scrum Events](#)

[Scrum Artefacts](#)

[Lean](#)

PRODUCT OWNER 1

[Core Competencies](#)

[Goal Setting & Planning](#)

[Understanding Users & Customers](#)

[Validating product Assumptions](#)

[Working with the Product Backlog](#)

ACCREDITATION

By participating in the [Scrum Foundation Movement](#), you have the opportunity to receive the [Accreditation of Practical Knowledge](#) from the Agile Coaches Alliance. This is a certification that you have dealt intensively with the topic of Scrum Foundations over a longer period of time in the company of a mentor.

THE MOVEMENT

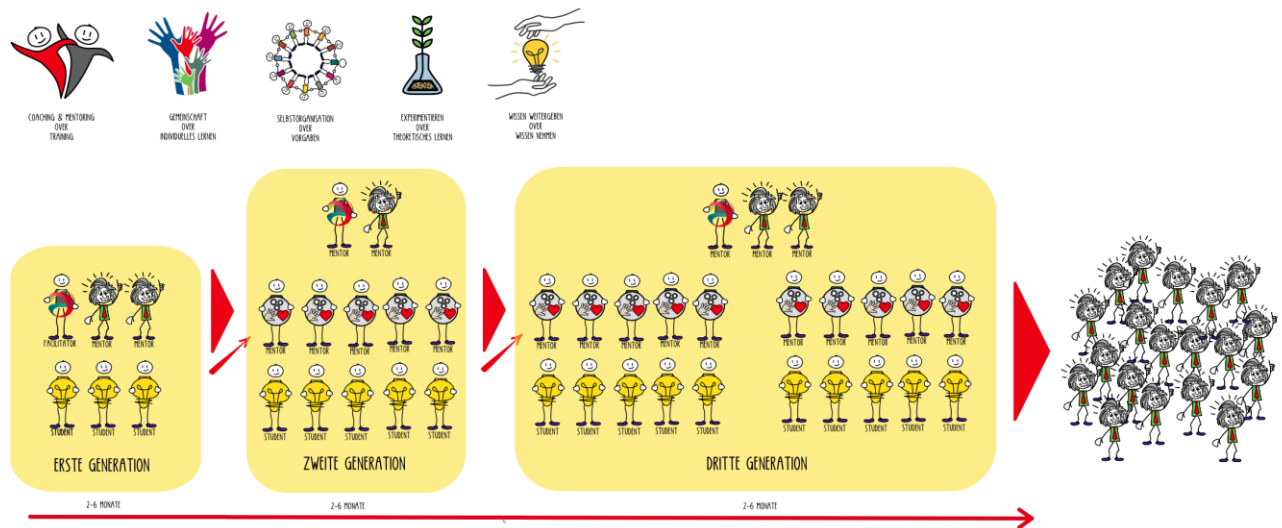


Abb. the movement

The Movement is a coaching & mentoring program for self-organized learning in small groups. It is based on the [Movement-Framework](#) and is helpful in building knowledge and a community that passes on and anchors its knowledge.

THE PRINCIPLES



COACHING & MENTORING
OVER
TRAINING



COMMUNITY
OVER
INDIVIDUAL LEARNING



SELF-ORGANISATION
OVER
GUIDELINES



EXPERIMENTATION
OVER
THEORETICAL LEARNING



PASSING ON KNOWLEDGE
OVER
TAKING KNOWLEDGE

Abb. Movement-Manifest

The power of the Movements lies in the combination of group work, mentoring and accompanied transfer into life.

COACHING & MENTORING OVER TRAINING

We value training very highly and enjoy using it successfully in certain situations. At the same time, the learning transfer rate is very low. On-the-job mentoring helps participants to put what they have learned into practice in their day-to-day work and apply it in their context. Reflection with the mentors makes it easier to deal with challenges and promotes the personal development of the participants.

COMMUNITY LEARNING OVER INDIVIDUAL LEARNING

We value learning in every form. In the work context, organizations and teams rely on collaborative work. With a Movement, participants develop skills and practices that are helpful for group learning.

SELFORGANISATION OVER GUIDELINES

Each movement has a clear structure and predefined learning content. All of this requires discipline. At the same time, participants are encouraged to develop their own way of working together. These skills, making joint decisions, dealing with group dynamics, are practiced and developed together.

EXPERIMENTING OVER THEORETICAL LEARNING

Of course, Movement also offers theoretical background and new knowledge is built up. However, the transfer of learning is important. For this reason, we work with experiments right from the start to help establish an effective transfer of learning.

PASSING ON KNOWLEDGE OVER TAKING KNOWLEDGE

When we learn, we do it first and foremost for ourselves. Even if many organizations have recognized that further training is fundamentally important, this also means a high investment for organizations. A movement encourages group learning so that knowledge is shared among several people from the outset. If follow-up movements are held and the participants develop into mentors, there is a nice balance of giving and taking.

THE MOVEMENT FRAMEWORK

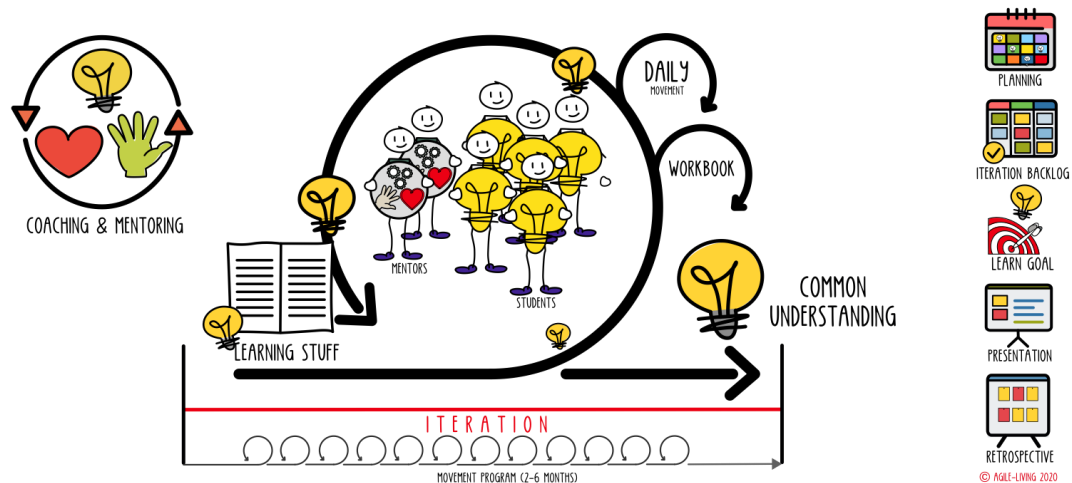


Abb. Movement-Framework

Depending on the learning content, a Movement runs for 6 months and is divided into 2-week iterations.

In each iteration, the participants work on the learning content in small groups in a self-organized manner and are supported by their mentor.

In each iteration, the participants determine their learning objective and select the appropriate learning content. The development takes place in small groups and is accompanied by mentoring sessions, community calls, reviews and coaching sessions.

"Tell me and I forget, teach me and I may remember, involve me and I learn."

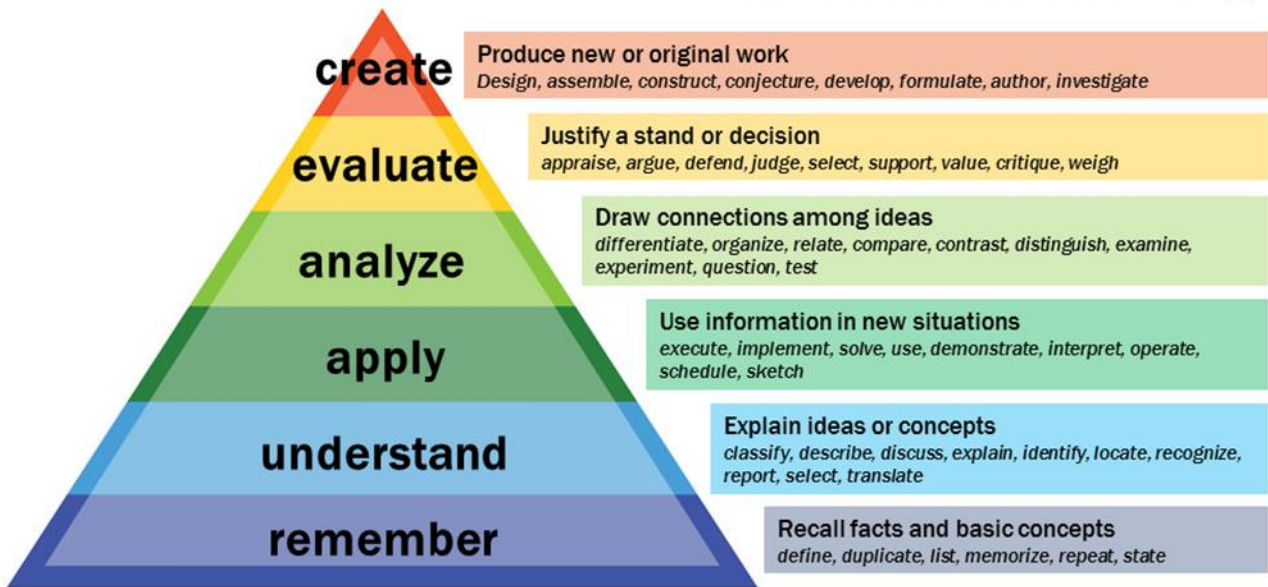
[Benjamin Franklin]

BLOOM'S TAXONOMY

Bloom's taxonomy consists of three hierarchical models that serve to categorize learning objectives into different levels of complexity and specificity.

In the original version of the taxonomy, the cognitive domain is divided into the following six levels of objectives.

Bloom's Taxonomy



Vanderbilt University Center for Teaching

Abb. Bloom's Taxonomie

TOOLS

Actions are assigned to the taxonomy levels, from which exercises can be derived so that the learning content can be systematically and sustainably built up.

REMEBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
lecture	questions	excercises	problems	projects	case studies
visuals	discussion	practice	exercises	problems	projects
Video	Review	demonstration	case studies	case studies	exercises
Audio	Test	Project	critical incidents	develop plans	cirtiques
examples	assessment	sketches	discussion	constructs	simulations
illustrations	Presentation	simulations	questions	simulations	appraisals
analogies	writing	role play	test		
game	game	micro teach			
		game			

MY PERSONAL JOURNEY

Journal writing can allow students to reflect on new knowledge learned in class, solidify their learning experience by recording their evolving thought process as they progress further in the course, learn new material, and form new conclusions. It can also teach them to formulate new opinions and perspectives, and gives them a risk-free venue to explore, think, and practice skills learned in class. Students who write regularly in a journal consistently see improvements in their work, as well as their creative and reflective thinking (Stevens & Cooper, 2009).

We would like to invite you to document your journey in the Movement. Your learnings, challenges, experiments - and anything else you find worth mentioning on this journey. They will help you to better understand your development in retrospect and prepare you for the challenges you may face as mentors.

You can share and discuss your transcripts with your mentor.

You do not need your personal notes for accreditation & certification.

“Keeping a journal about what’s going on in your life is a good way to help you distill what’s important and what’s not.” [Martina Navratilova]

MENTORING AGREEMENT

EXPECTATIONS

RESPONSIBILITIES

FEEDBACK

How would you like to receive feedback?

MY COMMITMENT

How will I contribute to the success of my trip?

CONFIDENTIALITY

The partnership between a mentor and a student is based on trust and must therefore be confidential. At the same time, your mentor may want to exchange ideas in the mentoring group in order to improve as a mentor. Clarify which topics your mentor can talk about and which topics remain confidential.

MY PERSONAL INDICATOR THAT I HAVE ACHIEVED THE GOALS OF MY JOURNEY.

ITERATION 1



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 2



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 3



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 4



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 5



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 6



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 7



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 8



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 9



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 10



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 11



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

ITERATION 12



MY GOAL FOR THIS ITERATION

QUESTIONS FOR MY MENTORING

INSIGHTS FROM MY MENTORING

CHALLENGES ON MY LEARNING-JOURNEY

TAKE AWAY AND COMMITMENT.

What will I do differently next time?

LEARNING OBJECTIVES

The Learning Objectives are based on the standards of the [Scrum Alliance](#). This knowledge is also helpful for your certification with Scrum.org.

According to [Bloom's Taxonomy](#), all Learning Objectives are assigned a level of cognitive learning.

Students, in planning and in consultation with their mentor, determine a tool with which the learned material is presented in the review.

The level of detail and depth of the review must be agreed upon with the mentor and coach.

Students are required to work in pairs and small groups. In case of suitable topics also cross-role.

To obtain accreditation, you must ensure that you have understood all the outcomes of the Learning Objectives, even if you have not worked on them yourself. In addition, the written reflection on the Learning Objectives in the workbook is a basis for accreditation.

"We testify of what we have experienced and witnessed. May our
testimony inspire others to share their story."
(Lailah Gifty Akita -Think Great: Be Great!)

"Learning is not a product of teaching.
Learning is the product of the activity of learners."
(John Holt)

MOVEMENT FOUNDATION

"If you tell people where to go, but not how to get there, you'll be amazed by the results." [General George S. Patton]

0.1 Understand the Movement-Framework - purpose, meetings and accountabilities.
What's your main insight? What is different now?

UNDERSTAND

0.2 what does self-management mean?
What's your main insight? What is different now?

UNDERSTAND

0.3 organise your learning journey and all its events self-managed
What's your main insight? What is different now?

APPLY

0.4 understand Bloom's Taxonomy
What's your main insight? What is different now?

UNDERSTAND

0.5 understand the structure and the handling of the Learning Objectives
What's your main insight? What is different now?

UNDERSTAND

SCRUM FOUNDATIONS

“Failure is simply the opportunity to begin again, this time more intelligently.” [Henry Ford]

SCRUM THEORY

1.1. Define Scrum.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

1.2. List the 5 Scrum Values.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

1.3. Define empiricism.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

1.4. List the 3 empirical Scrum pillars.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

1.5. List at least 3 benefits of an iterative and incremental approach.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

1.6. Describe at least two benefits that could be lost if Scrum is only partially implemented.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

1.7. describe how Scrum is aligned with the values and principles of the Manifesto for Agile Software Development.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

THE SCRUM ACCOUNTABILITIES

2.1. Illustrate how the Product Owner, Developers and Scrum Master interact to deliver Increments within a Sprint

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

APPLY

2.2. identify at least three benefits of a cross-functional, self-managing Scrum Team.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

SCRUM EVENTS

3.1. explain at least three benefits of using a timebox.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

3.2. Define the purpose and maximum duration of a Sprint..

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

3.3 explain how to determine a suitable duration of a Sprint.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

3.4 define Sprint Planning, Daily Scrum, Sprint Review and Sprint Retrospective, including their purpose, participants, sequence, and maximum recommended timebox.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

3.5 list at least three activities that may occur as part of Product Backlog refinement.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

3.6 repeat at least two reasons why the Scrum Team dedicates time for Product Backlog refinement.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

SCRUM ARTEFACTS

4.1. define the purpose of and at least three attributes of the Product Backlog, Sprint Backlog, and Increment.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

4.2. explain why the Product Backlog is an emergent list of what is needed to improve the product.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

4.3. list at least three attributes of a Product Backlog item.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

4.4. discuss how the Sprint Backlog can be changed without endangering the Sprint Goal..

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

4.5 explain how multiple Increments may be created during a Sprint.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

4.6 describe how the Product Goal, Sprint Goal and Definition of Done represent the commitments for the three artifacts of Scrum.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

4.7 describe why the Sprint Goal does not change during a Sprint.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

4.8 explain how the Definition of Done evolves over time.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

4.9 identify at least two reasons why multiple teams working on the same Product Backlog have a shared and consistent Definition of Done.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

LEAN

5.1. Describe Lean Principles and discuss how they can improve operations (way of working) and results.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

5.2. Describe the different kinds of waste in Lean and compare at least 4 of them with your own work environment.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

COACHING-SESSION SCRUM FOUNDATIONS

Necessary for the accreditation. Arrange with your Movement colleagues a session with the Accreditation Coach.



MY GOAL FOR THIS SESSION



MY INSIGHTS OF THIS SESSION



MY NEXT STEP TO INTEGRATE MY INSIGHTS

PRODUCT OWNER 1

PRODUCT OWNER CORE COMPETENCIES

“There is nothing so useless as doing efficiently that which should not be done at all.” [Peter DRUCKER]

1.1 discuss at least three different organizational designs which affect how the accountabilities of the Product Owner are executed.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

1.2. use at least one technique to provide transparency to stakeholders on progress toward goals.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

APPLY

1.3. list at least three techniques to gather information or insights from stakeholders

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

1.4. describe how the Product Owner interacts with the other Scrum Team members during the Scrum events and throughout the Sprint.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

1.5. identify at least two ways to overcome the challenges of being a Product Owner for multiple Scrum Teams.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

1.6 discuss at least two reasons why the Product Owner is a single person and neither a group nor a committee.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

1.7 discuss how and why the Product Owner maintains authority over the Product Backlog while working collaboratively with Developers and stakeholders

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

COACHING SESSION – PRODUCT OWNER CORE COMPETENCIES

Necessary for the accreditation. Arrange with your Movement colleagues a session with the Accreditation Coach.



MY GOAL FOR THIS SESSION

Handwriting practice lines for the goal section, consisting of 10 horizontal dashed lines.



MY INSIGHTS OF THIS SESSION

Handwriting practice lines for the insights section, consisting of 10 horizontal dashed lines.



MY NEXT STEP TO INTEGRATE MY INSIGHTS

Handwriting practice lines for the next step section, consisting of 10 horizontal dashed lines.

GOAL SETTING & PLANNING

“Stop starting and start finishing!” [Andy Hiles]

2.1. explain the relationship between a product vision and a Product Goal.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

2.2. practice the creation of a Product Goal.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

APPLY

2.3. practice creating a Sprint Goal with a Scrum Team.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

APPLY

2.4. list the components of a product plan or forecast with stakeholders.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

2.5 describe how to plan a product release.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

2.6 explain at least two approaches to identify small, valuable, and usable Increments.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

COACHING SESSION – GOAL SETTING & PLANNING

Necessary for the accreditation. Arrange with your Movement colleagues a session with the Accreditation Coach.



MY GOAL FOR THIS SESSION



MY INSIGHTS OF THIS SESSION



MY NEXT STEP TO INTEGRATE MY INSIGHTS

UNDERSTANDING CUSTOMERS AND USERS

“Simplicity is the ultimate sophistication.” [Leonardo da Vinci]

3.1. describe how a Product Owner includes product discovery and validation in their work.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

3.2. illustrate at least one approach for segmenting customers and users.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

APPLY

3.3. practice at least one technique to prioritize between conflicting customer (or user) needs.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

APPLY

3.4. identify how at least three aspects of product discovery contribute to successful product outcomes.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

3.5. list at least three approaches to connect Developers directly to customers and users.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

COACHING SESSION – UNDERSTANDING CUSTOMERS AND USERS

Necessary for the accreditation. Arrange with your Movement colleagues a session with the Accreditation Coach.



MY GOAL FOR THIS SESSION



MY INSIGHTS OF THIS SESSION



MY NEXT STEP TO INTEGRATE MY INSIGHTS

VALIDATING PRODUCT ASSUMPTIONS

“The value of an idea lies in the using of it.” [Thomas Edison]

4.1. describe how Scrum supports validating product assumptions.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

4.2. describe at least one approach to validate product assumptions by their cost and quality of learning.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

COACHING SESSION – VALIDATING PRODUCT ASSUMPTIONS

Necessary for the accreditation. Arrange with your Movement colleagues a session with the Accreditation Coach.



MY GOAL FOR THIS SESSION



MY INSIGHTS OF THIS SESSION



MY NEXT STEP TO INTEGRATE MY INSIGHTS

WORKING WITH THE PRODUCT BACKLOG

“As a general rule of thumb, when benefits are not quantified at all, assume there aren't any.” [Tom DeMarco]

5.1. describe the relationship between outcome and output.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

5.2. list at least three actions the Product Owner could take to maximize outcomes and impact while minimizing outputs.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

5.3. define at least three terms related to product economics.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

5.4 describe value from the perspective of at least three different stakeholder groups.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

UNDERSTAND

5.5. list at least three techniques to measure value.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

REMEMBER

5.6. create a Product Backlog that supports the achievement of a Product Goal.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

EVALUATE

5.7. create at least one Product Backlog item that includes a description of desired outcome and value.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

EVALUATE

5.8. practice at least one approach to refining the Product Backlog.

WHAT'S YOUR MAIN INSIGHT? WHAT IS DIFFERENT NOW?

APPLY

COACHING SESSION – WORKING WITH THE PRODUCT BACKLOG

Necessary for the accreditation. Arrange with your Movement colleagues a session with the Accreditation Coach.



MY GOAL FOR THIS SESSION



MY INSIGHTS OF THIS SESSION



MY NEXT STEP TO INTEGRATE MY INSIGHTS

ACCREDITATION & CERTIFICATION

"Without continual growth and progress, such words as improvement, achievement, and success have no meaning." [Benjamin Franklin]



To gain the **Accreditation of Practical Knowledge** of the Agile Coaches Alliance you need to work on the Learning Objectives, fill at least this section of the workbook and have single or small-group coaching-sessions with you Accreditation Coach (ACA-AC), as this is the person who will certify you.

Filling this section of the workbook means to write down at least one insight regarding the learning objective. If you haven't worked on the learning objective, you would get insights in the review and your discussions with your peers.

This format is an option to do that. Feel free to find a way that suits you. It's not about copying the results of your Learning Objectives - it's about your reflection - how the Learning Objectives impact your work and life.



With finishing this movement you will be able to do the PSM I certification at [Scrum.org](https://www.scrum.org).

We wish you an interesting, challenging and successful journey.

NEXT STEPS ON YOUR JOURNEY TO BECOMING A PROFESSIONAL PRODUCT OWNER



For the **Accreditation of Practice** you need 2 years of active experience as a Scrum Master and evidence of working with a mentor.

To deepen your learning in exchange, a **Movement Product Owner II** can support your journey to the Accreditation of Practice.



For the **Accreditation of Excellence** you need 2 years of active experience as a Scrum Master and evidence of working with a mentor.

To deepen your learning in exchange, a **Movement Product Owner III** can support your journey to the Accreditation of Excellence.

BECOMING A MENTOR

The Movement supports participants to become Scrum Professionals. They get mentoring and coaching along their journey. So that others get the same change, the program needs people, who are willing to become a mentor for an upcoming generation. This is also a precondition if you think about attending the next step, the advanced program.

THE MOVEMENT NEEDS MENTORS TO GUIDE THE PARTICIPANTS ACCORDING TO THE PRINCIPLES OF THE PROGRAM.

Please help your mentee to start as a mentor in the next generation.

You find the mentor-competencies [here](#).

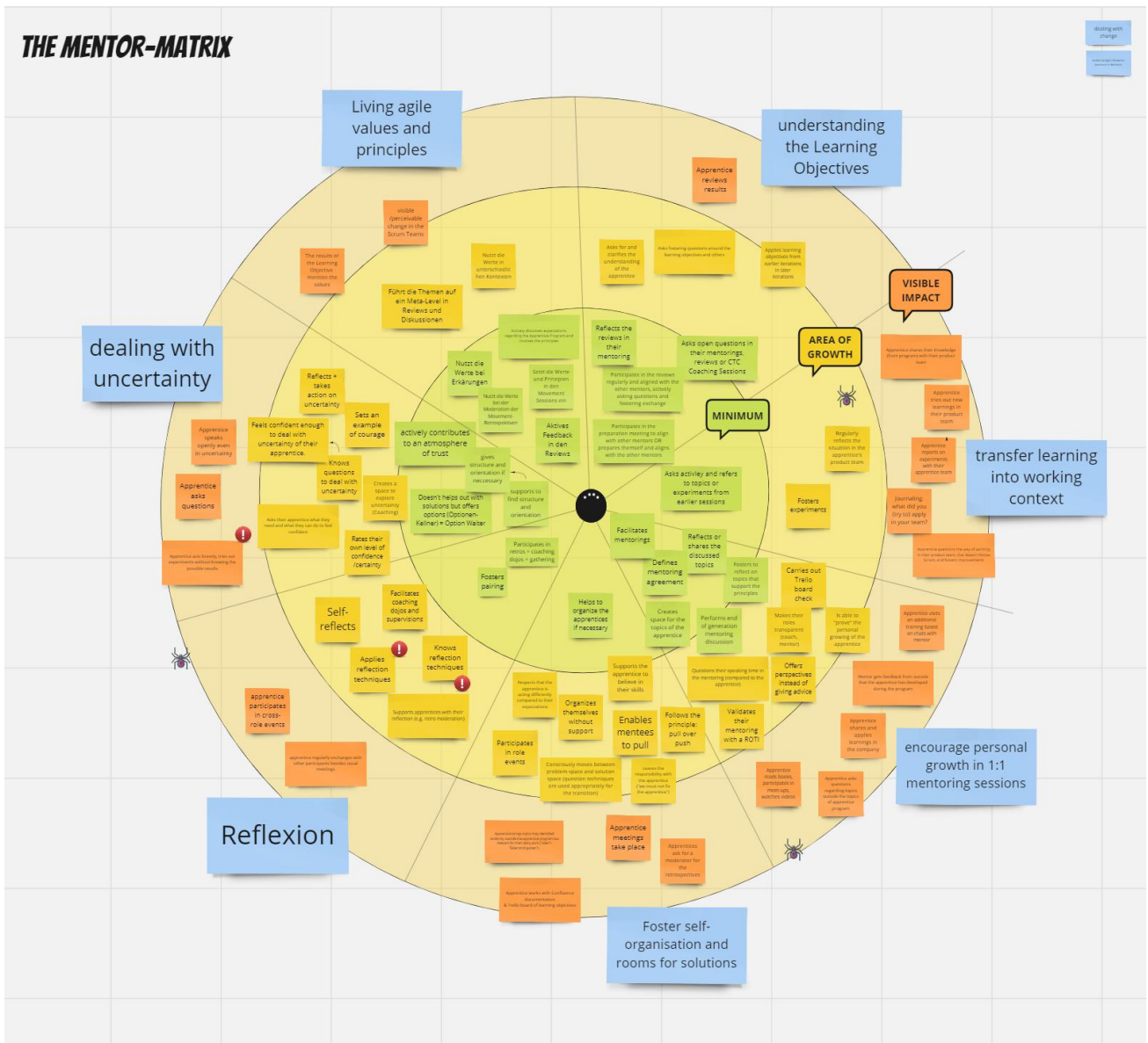


Abb. Mentor-Matrix

LITERATURE

Title	Author
The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses	Eric Ries
Inspired: How To Create Products Customers Love	Marty Cagan
User Stories Applied	Mike Cohn
Agile Estimating and Planning	Mike Cohn
Agile Product Management with Scrum: Creating Products That Customers Love (Addison-Wesley Signature)	Roman Pichler
The Principles of Product Development Flow: Second Generation Lean Product Development	Donald G. Reinertsen
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