# SAFe® Scrum Master (SSM)

*Detailed Course Table of Contents | Two-Day Instructor-Led Training*

## Course overview

This course introduces the Scrum Master role in a SAFe enterprise, emphasizing servant leadership, team facilitation, Agile Release Train (ART) alignment, PI Planning, iteration execution, and continuous improvement. It combines concepts with discussion and hands-on application.

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| **Duration** | **2 days (typically 16 instructional hours; breaks excluded)** |
| **Audience** | Aspiring or practicing Scrum Masters, team leads, Agile coaches, project managers, and team facilitators |
| **Prerequisites** | Familiarity with Agile and Scrum is helpful; verify current provider requirements |
| **Delivery** | Instructor-led explanations, scenarios, group activities, and knowledge checks |

## 1. Introducing Scrum in SAFe

Learning objective: Understand why Scrum teams operate within a broader enterprise delivery system.

**1.1 Agile and Scrum foundations —** Agile values and principles; empirical process control; Scrum accountabilities, events, and artifacts.

**1.2 Why scale Agile? —** Coordination across teams, dependencies, shared outcomes, and enterprise-level delivery challenges.

**1.3 SAFe overview —** Lean-Agile mindset, SAFe core competencies, Agile Release Trains, and value streams.

**1.4 Scrum in a SAFe environment —** Team-level Scrum practices alongside ART cadence, synchronization, and shared objectives.

**1.5 Key roles and collaboration —** Scrum Master/Team Coach, Product Owner, Release Train Engineer, and cross-functional Agile Teams.

**Suggested practical exercise:** Map a multi-team product delivery scenario and identify coordination challenges.

## 2. Characterizing the Scrum Master Role

Learning objective: Describe the Scrum Master as a servant leader and facilitator within SAFe.

**2.1 Role purpose and responsibilities —** Enable team effectiveness, support flow, remove impediments, and foster self-management.

**2.2 Servant leadership —** Listening, coaching, enabling ownership, building trust, and psychological safety.

**2.3 Facilitation versus coaching —** When to facilitate a meeting, coach a behavior, teach a practice, or mentor an individual.

**2.4 High-performing teams —** Team working agreements, collaboration, conflict navigation, and continuous learning.

**2.5 Supporting the wider ART —** Cross-team collaboration, escalation of systemic impediments, and alignment with ART events.

**Suggested practical exercise:** Role-play a Scrum Master response to recurring impediments and team conflict.

## 3. Experiencing PI Planning

Learning objective: Explain how teams prepare for and contribute to PI Planning.

**3.1 Purpose and outcomes —** Shared mission, alignment, visibility, risk discovery, and PI objectives.

**3.2 Preparation and inputs —** Vision, prioritized features, team capacity, architecture considerations, and dependencies.

**3.3 Team breakout activities —** Estimate work, plan iterations, identify dependencies, and draft team PI objectives.

**3.4 Program board and risks —** Visualize cross-team dependencies and milestones; apply ROAM to risks.

**3.5 Confidence vote and plan refinement —** Surface concerns, revise plans, and establish shared commitment.

**3.6 Scrum Master contribution —** Facilitate team planning, ensure participation, and help resolve or escalate blockers.

**Suggested practical exercise:** Simulate PI Planning with a small feature backlog, dependency board, and PI objectives.

## 4. Facilitating Iteration Execution

Learning objective: Support reliable iteration delivery and fast feedback.

**4.1 Iteration planning —** Set iteration goals, select stories, consider capacity, and clarify acceptance criteria.

**4.2 Daily team synchronization —** Facilitate effective Daily Scrums and make impediments visible.

**4.3 Backlog refinement and quality —** Promote ready-to-discuss work, shared understanding, built-in quality, and Definition of Done.

**4.4 Iteration review —** Demonstrate working outcomes, engage stakeholders, and capture feedback.

**4.5 Iteration retrospective —** Inspect collaboration and delivery patterns; agree on measurable improvements.

**4.6 Flow and progress visibility —** Use visual boards, WIP awareness, and relevant team measures without metric misuse.

**Suggested practical exercise:** Facilitate a short Daily Scrum and retrospective using a sample sprint scenario.

## 5. Finishing the Program Increment

Learning objective: Help teams inspect results, learn, and improve at the PI boundary.

**5.1 PI objectives and outcomes —** Review planned versus actual value and discuss achievement of objectives.

**5.2 System demo —** Understand integrated solution feedback across teams.

**5.3 Inspect and Adapt event —** Review quantitative and qualitative results, identify systemic problems, and prioritize improvement.

**5.4 Problem-solving workshop —** Use root-cause techniques such as fishbone diagrams and five whys.

**5.5 Improvement follow-through —** Turn improvement ideas into owners, actions, and measurable follow-up.

**Suggested practical exercise:** Perform a five-whys analysis of a missed cross-team dependency.

## 6. Coaching the Agile Team

Learning objective: Apply practical coaching behaviors to support long-term team performance.

**6.1 Building team maturity —** Assess collaboration, ownership, learning habits, and team effectiveness.

**6.2 Coaching toward self-management —** Use open questions, feedback, observation, and experiments rather than directing every action.

**6.3 Handling impediments —** Differentiate team-level blockers from systemic issues and select escalation paths.

**6.4 Facilitating difficult conversations —** Address conflict, competing priorities, and stakeholder expectations constructively.

**6.5 Continuous improvement habits —** Working agreements, retrospectives, improvement backlogs, and feedback loops.

**6.6 Personal development plan —** Identify growth opportunities and practical next steps as a Scrum Master.

**Suggested practical exercise:** Create a 30-day coaching and improvement plan for a fictional Agile Team.

## Suggested Two-Day Delivery Plan

| Day | Coverage | Practice focus |
|---|---|---|
| **Day 1** | Modules 1–3 | Team roles, servant leadership, PI Planning simulation |
| **Day 2** | Modules 4–6 | Iteration facilitation, Inspect & Adapt, coaching scenarios |

## Expected Learning Outcomes

- Explain how Scrum operates within SAFe and an Agile Release Train.
- Describe Scrum Master responsibilities and servant-leadership behaviors.
- Support team participation in PI Planning and cross-team coordination.
- Facilitate effective iteration events and help remove impediments.
- Contribute to Inspect and Adapt and ongoing team improvement.
- Apply practical coaching techniques in realistic team situations.

## Certification and Delivery Notes

The syllabus is a detailed planning outline, not a reproduction of official licensed courseware. Certification eligibility, examination format, course duration, permitted delivery methods, and partner entitlements should be confirmed against the current Scaled Agile course and partner requirements before publication or enrollment.