



Learning Outcomes

Project Management

Core & Specialized Credentials

International Certification Alliance

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LICENSING INFORMATION

The work in this document was facilitated by the International Certification Alliance (ICA) and done through the contributions of various experts and practitioners. These learning objectives are intended to help the growing Tomorrow-Ready™ community worldwide.

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HOW TO READ THIS DOCUMENT

This document outlines the learning outcomes that accredited member organizations must address to offer ICA's Project Management certification. To achieve the certification, a learner must complete the core credential plus at least two specialized credentials.

Each learning outcome (LO) follows a particular pattern, described below.

O.O Learning Outcome Name

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

The learning outcome's purpose further describes what is expected to be imparted to the learner (e.g., a key point, framework, model, approach, technique, or skill).

CORE CREDENTIAL LEARNING OUTCOMES

Project Management Core

Project Management is an 8-hour Core Credential for professionals who want to develop a shared understanding of how organizations plan, organize, monitor, and execute work to deliver value reliably and responsively. Project management is not a single methodology. It is a set of skills that must flex across different types of work, organizational contexts, and levels of uncertainty. Whether work flows through structured phases, iterative cycles, or continuous streams, the fundamental disciplines of planning, progress transparency, dependency management, stakeholder coordination, and adapting when delivery diverges from expectations remain constant.

1. Delivery Approaches

1.1 Delivery Approaches and Fit

Organizations use different delivery approaches because work varies in certainty, flow, regulation, and coordination needs. Practitioners need enough range to recognize when structured, iterative, or continuous approaches fit best.

Build learners' understanding of common delivery approaches and the conditions that make each a reasonable fit. Introduce delivery approaches such as Waterfall (structured, sequential phases suited to stable, well-defined requirements), Agile/Scrum (iterative delivery suited to work where requirements evolve), and Kanban (continuous flow suited to a steady stream of independent work items).

1.2 Delivery Systems and Individual Performance

Delivery leaders improve flow, coordination, clarity, and team conditions. They manage the work system, not the individuals' performance and confusing these two leads to micromanagement and weaker accountability.

Build learners' understanding of the distinction between managing the delivery system and managing individual performance. Effective delivery managers focus on the conditions, flow, and structure that enable teams to perform and not on directing the activities of individual contributors. This distinction has practical consequences for how authority, accountability, and autonomy are distributed.

2. Adaptive Planning

2.1 Predictive and Adaptive Planning

Predictive planning works best when work is well understood; adaptive planning fits higher uncertainty and learning. Using the wrong approach can create false certainty or unnecessary ambiguity.

Build learners' understanding of the assumptions and conditions behind predictive and adaptive planning. Predictive planning fits conditions like well-understood, stable requirements or a regulatory need for a fixed scope and schedule commitment upfront, while adaptive planning fits conditions like requirements likely to shift as the team learns or a market context changing too quickly for a fixed plan to hold. Applying predictive planning where conditions call for adaptive creates false certainty. While applying adaptive planning where conditions call for prediction creates unnecessary ambiguity.

2.2 Multi-Level Adaptive Planning

Adaptive planning uses different levels of detail for different time horizons. Near-term commitments, medium-term direction, and longer-term flexibility help teams balance coordination with responsiveness.

Develop learners' ability to create adaptive plans with appropriate planning fidelity and outcome-based success measures. Address the trap of planning everything at the same level of detail. For example, this might mean detailed, near-term commitments at the iteration level, a rougher medium-term view at the release level, and a directional, loosely-held long-term roadmap that's expected to change as more is learned.

3. Dependencies, Constraints, and Delivery Risk

3.1 Dependencies and Constraints

Technical, team, supplier, regulatory, and resource dependencies or constraints create different delivery risks. Recognizing them early helps teams manage disruption before it becomes urgent.

Build learners' understanding of dependencies and constraints and the consequences of leaving them unmanaged thus becoming issues. For example, a technical dependency on another team's unfinished work can silently block other work, a supplier lead time can quietly determine the earliest possible delivery date regardless of how fast the internal team moves, and a regulatory approval step can add weeks to the schedule with no ability to minimize the impact.

3.2 Delivery Risk from Dependencies and Constraints

Dependencies and constraints can create delivery risks that need active management rather than passive documentation.

Develop learners' ability to manage delivery risks arising from dependencies and constraints without turning risk management into a compliance exercise. Effective risk practice identifies, assesses, responds to, monitors, and communicates those risks.

3.3 Hidden Dependencies and Constraints

Some dependencies and constraints are discovered only after they delay work. Structured analysis helps reveal relationships among work, teams, systems, and external parties before they become blockers.

Develop learners' ability to surface and prioritize dependencies and constraints that pose the greatest risk to negatively impacting delivery flow.

4. Stakeholder Coordination and Delivery Accountability

4.1 Stakeholder Identification

Effective stakeholder engagement starts with knowing who your stakeholders are and what matters to them.

Build learners' ability to identify project stakeholders and their needs. Introduce approaches to identify stakeholders or questions such as who will be affected by this project, who has influence over it, who has information we need, and who will use the outcome. Develop learners' ability to analyze what stakeholders have in common.

4.2 Stakeholder Coordination

Delivery often stalls at boundaries between teams, functions, and organizational levels. Coordination practices help ensure information, decisions, and dependencies move across those boundaries.

Build learners' understanding of stakeholder coordination as a structural discipline for sustaining delivery momentum. For example, a regular cross-team sync prevents a dependency from silently slipping without anyone noticing until it's already blocking work, a shared decision log prevents rework caused by different groups operating on outdated or conflicting information, and a defined escalation path prevents a stalled decision from sitting unresolved because no one was clear on who had the authority to unblock it.

4.3 Responding to Material Delivery Change

Scope, people, dependencies, or priorities can change during delivery. Resilient delivery requires assessing the impact, choosing a proportionate response, updating expectations, and communicating the revised position.

Develop learners' ability to respond actively and proportionately when delivery conditions change materially. For example, a small scope addition might only require adjusting the current iteration's plan and a brief note to stakeholders, while losing a key team member mid-delivery might require reassessing the timeline itself and proactively renegotiating expectations before anyone has to ask why a date slipped.

4.4 Progress Transparency

Stakeholders need different views of delivery health.

Develop learners' ability to design communication and visualization approaches that make delivery progress genuinely transparent, enabling stakeholders to make informed decisions rather than operating on assumptions. Useful transparency shows progress toward outcomes, forecast, and risk rather than only reporting completed activity. An approach may contain what is shared, with whom, at what cadence, and in what format to enable stakeholder action.

SPECIALIZED CREDENTIAL LEARNING OUTCOMES

Hybrid Delivery Planning

Hybrid Delivery Planning is a 2–4 hour Specialized Credential for professionals who want to develop their ability to plan and manage delivery work that spans multiple approaches simultaneously. Most organizations do not operate with a single delivery approach. Teams might run sprints alongside phase-gated programs, continuous improvement work sitting alongside fixed-scope projects, and external dependencies connect agile teams to suppliers and regulators who operate in entirely different rhythms. This course equips practitioners to design delivery is coherent across these boundaries rather than forcing everything into a single approach.

1.1 Hybrid Delivery Environments

Teams within organizations and partners often operate in different approaches. Hybrid delivery is therefore a common result of organizational complexity.

Build learners' understanding of why hybrid delivery emerges and why it requires deliberate coordination. Teams and partners might choose a different approach due to different delivery rhythms, governance requirements, and levels of uncertainty. For example, mergers or acquisitions often bring together teams with genuinely different established methods, creating a coordination challenge around reconciling incompatible cadences and terminology. Or, regulated and safety-critical components of a larger effort may require a more structured approach even while the rest of the organization works iteratively, creating a challenge around syncing a fixed-schedule workstream with flexible ones.

2.1 Hybrid Delivery Integration Points

Hybrid delivery most often fails at the boundaries between approaches. Different planning cycles, approvals, and change mechanisms can create delays and conflicting expectations.

Develop learners' ability to identify and manage integration points between different delivery approaches. For example, mismatched planning cycles create a risk that an iterative team commits to something a structured partner can't actually accommodate until their next fixed planning window; different approval or change processes create a risk that a change agreed to informally in one team's fast cadence sits waiting for a slower formal sign-off elsewhere.

3.1 Coherent Hybrid Delivery Planning

A hybrid plan needs to connect delivery tracks without forcing artificial consistency.

Develop learners' ability to create an integrated hybrid delivery plan that coordinates different approaches while preserving their useful differences. A hybrid delivery plan highlights cross-track dependencies, communication expectations, change handling, and escalated coordination action approaches.

4.1 Hybrid Delivery Coherence and Risk

Hybrid plans can drift as tracks move out of sync or integration points fail. Ongoing review helps determine whether the approach still fits the organization and delivery reality.

Develop learners' ability to assess hybrid delivery for coherence, integration risk, and contextual fit. For example, two tracks that were well-synchronized at kickoff can drift as one accelerates and the other hits a regulatory delay, or an integration point that worked fine early on can start silently failing once volume or complexity increases past what it was designed to handle.

Stakeholder Progress Communication

Stakeholder Progress Communication is a 2–4 hour Specialized Credential for professionals who want to develop their ability to keep stakeholders accurately informed and genuinely engaged throughout delivery. The gap between what delivery teams know and what stakeholders understand is one of the most persistent sources of delivery failure. This credential goes beyond status reporting to build the communication practices, visualization approaches, and stakeholder engagement disciplines that create shared understanding and enable timely decisions.

1.1 Stakeholder Information Needs

Executives, delivery teams, customers, managers, and partners need different information to make different decisions. One status report for every audience usually provides too much or too little detail.

Build learners' understanding of delivery communication as an audience–designed practice. For example, an executive needs a high–level read on budget, timeline, and risk to decide whether to keep funding or escalate; or a customer needs a clear view of what's been delivered and what's coming to decide whether their own downstream plans need to adjust.

2.1 Delivery Progress Artifacts

Traffic lights, percentage–complete reports, and milestone summaries can create false confidence when they obscure delivery health, forecast, risk, or decisions needed.

Develop learners' ability to assess whether delivery artifacts create genuine shared understanding. For example, a report with a simple green light can mask a risk that hasn't materialized yet but is clearly building, a percentage–complete figure can imply steady linear progress on work that's actually 80% done on the easy parts and stalled on the hard 20%, and a milestone summary can confirm dates were hit without revealing that scope was quietly cut to hit them.

3.1 Stakeholder Communication Design

Effective delivery communication ensures the right information reaches the right audience at the right time and in a format that supports action.

Develop learners' ability to design proactive, audience–calibrated delivery communication linked to stakeholder decisions. A stakeholder communication approach contains audience, information, cadence, format, and decision support.

4.1 Communication When Delivery Falls Short

Delayed, defensive, or overly optimistic communication can erode confidence quickly.

Develop learners' ability to assess whether difficult delivery communication is honest, timely, and constructive.

Designing for Delivery Team Effectiveness

Designing for Delivery Team Effectiveness is a 2–4 hour Specialized Credential for professionals who want to develop their ability to build and sustain the structural and environmental conditions that enable delivery teams to perform consistently. High-performing delivery teams do not emerge by accident. They require deliberate attention to team structure, clarity of purpose and accountability, feedback mechanisms, and the removal of systemic obstacles that inhibit flow. This credential focuses on the delivery leader's role in creating those conditions rather than on interpersonal team dynamics.

1.1 Team Structure for Delivery Performance

Team composition, size, location, interfaces, and work flow directly affect delivery speed, quality, and adaptability. Team structure is therefore a delivery design choice, not only an HR concern.

Build learners' understanding of how structural team choices influence delivery performance. For example, team size affects communication overhead, since coordination cost grows faster than headcount as a team gets larger; distributed location affects the speed of informal problem-solving, since quick clarifications that happen in passing in person require more deliberate effort across time zones; and unclear interfaces between teams affect handoff speed, since work can sit waiting at a boundary no one owns.

2.1 Team Purpose and Clarity

Teams underperform when a shared purpose and success criteria are unclear. These clarity gaps create friction even when skill is strong.

Develop learners' ability to diagnose clarity gaps that constrain delivery team performance. A shared purpose gives a team a common basis for making the countless small trade-off decisions delivery requires. Without a shared purpose that's explicit and agreed upon, individuals default to their own reasonable but conflicting assumptions, and delivery suffers from friction that looks like a people problem but is really a clarity problem.

3.1 Misaligned Incentives

An organization can genuinely want cross-team collaboration or shared ownership of outcomes while its reward structure quietly tells individuals the opposite.

Develop learners' ability to recognize when a team's behavior isn't a mindset or culture problem but a predictable response to how success is measured and rewarded. For example, individual bonus targets tied to personal ticket count can quietly discourage someone from pairing with a struggling teammate, since time spent helping doesn't count toward their own number, even if the organization's stated value is collaboration.

4.1 Systemic Obstacles to Team Performance

Persistent delivery problems often come from a systemic obstacle rather than individual effort. Systemic obstacles require structural responses.

Develop learners' ability to diagnose systematic obstacles, such as delayed approvals, competing priorities, weak tools, or organizational policies that constrain delivery team performance. For example, a slow, multi-layered approval process might call for delegating decision authority down to the team level for lower-risk changes, or a weak shared tool everyone depends on might call for securing budget to replace it rather than asking each team to build individual workarounds.

Prioritization

Prioritization is a 2–4 hour Specialized Credential for professionals who want to develop their ability to make clear, defensible, value-based decisions about what to work on when capacity is limited and demand exceeds supply. Prioritization is one of the most frequently exercised and least formally developed skills in organizational life. Whether the context is a product backlog, a delivery queue, a portfolio of initiatives, or a team's weekly workload, the discipline of identifying what matters most and committing to a sequence is the same: understand what value means in this context, surface the trade-offs honestly, apply consistent criteria, and communicate the decision in a way that builds rather than erodes confidence.

1.1 Prioritization as a Value Judgment

Prioritization frameworks encode assumptions about what value means, whose needs matter, and which trade-offs are acceptable. They do not remove judgment from the decision.

Build learners' understanding of prioritization as a value-based discipline requiring explicit criteria and trade-offs. What counts as "value" at all (what gets attention), what factors are allowed to influence the decision (what is considered in the cost, etc), and whose needs get counted and by how much (who gets attention).

2.1 Value in Context

Executives, users, teams, and other stakeholders may define value differently. Prioritization becomes inconsistent when those differences are not addressed.

Develop learners' ability to surface competing definitions of value before prioritization. For example, an executive might define value primarily in terms of revenue or strategic positioning, a user might define it as whether the product actually solves their day-to-day problem, and a delivery team might define it as reducing the technical debt that's slowing every future decision down. None of these definitions is inherently more correct than the others. A shared basis for criteria might mean negotiating a small set of common dimensions, such as customer impact, revenue effect, and delivery risk, that each stakeholder's definition of value can be translated into and weighed against together.

3.1 Defensible Prioritization

A strong prioritization approach makes value criteria and trade-offs visible. The result should be explainable to stakeholders even when they disagree with the prioritization.

Develop learners' ability to design and apply context-appropriate prioritization methods that produce transparent trade-offs. For example, a weighted scoring model that explicitly rates each item against criteria like customer impact, revenue, and effort makes the reasoning visible, so a stakeholder can see exactly why item A ranked above item B and can challenge a specific score rather than the decision as an opaque whole.

4.1 Prioritization Discipline Over Time

Prioritization discipline can erode as demand grows and stakeholder pressure increases.

Develop learners' ability to assess the conditions that sustain or weaken prioritization discipline. Structural and cultural conditions determine whether hard choices continue to be made consistently by leveraging a variety of prioritization practices. Introduce conditions that impact prioritization over time such as organizational growth, stakeholder pressure increases, the gap between demand and capacity widens, and the temptation to satisfy every request.

Improving Flow

Improving Flow is a 2–4 hour Specialized Credential for professionals who want to develop their ability to make work visible and improve the movement of work through a system. This credential focuses on work visualization, work in progress, blockers, dependencies, queues, policies, forecasting, and flow-oriented conversations that improve delivery outcomes.

1.1 Work Visualization and Flow

Knowledge work is often complex, making flow and progress difficult to detect and communicate. Visual systems create a shared understanding of how work is moving.

Build learners' understanding of visualization as a foundation for managing flow and collaboration. Visualization aids in making overload, delay, dependencies, and blocked work transparent.

2.1 Flow Constraints

Flow can be constrained by a variety of factors that are usually system conditions rather than individual performance problems.

Develop learners' ability to diagnose where flow slows and which systemic conditions contribute to delay. Constraints could include excess work in progress, queues, waiting, dependencies, batch size, rework, and context switching.

3.1 Flow Improvement

Flow improves through small, testable changes rather than broad process redesign. Teams need a clear constraint, a reversible intervention, and an early measure of whether the experiment is helping improve the flow of work to done.

Develop learners' ability to design practical, measurable experiments that improve flow without over-controlling work.

4. Ethical Use of Flow Measures

Flow metrics can support system improvement but become harmful when used as isolated data points or used to judge individual performance. Interpretation needs context and attention to what the measure actually represents.

Develop learners' ability to interpret flow measures constructively and avoid performance-management misuse. For example, a rising cycle time across a team reveals something real about the system, like growing work-in-progress or a bottleneck at a specific handoff, but using that same cycle time to rank individual engineers against each other misuses the measure.

Strategy Execution and Prioritization

Strategy Execution and Prioritization is a 2–4 hour Specialized Credential for professionals who want to develop their ability to translate a strategic choice into a prioritized set of initiatives and resource commitments that an organization can actually deliver. Most organizations have more strategic initiatives in motion than they have the capacity to execute well, and a strategy that is not translated into explicit priorities tends to be diluted across too many competing efforts.

1.1 Why Strategies Fail to Translate into Action

Every organization is vulnerable to common strategy execution failure patterns.

Build learners' ability to recognize execution failure patterns and see how organizational characteristics create vulnerability to specific ones. Teach common patterns such as too many competing priorities, declared priorities do not receive matching resources, or misunderstanding of the strategic goals.

2.1 Initiative Portfolio and Strategic Alignment

Organizations accumulate initiatives over time, including work tied to previous strategies or opportunistic additions. The result can be a portfolio that no longer reflects the current strategic choice.

Develop learners' ability to identify initiatives that no longer support the stated strategy. Cover why an initiative might no longer align with strategy such as strategy shifts but initiatives keep running, an initiative that was strategic becomes maintenance work, or market changes make an initiative less relevant.

3.1 Prioritizing Strategic Initiatives

Prioritization requires more than ranking initiatives. Genuine priorities receive explicit commitments of budget, people, and leadership attention, while other work is intentionally deprioritized.

Develop learners' ability to connect strategic priority choices with concrete resource commitments. Cover that strategic execution requires discipline on two fronts: choosing what to do and not doing what you're stopping, as well as committing realistic resources to make the top priorities succeed.

4.1 Strategic Execution and Intended Outcomes

Execution can look busy without producing the outcomes strategy was meant to achieve. Comparing results with intended outcomes helps identify drift before initiatives continue simply because they are already underway.

Develop learners' ability to assess execution against strategic outcomes rather than activity alone.

AI for Product Planning

AI for Product Planning is a 2–4 hour Specialized Credential for professionals who want to develop their ability to apply artificial intelligence tools to key product planning activities including roadmap creation, backlog prioritization, and release planning. AI can accelerate planning work, surface trade-offs that manual analysis might miss, and generate structured planning artifacts; but effective planning still requires human judgment about organizational context, stakeholder needs, and the consequences of sequencing decisions that no tool can fully anticipate. This credential builds the practical capability to integrate AI into planning practice while maintaining the accountability that sound planning demands.

1.1 AI in Product Planning

Product planning decisions are as much about organizational dynamics and stakeholder trust as they are about data. AI can improve planning efficiency, but plans built on AI alone risk being analytically plausible yet organizationally unworkable.

Establish where AI genuinely adds value across roadmap creation, backlog prioritization, and release planning, and where human judgment cannot be automated. Explore how AI-generated data supports replanning as conditions change, so planning is treated as something revisited rather than produced once.

2.1 AI-Assisted Planning Scenarios

AI can generate roadmap structures quickly, but formats that are technically coherent may not fit the organization's context or the stakeholders who will use the roadmap to decide.

Build learners' ability to treat AI-generated roadmaps as drafts, not finished artifacts, and to judge fit, trade-offs, and the adjustments needed before it is used. Explore multiple roadmap formats such as outcome-oriented and now-next-later views, how the choice of format changes what a roadmap communicates and what it hides, and how to use AI to test strategic coherence and surface alternatives rather than only to produce a layout.

3.1 AI-Supported Backlog

AI can apply prioritization frameworks, cluster requests, and draft epics or stories at scale, but the inputs to AI are judgment calls. Accepting the output without scrutiny can make uncertain estimates look objective.

Develop learners' ability to use AI to accelerate work decomposition and prioritization while preserving human accountability for value, scope, sequencing, estimates, and cross-functional feasibility. Explore how a framework converts judgment into scores, why its inputs need scrutiny, and how to use AI to check whether the order it produced actually serves the product strategy rather than only to produce it.

4.1 AI-Generated Release Plan Risk

AI-generated release plans can appear comprehensive and data-driven while reflecting assumptions, like team capacity or dependency risk, that don't hold in the specific organizational context. Assumptions and biases in AI-planning decisions negatively affect organizational priorities and stakeholder trust.

Build learners' ability to critically review and adapt AI-generated plans before they become commitments. Explore feasibility, dependency risk, change triggers, version rationale, and when a plan change requires explicit renegotiation.

AI for Stakeholder Management

AI for Stakeholder Management is a 2–4 hour Specialized Credential for professionals who want to develop their ability to apply artificial intelligence tools to identify stakeholders, understand their needs and influence, and design and deliver communication that reaches them effectively. AI can accelerate stakeholder mapping, surface patterns in stakeholder behavior, and support the creation of tailored communication at a scale and level of personalization that manual approaches alone cannot achieve. But stakeholder relationships are fundamentally human, built on trust, empathy, and the quality of real interaction, and no tool can substitute for the judgment and relational skill that effective stakeholder engagement requires. The ethical boundaries of AI use and the irreplaceable role of human skills are woven throughout all four learning outcomes.

1.1 AI-Assisted Stakeholder Identification

AI can help identify stakeholder groups, relationships, and informal influence by analyzing available data. Because AI-generated maps reflect the data provided, missing or biased data can create important gaps.

Develop learners' ability to use AI to identify stakeholder groups, influence, dependencies, decision relevance, and engagement needs while validating the map against human knowledge and respecting data boundaries. Explore the sources an AI can draw on, techniques for surfacing informal influence, and why a generated map understates the stakeholders least represented in the data available.

2.1 AI-Assisted Stakeholder Insights

AI can surface patterns in stakeholder needs, sentiment, relationships, and influence more quickly than manual analysis. The quality of these insights depends on the data, methods, and assumptions used.

Develop learners' ability to assess AI-generated stakeholder insights critically and distinguish useful patterns from artifacts of data or modeling choices. Explore techniques such as sentiment analysis, influence or network mapping, and persona generation, what each can and cannot establish about a stakeholder, and how to judge validity and reliability before acting on an insight.

3.1 AI-Assisted Stakeholder Communication Plans

AI can accelerate message planning, tailoring, channel selection, and timing for different stakeholder groups. Human review remains necessary to ensure the communication fits the relationship, context, and desired tone.

Develop learners' ability to use AI to accelerate stakeholder communication while retaining human judgment about context, relationships, and tone. Explore different approaches, such as a communication matrix, an engagement strategy, or a persona-based plan; how content, channel, timing, and degree of tailoring should differ by group; and when relationship history and organizational politics should override a plan that is analytically sound but relationally wrong.

4.1 AI-Assisted Messaging and Human Judgment

AI-assisted messages may be accurate but still lack appropriate tone, authenticity, or relational judgment. Stakeholder work also relies on human capabilities such as empathy, listening, and negotiation, while AI use raises ethical questions about profiling, transparency, and consent.

Build learners' ability to evaluate AI-generated messaging, recognize the limits of automation, and apply appropriate ethical and human judgment. Explore how to judge a message for effectiveness, clarity, accuracy, and tone; where human skills cannot be substituted; and the fairness, transparency, and consent questions raised by profiling and targeted communication.

Stakeholder Alignment

Stakeholder Alignment is a 2–4 hour Specialized Credential for professionals who want to develop their ability to build the relationships, communication practices, and influence needed to keep stakeholders aligned. Project leaders and product managers rarely have direct authority over the people whose support they need most. Getting the right decisions made, protecting direction from scope pressure, saying no or negotiating trade-offs when priorities compete, and maintaining stakeholder confidence in conditions of uncertainty all require deliberate relationship-building and communication skills that go beyond producing good artifacts.

1.1 Understanding Your Stakeholder Landscape

Stakeholders differ in influence, interests, and decision authority. Treating them as one audience can waste effort and miss the relationships most important to successful outcomes.

Develop learners' ability to map the stakeholder landscape and choose an appropriate engagement approach. Consider influence, decision relevance, dependencies, interests, likely impact, and whether a stakeholder needs awareness, alignment, consultation, or active involvement.

2.1 Communication Under Uncertainty

Stakeholders often want certainty while teams operate with incomplete information. Overclaiming confidence can damage trust later, while vague communication can make a well-reasoned direction difficult to understand or support.

Develop learners' ability to communicate direction in a way that connects customer evidence, business outcomes, strategic reasoning, uncertainty, and the decision or support needed. Help them understand that good strategic communication explains the direction clearly, is honest about what's uncertain, and builds shared understanding.

3.1 Navigating Competing Priorities

Competing stakeholder requests are normal. Different stakeholders have legitimate but incompatible priorities, and practitioners who cannot navigate these conflicts end up trying to please everyone and satisfying no one.

Develop learners' ability to navigate conflicting priorities through evidence, outcomes, interests, decision rights, and explicit trade-offs. Introduce communication techniques such as constructive refusal, negotiation, reframing, and escalation when necessary.

4.1 Sustaining Trust and Alignment

Stakeholder confidence can erode through missed expectations, weak follow-through, unexplained decisions, or changes in direction that appear arbitrary. Sustained alignment depends on how the relationship is managed over time, not only on a single communication.

Develop learners' ability to maintain stakeholder alignment and trust over time through expectation setting, decision records, follow-through, feedback, and early repair of relationship risk. Reinforce that changing direction can strengthen trust when the evidence and reasoning are transparent.

Governance for Agile Delivery

Governance for Agile Delivery is a 2-4 hour Specialized Credential for professionals who want to develop their ability to design and sustain governance that works alongside agile, iterative, and continuously evolving ways of working. Traditional governance structures built on annual cycles, fixed approval gates, and hierarchical sign-offs conflict with the pace and rhythm of adaptive work, creating friction that slows delivery and undermines team ownership.

1.1 Governance Friction in Agile Ways of Working

Governance and agile ways of working can collide through approval delays, unclear ownership, or accountability structures that do not match iterative delivery. Precise diagnosis is needed before redesign.

Build learners' ability to identify specific governance practices that create friction with adaptive work. Highlight that governance friction has real consequences for how fast the organization can move, who makes decisions, and whether people are held accountable.

Understanding the specific governance practice and its impact is the first step to making change.

2.1 Governance Trade-offs

Governance does not need to be slow to be rigorous. Continuous, lightweight mechanisms can maintain oversight while operating at the pace of agile delivery.

Develop learners' ability to adapt governance structures for agile delivery without weakening accountability. Highlight that traditional governance models and agile delivery have fundamentally different needs and the trade-offs needed to adapt governance for agile delivery.

3.1 Adaptive Governance Approach

Governance needs to fit the context, not the other way around. Designing adaptive governance means knowing when to lighten process for speed and what safeguards you absolutely cannot compromise on.

Develop learners' ability to create an adaptive governance approach that preserves accountability and alignment without excessive bureaucracy, such as by replacing an approval gate with a decision made at the work edge and subsequently validated. Cover the primary factors that create excessive bureaucracy such as decision latency, handoffs, approval gates, and compliance activities.

4.1 Sustaining Governance as Organizations Evolve

Governance that fits an early-stage team may become restrictive as maturity and trust increase. More mature organizations need governance that evolves with capability rather than remaining fixed.

Develop learners' ability to assess governance fit as organizational maturity and ways of working evolve.

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