SCRUM ALLIANCE®
ADVANCED CERTIFIED SCRUMMASTER (A-CSM℠)
Learning Objectives

INTRODUCTION

Purpose

This document describes the Learning Objectives (LOs) that must be covered in a Certified Advanced ScrumMaster offering. These Learning Objectives take the following into consideration:

- Every implementation of Scrum is different.
- Teams and organizations apply Scrum within their context, but the fundamental framework always remains the same.

The Learning Objectives for this offering are based on:

- *Scrum Guide*, scrumguides.org
- Agile Manifesto, four values and 12 principles, agilemanifesto.org
- Scrum values, scrumalliance.org/why-scrum/core-scrum-values-roles

Scope

Scrum Alliance has adopted the *Scrum Guide, The Definitive Guide to Scrum: The Rules of the Game*, co-authored and updated (most recently in 2017) by the co-creators of the Scrum framework as the guiding curriculum for this offering. A-CSM℠ and A-CSPO℠ candidates are expected to build a body of knowledge of the Scrum framework, including its roles, events, and artifacts. Incorporating Scrum principles and practices takes diligence, patience, and a commitment to continuous improvement. Scrum is a framework, not a prescriptive methodology.

Participants in an Advanced CSM offering should expect that each Learning Objective identified in this document will be covered. The A-CSM Learning Objectives fall into the following categories:

1. **Lean, Agile, and Scrum**
2. **Scrum Master Core Competencies**
3. **Service to the Development Team**
4. **Service to the Product Owner**
5. **Service to the Organization**
6. **Scrum Mastery**

Individual Path to CSP℠ Educators may choose to teach ancillary topics. Ancillary topics presented in an Advanced CSM offering must be clearly indicated as such.

LEARNING OBJECTIVES

A note about Bloom's Taxonomy:

While some Learning Objectives appear to tell a trainer or coach how to teach, that is not the intent. Bloom's-style Learning Objectives describe what the learner can do upon completing the class.

Instead of including the words, please mentally start each Learning Objective with the following phrase: **"Upon successful validation of the A-CSM Learning Objectives, the learner will be able to …"**

This Bloom's style of Learning Objectives consists of six levels of learning:

- **Knowledge**
- **Comprehension**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**

The levels progress from lower order to higher order thinking skills, Knowledge(💡) through Evaluation(✓). The level of each learning objective can be identified using the image designations above.

1. Lean, Agile, and Scrum

Agile and Lean Values, Principles, and Worldview

- 1.1. demonstrate how the values and principles of the Agile Manifesto are present in Scrum.
- 1.2. outline the historical development of Scrum and Agile.
- 1.3. describe at least two other Lean/Agile development frameworks outside of Scrum and explain their value.
- 1.4. discuss a scenario, based upon your personal experience, where there has been a violation of Agile principles, and demonstrate how it may be rectified and/or addressed by the Scrum Master.
- 1.5. debate at least five personality traits of an excellent Scrum Master.

EMPIRICAL PROCESS CONTROL

- 1.6. give at least two examples of inspect and adapt for each of the Scrum events.
- 1.7. evaluate at least three situations when transparency, inspection, and adaptation are not working effectively.

2. Scrum Master Core Competencies

Facilitation

- 2.1. identify at least three indicators for a group engaged in divergent thinking and at least three indicators for a group engaged in convergent thinking.

⚙ 2.2. identify at least three challenges of integrating multiple frames of reference.

⚙ 2.3. describe at least five facilitative listening techniques for effective meetings/events and apply at least two of them.

⚙ 2.4. describe, using at least two concrete examples, when the Scrum Master should not act as the facilitator for the Scrum Team.

⋏ 2.5. plan the contents and an agenda for at least two collaborative meetings and demonstrate the facilitation of these meetings.

⚙ 2.6. outline at least three obstacles to clear communication and debate their impacts on both the sender and receiver.

⋏ 2.7. create at least three working agreements to foster clear communication in a collaborative meeting and describe how the working agreements impacted the interaction.

Coaching

⚓ 2.8. demonstrate at least one coaching stance in an interaction with one or more individuals and describe how that coaching stance impacted the interaction.

⚓ 2.9. apply at least three coaching techniques with team members, Product Owners and/or stakeholders, and describe how the coaching technique impacted each interaction.

Training

⚙ 2.10. explain Scrum and its benefits to a business stakeholder.

3. Service to the Development Team

Self-Organization

⚓ 3.1. apply at least two techniques to foster greater self-organization within teams.

⚙ 3.2. describe how a self-organizing team approaches at least three challenges.

⚓ 3.3. apply a countermeasure to reduce the impact of at least one challenge facing a self-organizing team.

Team Dynamics

⚙ 3.4. explain the difference between a working group and a team.

⚙ 3.5. identify at least three attributes of effective Agile teams and identify at least two pitfalls of a homogeneous team.

⚓ 3.6. apply at least two methods for improving team performance.

⚙ 3.7. describe at least one multi-stage model for team formation and development.

Definition of "Done"

⋏ 3.8. organize and facilitate the creation of a definition of "Done" with the Product Owner and Development Team.

⚓ 3.9. apply at least two techniques that could be employed to encourage the Scrum Team to improve how they describe "Done."

⚙ 3.10. describe how a Definition of Done could be formulated for a non-software product (e.g., insurance tariff, hardware, event).

Value of Development Practices

⚙ 3.11. identify at least three development practices that are highly beneficial in a multiple team environment.

⚙ 3.12. explain at least three ways development practices may impact the Development Team's ability to deliver a potentially releasable Increment each Sprint.

4. Service to the Product Owner

Coaching the Product Owner

⚓ 4.1. practice facilitating the creation or refinement of the product vision between the Product Owner and the Development Team.

⚙ 4.2. explain at least two techniques for moving from a product vision to a Product Backlog.

⚴ 4.3. organize and facilitate a Product Backlog refinement session with stakeholders and/or team members.

⚙ 4.4. explain at least two techniques that could be used to create Product Backlog items that are "ready" for Sprint Planning.

💡 4.5. list at least three benefits that arise if a Product Owner participates in the Retrospective.

5. Service to the Organization

Resolving Impediments

⚙ 5.1. identify at least three typical impediments for a Scrum Team and describe at least one way to address one of them.

💡 5.2. list at least three techniques to evaluate impediments in depth and describe when they might not be working.

📊 5.3. analyze at least one impediment and identify a root cause(s) and/or underlying issue(s).

Scaling Scrum

⚙ 5.4. recognize at least two different scaling frameworks or approaches.

⚙ 5.5. describe at least two reasons why an organization might decide not to scale.

⚙ 5.6. identify at least three techniques for visualizing, managing, or reducing dependencies.

Organizational Change

⚓ 5.7. apply at least two techniques to help Scrum Teams be more productive.

6. Scrum Mastery

Personal Development

✓ 6.1. evaluate your personal fulfillment of the five Scrum values and identify how you could improve upon at least two of them.

📊 6.2. analyze your own fundamental driving factors.

⚙ 6.3. describe at least three characteristics of destructive conflict.

✓ 6.4. compare at least three different ways to respond to conflict, and reflect on your default pattern(s) for responding to conflict.

Servant-Leadership

⚙ 6.5. express at least three attributes of an effective servant-leader and describe at least two goals they might have.

⇕ 6.6. practice resolving at least one organizational impediment while demonstrating attributes of a Servant-Leader.

PROGRAM TEAM

Strengthening our Certifications:

Path to CSP℠

- Karim Harbott
- Erika Massie
- Carlton Nettleton
- Lisa Reeder
- Jason Tanner
- Andreas Schliep

Supported by Scrum Alliance Staff:

- Shannon Larsen
- Cody Wanberg

Knowledge   Comprehension   Application   Analysis   Synthesis   Evaluation

Scrum Alliance®