

SCRUM ALLIANCE® SCRUM FOUNDATIONS LEARNING OBJECTIVES

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by the Scrum Alliance CSP® Learning Objectives Committee



INTRODUCTION

Purpose

This document describes the Learning Objectives (LOs) that must be covered **before or during** a foundational Scrum Alliance offering (CSM® and CSPO®). 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. CSM and 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.

The Scrum Foundations Learning Objectives are broken out into the following categories:

1. Scrum Theory
2. The Scrum Roles
3. Scrum Events
4. Scrum Artifacts
5. Artifact Transparency

Please note: Individual trainers (CSTs) or coaches (CECs) may choose to teach ancillary topics. Ancillary topics presented within Scrum Foundations course content must be clearly indicated as such. Additionally, Scrum Alliance offers a Scrum Foundations eLearning series that gives a basic overview of the Scrum framework. This series, which is aligned with these learning objectives, can be useful for coaches and trainers who want to help participants prepare.







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 Scrum Foundations 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.

Scrum Theory

-  1.1. describe how Scrum is aligned with the values and principles of the Scrum's relationship to the Agile Manifesto.
-  1.2. define Scrum and describe its purpose.
-  1.3. list the five core Scrum values.
-  1.4. define empirical process control and list the three pillars.
-  1.5. explain why Scrum is a framework and list two ways a framework is different from a process or methodology.
-  1.6. explain how product planning in an empirical environment differs from traditional fixed planning.
-  1.7. restate that Scrum exists only in its entirety, and realizing its benefits requires disciplined and dedicated practice.
-  1.8. describe the benefits of an iterative and incremental approach.

The Scrum Roles

- 2.1. define the three roles in a Scrum Team, list their primary responsibilities, and illustrate how they interact with each other to deliver the Increment within a Sprint.
- 2.2. define a cross-functional team and identify at least three benefits of a cross-functional, self-organizing team.
- 2.3. describe the impacts of people performing multiple Scrum roles.

Scrum Events

- 3.1. explain the concept of a time-box and state that all Scrum events are time-boxed.
- 3.2. list at least three benefits to time-boxing.
- 3.3. list the five events within Scrum, define the purpose of each event, and identify the participants, timing, and maximum recommended time-box.
- 3.4. describe that quality should not be sacrificed.
- 3.5. discuss a scenario when a Product Owner may consider Sprint cancellation and identify at least two alternatives.

Scrum Artifacts

- 4.1. list the three artifacts within Scrum and define the purpose of each.

Artifact Transparency

- 5.1. define the definition of “Done” and the purpose for the Scrum Team.
- 5.2. restate that the definition of “Done” evolves over time.
- 5.3. identify at least two reasons why the Scrum Team dedicates time for Product Backlog refinement.
- 5.4. list at least three activities that might be discussed as part of Product Backlog refinement.

PROGRAM TEAMS

Strengthening our Certifications:

Path to CSPSM

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