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.

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 Team

STRENGTHENING OUR CERTIFICATIONS:

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