

# SCRUM ALLIANCE<sup>®</sup>

## CERTIFIED SCRUMMASTER<sup>®</sup> (CSM<sup>®</sup>)

### LEARNING OBJECTIVES

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by the Scrum Alliance CSP<sup>®</sup> Learning Objectives Committee

## Introduction

### PURPOSE

This document describes the Learning Objectives (LOs) that must be covered in a Certified ScrumMaster (CSM) 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](http://scrumguides.org)
- Agile Manifesto, four values and 12 principles, [agilemanifesto.org](http://agilemanifesto.org)
- Scrum values, [scrumalliance.org/why-scrum/core-scrum-values-roles](http://scrumalliance.org/why-scrum/core-scrum-values-roles)
- Scrum Alliance<sup>®</sup> [Scrum Foundations Learning Objectives](#)

### 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<sup>®</sup> 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.

Students attending a CSM offering should expect that each Learning Objective identified in this document will be covered. Students should also expect that the [Scrum Foundations Learning Objectives](#) are covered either before or during the offering.

The 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**

*Individual trainers (CSTs) or coaches (CECs and CTCs) may choose to teach ancillary topics. Ancillary topics presented in a 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 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

### Scrum Theory

- 1.1. 🗑️ describe how the values of Scrum — focus, courage, commitment, openness, and respect — are present in a specific Scrum event, artifact, or role.

### Scrum Roles

- 1.2. ?? list at least three rights and five responsibilities of the Product Owner, Development Team and Scrum Master.
- 1.3. 🗑️ discuss at least two reasons why the Product Owner is a single person and not a group or a committee.
- 1.4. 🗑️ discuss how and why the Product Owner maintains authority over the product while working collaboratively with the Development Team and stakeholders to gather their ideas, feedback, and input.
- 1.5. ?? list at least five characteristics of the Development Team.
- 1.6. 🗑️ identify at least three negative consequences that arise when the Development Team consists of fewer than three or more than nine people.
- 1.7. ?? state at least two reasons why no one can force the Development Team to work from a different set of requirements than the Product Owner's.

### Scrum Events and Artifact Transparency

- 1.8. 🗑️ give one example of how a Scrum Team will inspect and adapt and increase transparency at each of the Scrum events.
- 1.9. 🗑️ describe at least three responsibilities for the Development Team, Product Owner, and Scrum Master during Sprint Planning, Daily Scrum, Sprint Review, and Retrospective.

### Sprint and Increment

- 1.10. 🗑️ describe at least two reasons why the Sprint goal does not change during a Sprint.
- 1.11. ?? define the outcome of every Sprint and describe at least three reasons why that is important.

- 1.12. 🗨️ discuss at least three reasons why the Increment must be brought to the current definition of “Done” regardless of whether the Product Owner chooses to release the Increment.

### **Sprint Planning**

- 1.13. 🗨️ discuss the focus of the activities of the Product Owner and Development Team during the two topics of Sprint Planning: the “What” and the “How.”
- 1.14. ✍️ practice writing a Sprint Goal and identify at least two benefits of having a Sprint Goal.

### **Daily Scrum**

- 1.15. 🗨️ discuss at least three ways the Daily Scrum differs from a status meeting; and why the various constraints exist to support the Development Team.
- 1.16. 🗨️ identify at least three possible structures the Development Team could use to run the Daily Scrum within the time-box.

### **Sprint Review**

- 1.17. 🗨️ describe at least three of the activities that take place during the Sprint Review that pertain to work beyond what has been completed in the Sprint,
- 1.18. 🗨️ identify at least three potential outcomes for a Sprint Review.

### **Sprint Retrospective**

- 1.19. 🗨️ explain at least three distinct responsibilities for the Scrum Master during the Sprint Retrospective.

### **Product Backlog**

- 1.20. 🗨️ describe at least two responsibilities of the Development Team, Product Owner, and Scrum Master in the development and maintenance of the Product Backlog.
- 1.21. 🗨️ identify at least three essential characteristics of the Product Backlog.
- 1.22. ?? list at least four attributes of a Product Backlog item.

### **Sprint Backlog**

- 1.23. 🗨️ identify at least three essential characteristics of the Sprint Backlog.
- 1.24. 🗨️ explain how the Sprint Backlog can be changed, who can make changes, and the limits of these changes.

### **Definition of “Done”**

- 1.25. 📖 identify at least two reasons why multiple teams working on the same Product Backlog must have a shared and consistent definition of “Done.”
- 1.26. 📖 describe at least three opportunities where the Scrum Team might adapt their definition of “Done” to meet new insights or circumstances.
- 1.27. 📖 explain the importance of a strong definition of “Done” and describe at least two risks associated with a weaker definition of “Done.”
- 1.28. 📖 outline at least one way to create a definition of “Done.”

## 2. SCRUM MASTER CORE COMPETENCIES

### Facilitation

- 2.1. ?? list at least three ways the Scrum Master could facilitate for the Scrum Team.
- 2.2. 📖 demonstrate at least three techniques for facilitating group decision making.

### Coaching

- 2.3. ?? state a distinction among facilitating, teaching, mentoring, and coaching.
- 2.4. ?? list at least three different challenges facing a self-organizing team.
- 2.5. 📖 practice the implementation of at least one Retrospective technique that could help to resolve a challenge faced by a self-organizing team.

## 3. SERVICE TO THE DEVELOPMENT TEAM

### Scrum Master as Servant-Leader

- 3.1. ?? define servant-leadership
- 3.2. 📖 describe three scenarios where the Scrum Master acts as the servant-leader for the Development Team.
- 3.3. 📖 discuss at least one scenario in which the Scrum Master, acting as a servant-leader, improved at least one aspect of the Development Team.
- 3.4. 📖 identify possible violations of Scrum by a Product Owner or stakeholder who is applying excessive time pressure and illustrate how to address them.

## Value of Development Practices

- 3.5. ?? define technical debt and explain the impact of accumulating technical debt.
- 3.6. ?? list at least five development practices that will help Scrum Teams deliver a high-quality product Increment and reduce technical debt each Sprint.
- 3.7. ?? list 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

- 4.1. 📖 identify at least three collaboration techniques that a Product Owner can use to work with the Development Team or stakeholders.
- 4.2. 📖 explain at least three ways the Scrum Master could support the Product Owner.

## 5. SERVICE TO THE ORGANIZATION

### Impediment Removal

- 5.1. 📖 discuss at least two ways that the Scrum Master assists the Scrum Team with responding to impediments.
- 5.2. 📖 discuss at least three common organizational impediments outside the scope of a team that can affect the effectiveness of Scrum Teams.

### Coaching the Organization

- 5.3. 📖 describe at least one example of a major organizational design change implied by implementing Scrum.
- 5.4. 📖 discuss why Scrum does not have a project manager and what happens to traditional project management activities.
- 5.5. 📖 describe at least two stakeholder behaviors that support the Scrum Team's success and at least two behaviors that do not support the Scrum Team's success.
- 5.6. 📖 describe at least two benefits that could be lost if Scrum is only partially implemented.

# Program Team

## STRENGTHENING OUR CERTIFICATIONS:

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