SCRUM ALLIANCE®
CERTIFIED SCRUMMASTER® (CSM®)
Learning Objectives

January 2020

INTRODUCTION

Purpose

This document describes the Learning Objectives (LOs) that must be covered in a Certified ScrumMaster (CSM) offering in addition to the Scrum Foundational LOs. 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
- *Manifesto for Agile Software Development*, four values and 12 principles, agilemanifesto.org
- Scrum values, https://www.scrumalliance.org/about-scrum/values
- Scrum Alliance 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 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 include ancillary topics. Ancillary topics presented in a CSM offering must be clearly indicated as such.

LEARNING OBJECTIVES

A note about Bloom's Taxonomy:
Bloom's-style Learning Objectives describe what the learner can do upon completing the offering. Please mentally start each Learning Objective with the following phrase: **"Upon successful validation of the CSM Learning Objectives, the learner will be able to … "**

Bloom's style of Learning Objectives consist 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.

Lean, Agile, and Scrum

Scrum Roles

- 1.1. list at least three rights and five responsibilities of the Product Owner, Development Team and Scrum Master.
- 1.2. discuss at least two reasons why the Product Owner is a single person and not a group or a committee.
- 1.3. discuss how and why the Product Owner maintains authority over the product while working collaboratively with the Development Team and stakeholders.
- 1.4. list at least five characteristics of the Development Team.

Scrum Events and Artifact Transparency

- 1.5. give one example of how a Scrum Team will inspect and adapt and increase transparency at each of the Scrum events.
- 1.6. 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

- 1.7. describe why the Sprint Goal does not change during a Sprint.
- 1.8. define the outcome of every Sprint.
- 1.9. 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

- 1.10. 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.'
- 1.11. practice writing a Sprint Goal.

Daily Scrum

- 1.12. discuss at least three ways the Daily Scrum differs from a status meeting and why the various constraints exist to support the Development Team.

Sprint Review

- 1.13. describe at least three activities that occur during the Sprint Review other than; a demonstration of the increment.
- 1.14. identify at least three potential outcomes for a Sprint Review.

Sprint Retrospective

- 1.15. describe at least two approaches to conduct a Sprint Retrospective.

Product Backlog

- 1.16. identify at least three essential characteristics of the Product Backlog.
- 1.17. list at least four attributes of a Product Backlog item.

Sprint Backlog

- 1.18. identify at least three essential characteristics of the Sprint Backlog.
- 1.19. demonstrate how the Sprint Backlog can be changed without endangering the Sprint Goal.

Definition of "Done"

- 1.20. explain the importance of a strong definition of "Done" and describe at least two risks associated with a weaker definition of "Done."
- 1.21. outline at least one way to create a definition of "Done."

- 1.22. identify at least two reasons why multiple teams working on the same Product Backlog have a shared and consistent definition of "Done."

Scrum Master Core Competencies

Facilitation

- 2.1. describe at least three situations in which the Scrum Master could serve the needs of the Scrum Team or organization through facilitation.
- 2.2. demonstrate at least three techniques for facilitating group decision making.

Coaching

- 2.3. restate how facilitating, teaching, mentoring, and coaching are different.
- 2.4. apply at least one technique that could help resolve a challenge faced by a Scrum Team.

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. identify possible violations of Scrum by a Product Owner or stakeholder who is applying excessive time pressure and illustrate how to address them.
- 3.4. define technical debt and explain the impact of accumulating technical debt.
- 3.5. list at least three development practices that will help Scrum Teams deliver a high-quality Product Increment and reduce technical debt each Sprint.

Service to the Product Owner

- 4.1. explain at least three ways the Scrum Master could support the Product Owner.
- 4.2. list at least two benefits that arise if a Product Owner participates in the Sprint Retrospective.

Service to the Organization

Impediment Removal

- 5.1. discuss at least two ways that the Scrum Master assists the Scrum Team with impediments.
- 5.2. describe at least three organizational impediments that can affect Scrum Teams.

Coaching the Organization

- 5.3. describe at least one example of an organizational design change caused by adopting Scrum.
- 5.4. discuss why Scrum does not have a project manager and what happens to traditional project management activities.

PROGRAM TEAM

Path to CSP℠ Design Team (2019)

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- Jason Tanner
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