SCRUM ALLIANCE®
SCRUM FOUNDATIONS
Learning Objectives

January 2020

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
- *Manifesto for Agile Software Development*, four values and 12 principles, agilemanifesto.org
- Scrum values, https://www.scrumalliance.org/about-scrum/values

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 fall into the following categories:

1. Scrum Theory
2. The Scrum Roles
3. Scrum Events
4. Scrum Artifacts

Please note: Individual instructors may choose to include ancillary topics. Ancillary topics presented within Scrum Foundations must be clearly indicated as such. Additionally, Scrum Alliance offers (a free Scrum Foundations eLearning series) that gives a basic overview of the Scrum framework.

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 Scrum Foundations 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.

Scrum Theory

- 1.1. describe how Scrum is aligned with the values and principles of the *Manifesto for Agile Software Development.*
- 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 how product planning in an empirical environment differs from traditional fixed planning.
- 1.6. describe at least two benefits that could be lost if Scrum is only partially implemented.
- 1.7. describe the benefits of an iterative and incremental approach.

The Scrum Roles

- 2.1. illustrate how the Scrum Roles 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.

Scrum Events

- 3.1. explain at least three benefits of timeboxing.
- 3.2. list the five events within Scrum, define the purpose of each event, and identify the participants, timing, and maximum recommended timebox.

Scrum Artifacts

- 4.1. list the three artifacts within Scrum and define the purpose of each.
- 4.2. explain the definition of “Done,” its purpose, and how it evolves over time.
- 4.3. identify at least two reasons why the Scrum Team dedicates time for Product Backlog Refinement.
- 4.4. list at least three activities that may occur as part of Product Backlog Refinement.

PROGRAM TEAM

Path to CSP℠ Design Team (2019)

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