UNIVERSAL
AGILE

CSM®

Certified ScrumMaster®
Training & Certification

Learning Objective

PURPOSE

This document describes the Learning Objectives (LOs) that must be covered in a Certified ScrumMaster (CSM) offering, in addition to the Scrum Foundations 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:

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

SCOPE

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. Scrum
      2. Scrum Master Core Competencies
      3. Service to the Scrum Team, Product Owner, and 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 to the attendees.

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**

SCRUM FUNDAMENTALS LEARNING OBJECTIVES

1. 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.

2. 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.

3. 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.

4. 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.

ADDENDUM

5.1 List at least three differences between the current (2020) and previous (2017) definition of Scrum as written in the Scrum Guide.

SCRUM MASTER LEARNING OBJECTIVES

1. Scrum

The Scrum Team

1.1 describe the responsibilities and accountabilities of the Scrum Team.

1.2 describe the responsibilities and accountabilities of the Scrum Master.

1.3 describe the responsibilities and accountabilities of the Developers.

1.4 describe the responsibilities and accountabilities of the Product Owner.

1.5 discuss at least two reasons why the Product Owner is a single person and neither a group nor a committee.

1.6 discuss how and why the Product Owner maintains authority over the Product Backlog while working collaboratively with Developers and stakeholders.

Scrum Events and Activities

1.7 identify at least one example of how a Scrum Team could inspect and adapt to increase transparency at each of the Scrum events.

1.8 perform a Sprint Planning.

1.9 perform a Sprint Review.

1.10 perform a Sprint Retrospective.

1.11 describe at least three possible effects of skipping the Sprint Retrospective.

1.12 explain how Developers conduct a Daily Scrum.

1.13 discuss at least three ways the Daily Scrum differs from a status meeting and why the various constraints exist to support the Developers.

1.14 explain under what conditions a Sprint could be terminated prematurely.

1.15 explain at least three advantages of a strong Definition of Done.

1.16 outline at least one way to create a Definition of Done.

2. Scrum Master Core Competencies

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.

2.3 discuss how facilitating, teaching, mentoring, and coaching are different.

3. Service to the Scrum Team, Product Owner, and Organization

3.1 describe three scenarios where the Scrum Master acts as a leader for the Scrum Team.

3.2 explain the impact of accumulating technical debt.

3.3 list at least three development practices that could help their Scrum Team deliver a high-quality Increment and reduce technical debt each Sprint.

3.4 explain at least three ways the Scrum Master could support the Product Owner.

3.5 describe at least three organizational impediments that can affect Scrum Teams.

3.6 discuss at least two ways that the Scrum Master assists the Scrum Team with impediments.

3.7 apply at least one technique that could help resolve an impediment.

3.8 summarize at least one organizational design change caused by adopting Scrum.

3.9 discuss why Scrum does not have a project manager.

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