

# SCRUM ALLIANCE®

## SCRUM FOUNDATIONS

### Learning Objectives

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## 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](http://scrumguides.org)
- *Manifesto for Agile Software Development*, four values and 12 principles, [agilemanifesto.org](http://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<sup>SM</sup> Design Team (2019)

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