SCRUM ALLIANCE®
SCRUM FOUNDATIONS
Learning Objectives

INTRODUCTION

Purpose

This document describes the Learning Objectives (LOs) that must be covered **before or during** a foundational Scrum Alliance course (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 thefundamental framework always remains the same.

The Learning Objectives for this course are based on:

- Scrum Guide, http://scrumguides.org
- Agile Manifesto, 4 values and 12 principles, http://www.agilemanifesto.org
- Scrum values, https://www.scrumalliance.org/why-scrum/core-scrum-values-roles

Scope

Scrum Alliance has adopted *The Scrum Guide*, *The Definitive Guide to Scrum: The Rules of the Game*, coauthored and updated (most recently in 2016) by the co-creators of the Scrum framework, as the guiding curriculum for this course. 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 are separated by the following categories:

1. **Scrum Theory**
2. **The Scrum Roles**
3. **Scrum Events and Artifacts**

Please note: Individual trainers (CSTs) or coaches (CECs) may choose to teach ancillary topics. Ancillary topics presented in Scrum Foundations course content must be clearly indicated as such. Additionally, Scrum Alliance offers a Scrum Foundations eLearning series that gives a basic overview of the Scrum framework. This series, which is aligned with these learning objectives, can be useful for coaches and trainers who want to help participants prepare.

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LEARNING OBJECTIVES

A note about examples used in the following Learning Objectives:
Several Learning Objectives in this document include a list of examples. The examples are used to clarify the intent of the objective. Individual trainers or coaches can use the provided examples, their own examples that still meet the objective, or a mix of both. Examples do not imply that they are the only options, nor that they constitute an exhaustive list.

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. Rather than include that text in each Learning Objective, please mentally append the following phrase to each objective:

"Upon successful validation of the Scrum Foundations Learning Objectives, the learner will be able to … "

1. Scrum Theory

1.1.   … restate a definition of Scrum that includes the words and phrases "lightweight," "simple to understand," and "difficult to master."

1.2.   … list the three core elements of Scrum: deliver working product every sprint, inspect and adapt every day, and trust the team.

1.3.   … list the five core Scrum values.

1.4.   … define empirical process control and list the three pillars.

1.5.   … explain why Scrum is a framework and list two ways a framework is different from a process/methodology.

1.6.   … restate that Scrum exists only in its entirety, and realizing its benefits requires disciplined and dedicated practice.

2. The Scrum Roles

2.1.   … define the three roles in a Scrum Team, list their primary responsibilities, and explain how they interact with each other to deliver the product increment within a sprint.

2.2.   … define a cross-functional (i.e., has all the skills necessary to create a product Increment), self-organizing (i.e., chooses how best to accomplish their work, rather than being directed by others outside the team) team, and identify at least three benefits of a cross-functional, self-organizing team.

2.3.   … describe the impacts of shared roles.

3. Scrum Events and Artifacts

3.1.   … list the three artifacts (product increment, product backlog, sprint backlog) within Scrum and define the purpose (i.e., maximize transparency of key information) of each artifact.

3.2.   … define the Definition of Done and the purpose for the Scrum Team.

3.3.   … restate that the Definition of Done evolves over time.

3.4. … describe that quality goals should not be sacrificed in response to time pressure.

3.5. … list the four events within Scrum; define the purpose of each event (e.g., create opportunities to inspect and adapt); and identify the participants, timing, and maximum timebox.

3.6. … explain the concept of a timebox and state that all Scrum events are timeboxed.

3.7. … list the participants of product backlog refinement and describe at least two responsibilities for the Development Team (e.g., ask questions about the product backlog items, collaborate with the Product Owner), Product Owner (e.g., provide clarification, collaborate with the Development Team), and subject matter experts (e.g., provide clarification, offer advice to the Development Team based on their experience) during product backlog refinement.

3.8. … identify at least two reasons why the Scrum Team dedicates time for product backlog refinement (e.g., identify dependencies, make product backlog items "ready" for the next sprint, reinforce the collaborative relationship between the Development Team and the Product Owner).

3.9. … list at least three topics that might be discussed at product backlog refinement (e.g., additional details, estimates, and order of the product backlog).

3.10. … list at least three characteristics of product backlog refinement (e.g., ongoing activity between the Product Owner and the Development Team, no more than 10% of the Development Team's capacity is spent on product backlog refinement, the frequency and format of product backlog refinement is a decision of the Scrum Team).