



CERTIFIED SCRUMMASTER® (CSM®)

Learning Objectives

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PURPOSE

This document describes the learning objectives that must be covered in a Certified ScrumMaster® (CSM®) offering, in addition to the Scrum Foundations® learning objectives. 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](https://www.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 Guide Level Feedback
- Scrum Alliance Scrum Foundations Learning Objectives

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 may choose to include ancillary topics. Ancillary topics presented in a CSM offering must be clearly indicated.

Bloom's Taxonomy:

Bloom's-style classification of learning objectives consists of six levels of learning that progress from lower-order (Knowledge), to higher-order (Evaluation) thinking skills. Each learning objective begins with an action verb which correlates to a Bloom's Taxonomy dimension. Please think of each learning objective with the affixed statement in mind: *"Upon successful validation and completion of this course, the learner will be able to..."* These are the dimensions:

Knowledge	Recall of information, processes, facts, and concepts	<i>Verbs: Define, Name, List</i>
Comprehension	Interpret information and determine its importance	<i>Verbs: Describe, Discuss, Recognize</i>
Application	Apply developed knowledge and concepts in real-life	<i>Verbs: Apply, Demonstrate, Illustrate</i>
Analysis	Dissect and organize information using critical thinking skills	<i>Verbs: Compare, Contrast, Distinguish</i>
Synthesis	Use of knowledge to create new products or processes	<i>Verbs: Create, Prepare, Organize</i>
Evaluation	Use of judgment to make decisions and solve problems	<i>Verbs: Measure, Assess, Evaluate</i>

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.

PROGRAM TEAM

Path to CSP™ Design and Audit Team (2021)

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