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| 1. Scope refers to all the work involved in creating the products of the project and the processes used to create them.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: One of the most important and most difficult aspects of project management is defining the scope of a project. Scope refers to all the work involved in creating the products of the project and the processes used to create them. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 2. Deliverables are only product-related, such as a piece of hardware or software.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Deliverables can be product-related, such as a piece of hardware or software, or process-related, such as a planning document or meeting minutes. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 3. Project scope management includes the processes involved in defining and controlling what is or is not included in a project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Project scope management includes the processes involved in defining and controlling what work is or is not included in a project. It ensures that the project team and stakeholders have the same understanding of what products the project will produce and what processes the project team will use to produce them. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 4. The scope management plan can be informal and broad or formal and detailed, based on the needs of the project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The scope management plan is a subsidiary part of the project management plan. It can be informal and broad or formal and detailed, based on the needs of the project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.203 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.32 - LO: 5-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Planning Scope Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 5. The project’s size, complexity, importance, and other factors do not affect how much effort is spent on collecting requirements for scope planning.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The project’s size, complexity, importance, and other factors affect how much effort is spent on collecting requirements. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.208 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.33 - LO: 5-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Collecting Requirements | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 6. Information from the project charter provides a basis for further defining the project scope.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The charter describes the high-level scope, time, and cost goals for the project objectives and success criteria, a general approach to accomplishing the project’s goals, and the main roles and responsibilities of important project stakeholders. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p. 210 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.34 - LO: 5-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 7. Project scope statements must include the project boundaries, constraints, and assumptions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Project scope statements should include at least a product scope description, product user acceptance criteria, and detailed information on all project deliverables. It is also helpful to document other scope-related information, such as the project boundaries, constraints, and assumptions. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.210 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.34 - LO: 5-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 8. The scope of a project is clear and specific from the start.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: As time progresses, the scope of a project should become more clear and specific. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.211 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.34 - LO: 5-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Scope | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 9. Many information technology projects also require detailed functional and design specifications for developing software, which also should be referenced in the detailed scope statement.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Many IT projects require detailed functional and design specifications for developing software, which also should be referenced in the detailed scope statement. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.211 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.34 - LO: 5-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Scope | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 10. The project scope statement should reference supporting documents, such as product specifications that will affect what products are produced or purchased, or corporate policies, which might affect how products or services are produced.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The project scope statement should reference supporting documents, such as product specifications that will affect what products are created or purchased, or corporate policies, which might affect how products or services are produced. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.211 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.34 - LO: 5-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 11. The project management plan, project documents, enterprise environmental factors, and organizational process assets are the primary inputs for creating a WBS.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The project management plan, project documents, enterprise environmental factors, and organizational process assets are the primary inputs for creating a WBS. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 12. The scope baseline in a WBS consists of the requirements documentation and enterprise environmental factors.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The scope baseline includes the approved project scope statement and its associated WBS and WBS dictionary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 13. The main purpose of the WBS is to define all of the work required to complete a project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The main purpose of the WBS is to define all of the work required to complete a project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.215 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 14. A work package represents one component of the product that the project aims to deliver.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A work package is a task at the lowest level of the WBS. It represents the level of work that the project manager monitors and controls. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.215 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 15. A work package must always represent less than 80 hours of work.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A work package represents the level of work that the project manager monitors and controls. If a project has a relatively short time frame and requires weekly progress reports, a work package might represent work completed in one week or less. If a project has a very long time frame and requires quarterly progress reports, a work package might represent work completed in one month or more. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.215 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 16. Given the project management software that is available, it is relatively easy to create a good WBS.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: It is very difficult to create a good WBS.  In order to do so, you must understand the project and its scope and incorporate the needs and knowledge of the stakeholders. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.216 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 17. The tasks in a WBS must be developed as a sequential list of steps.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A concern when creating a WBS is how to organize it to provide the basis for the project schedule. You should focus on what work needs to be done and how it will be done, not when it will be done. In other words, the tasks do not have to be developed as a sequential list of steps. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p. 217 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 18. The executing tasks of the WBS remain constant from project to project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The executing tasks vary the most from project to project, but many of the tasks under the other project management process groups would be similar for all projects. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.217 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 19. Many organizations provide different guidelines and templates for developing WBSs.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Many organizations provide guidelines and templates for developing WBSs, as well as examples of WBSs from past projects. Microsoft Project 2016 comes with several templates, and more are available on Microsoft’s Web site and other sites. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.219 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 20. Mind mapping allows people to write and even draw pictures of ideas in a nonlinear format.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Instead of writing down tasks in a list or immediately trying to create a structure for tasks, mind mapping allows people to write and even draw pictures of ideas in a nonlinear format. This more visual, less structured approach to defining and then grouping tasks can unlock creativity among individuals and increase participation and morale among teams. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.221 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 21. The format of the WBS dictionary is essentially the same for all projects.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: WBS dictionary is a document that provides detailed information about each WBS item. The format of the WBS dictionary can vary based on project needs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.223 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 22. A unit of work should appear at only one place in the WBS.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: A basic principle of creating a good WBS and its WBS dictionary is that a unit of work should appear at only one place in the WBS. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.224 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 23. Scope creep if not managed well can lead to the failure of information technology projects.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Even when the project scope is fairly well defined, many IT projects suffer from scope creep—the tendency for project scope to keep getting bigger and bigger. Many IT projects fail due to scope creep. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.225 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.36 - LO: 5-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Validating Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 24. Which term describes a product produced as part of a project?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | variance | b. | scope | |  | c. | deliverable | d. | work package |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: The term deliverable describes a product created as part of a project. Deliverables can be product related, such as a piece of hardware or software, or process-related, such as a planning document or meeting minutes. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 25. Which statement best describes scope?   |  |  |  | | --- | --- | --- | |  | a. | each level of work that is outlined in a work breakdown structure | |  | b. | end product created as part of a project that is delivered to the client | |  | c. | tasks that are decomposed into smaller tasks in a work breakdown structure | |  | d. | work involved in creating the products and the processes used to create them |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Scope refers to all the work involved in creating the products of the project and the processes used to create them. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 26. Which action involves defining and documenting the features and functions of the products produced during the project as well as the processes used for creating them?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Collecting requirements | b. | Defining scope | |  | c. | Controlling scope | d. | Validating scope |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Collecting requirements involves defining and documenting the features and functions of the products for the project as well as the processes used for creating them. The project team creates requirements documentation and a requirements traceability matrix as outputs of the requirements collection process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 27. Which action involves reviewing the project charter, requirements documents, and organizational process assets to create a scope statement, adding more information as requirements are developed and change requests are approved?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Creating scope | b. | Defining scope | |  | c. | Controlling scope | d. | Validating scope |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Defining scope involves reviewing the scope management plan, project charter, requirements documents, and organizational process assets to create a scope statement, adding more information as requirements are developed and change requests are approved. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.203 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 28. Which action involves normalizing acceptance of the project deliverables and during this phase the key project stakeholders, such as the customer and sponsor for the project, inspect and then formally accept the deliverables?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Creating scope | b. | Defining scope | |  | c. | Controlling scope | d. | Validating scope |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Validating scope involves formalizing acceptance of the project deliverables. Key project stakeholders, such as the customer and sponsor for the project, inspect and then formally accept the deliverables during this process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.203 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 29. Creating the WBS is a subprocess associated with which process in project scope management?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | planning | b. | monitoring and controlling | |  | c. | closing | d. | executing |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Creating the WBS is a subprocess associated with the planning process of the project scope management. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.203 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.32 - LO: 5-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Planning Scope Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 30. Which output documents how project needs will be analyzed, documented, and managed?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | requirements traceability matrix | b. | requirements management plan | |  | c. | WBS | d. | project scope statement |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: The requirements management plan documents how project requirements will be analyzed, documented, and managed. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty:Easy | | *REFERENCES:* | p.203 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.32 - LO: 5-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Planning Scope Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 31. Which process involves generating ideas by comparing specific project practices or product characteristics to those of other projects or products inside or outside the performing organization?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | variance | b. | benchmarking | |  | c. | prototyping | d. | decomposition |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Benchmarking, or generating ideas by comparing specific project practices or product characteristics to those of other projects or products inside or outside the performing organization, can be used to collect requirements. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.208 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.33 - LO: 5-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Collecting Requirements | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 32. What is a table that lists requirements, their various attributes, and the status of the requirements to ensure that all are addressed referred to as?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | requirements traceability matrix | b. | Gantt chart | |  | c. | state transition table | d. | entity-attribute-value model |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: A requirements traceability matrix (RTM) is a table that lists requirements, their various attributes, and the status of the requirements to ensure that all are addressed. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.209 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.33 - LO: 5-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Collecting Requirements | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 33. Which document contains a deliverable-oriented grouping of the work involved in a project that defines the total scope of the project?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | project charter | b. | business case | |  | c. | project scope statement | d. | work breakdown structure |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: After collecting requirements and defining scope, the next step in project scope management is to create a work breakdown structure. A work breakdown structure (WBS) is a deliverable oriented grouping of the work involved in a project that defines its total scope. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 34. What is the main technique used in creating a WBS, which involves subdividing project deliverables into smaller pieces?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | conglomeration | b. | accumulation | |  | c. | decomposition | d. | catalyzation |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: The main tool or technique involved in creating a WBS is decomposition—that is, subdividing project deliverables into smaller pieces. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 35. Which task is at the lowest level of the WBS?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | variance | b. | objective | |  | c. | deliverable | d. | work package |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: A work package is a task at the lowest level of the WBS. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.215 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 36. Which document should list and describe all of the deliverables required for the project?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | project charter | b. | scope statement | |  | c. | WBS | d. | Gantt chart |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: The scope statement should list and describe all of the deliverables required for the project. It is very important to ensure consistency between the project charter, scope statement, WBS, and Gantt chart to define the scope of the project accurately. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.218 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 37. Which approach for constructing a WBS uses a similar project’s WBS as a starting point?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | top-down | b. | bottom-up | |  | c. | mind-mapping | d. | analogy |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: A method for constructing a WBS is the analogy approach. In the analogy approach, you use a similar project’s WBS as a starting point. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.219 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 38. Which approach for constructing a WBS involves refining the work into greater and greater levels of detail?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | analogy | b. | bottom-up | |  | c. | top-down | d. | mind mapping |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: To use the top-down approach, start with the largest items of the project and break them into subordinate items. This process involves refining the work into greater and greater levels of detail. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.220 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 39. Which approach for constructing a WBS starts with the largest items of the project and breaks them into subordinate items?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | analogy | b. | bottom-up | |  | c. | top-down | d. | mind mapping |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: To use the top-down approach, start with the largest items of the project and break them into subordinate items. The top-down approach is best suited to project managers who have vast technical insight and a big-picture perspective. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.220 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 40. Which technique is used for creating a WBS uses branches radiating from a core idea to structure thoughts and ideas instead of writing down tasks in a list or immediately trying to create a structure for tasks?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | analogy | b. | bottom-up | |  | c. | top-down | d. | mind mapping |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Mind mapping is a technique that uses branches radiating from a core idea to structure thoughts and ideas. Instead of writing down tasks in a list or immediately trying to create a structure for tasks, mind mapping allows people to write and even draw pictures of ideas in a nonlinear format. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.221 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 41. During which approach do team members first identify as many specific tasks related to the project as possible and then aggregate the specific tasks and organize them into summary activities, or higher levels in the WBS?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | analogy | b. | bottom-up | |  | c. | top-down | d. | mind mapping |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: In the bottom-up approach, team members first identify as many specific tasks related to the project as possible. They then aggregate the specific tasks and organize them into summary activities, or higher levels in the WBS. Project managers often use the bottom-up approach for projects that represent entirely new systems or approaches to doing a job, or to help create buy-in and synergy with a project team. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.220 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 42. Mind mapping can be used for developing WBSs using which approach?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | analogy approach only | b. | bottom-up or analogy approach | |  | c. | top-down or bottom-up approach | d. | any approach |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: You could conduct mind mapping for an entire project by listing the project in the center of a diagram and adding branches or develop a mind-mapping diagram for each deliverable and merge them to create one large diagram for the entire project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.222 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 43. Which is recommended for the creation of a good WBS?   |  |  |  | | --- | --- | --- | |  | a. | Any WBS item should be the responsibility of all the people working on it. | |  | b. | A unit of work should appear at only one place in the WBS. | |  | c. | Each WBS item should be created assuming that the requirements are inflexible. | |  | d. | The work content of a WBS item is independent of the WBS items below it. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Some basic principles apply to creating any good WBS and its WBS dictionary. Firstly, a unit of work should appear at only one place in the WBS. The work content of a WBS item is the sum of the WBS items below it. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.224 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: o Reflective Thinking - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 44. What is scope creep?   |  |  |  | | --- | --- | --- | |  | a. | the tendency for project scope to keep getting bigger and bigger | |  | b. | subdividing project deliverables into smaller pieces | |  | c. | the approved project scope statement and its associated WBS. | |  | d. | a task at the lowest level of the WBS |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Scope creep refers to the tendency for project scope to keep getting bigger and bigger. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.225 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.36 - LO: 5-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Validating Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 45. What process involves formal acceptance of the completed project scope by the stakeholders?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Scope validation | b. | Scope planning | |  | c. | Scope control | d. | Scope baseline |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Scope validation involves formal acceptance of the completed project deliverables. This acceptance is often achieved by a customer inspection and then sign-off on key deliverables. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty:Easy | | *REFERENCES:* | p.226 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.36 - LO: 5-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Validating Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 46. Which term refers to the difference between planned and actual performance?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Decomposition | b. | Variance | |  | c. | Scope validation | d. | Scope creep |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Variance is the difference between planned and actual performance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.227-228 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.37 - L:5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 47. Which process involves developing a working replica of the system or some aspect of the system?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Prototyping | b. | Variance | |  | c. | Decomposition | d. | Use case modeling |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Prototyping involves developing a working replica of the system or some aspect of the system. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.229 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 48. Which process involves identifying and modeling business events, who initiated them, and how the system should respond to them?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Prototyping | b. | JAD | |  | c. | RAD | d. | Use case modeling |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Use case modeling is a process for identifying and modeling business events, who initiated them, and how the system should respond to them. It is an effective tool for understanding requirements of information systems. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty:Easy | | *REFERENCES:* | p.229 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 49. Which process uses highly organized and intensive workshops to bring together project stakeholders—the sponsor, users, business analysts, programmers, and so on—to jointly define and design information systems?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Prototyping | b. | JAD | |  | c. | RAD | d. | Use case modeling |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Joint Application Design (JAD) uses highly organized and intensive workshops to bring together project stakeholders — the sponsor, users, business analysts, programmers, and so on —to jointly define and design information systems. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.229 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 50. \_\_\_\_\_ includes the processes involved in defining and controlling what work is or is not included in a project.   |  |  | | --- | --- | | *ANSWER:* | Project scope management | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 51. \_\_\_\_\_ refers to all the work involved in creating the products of the project and the processes used to create them.   |  |  | | --- | --- | | *ANSWER:* | Scope | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.202 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 52. The main outputs of \_\_\_\_\_are the project scope statement and updates to project documents.   |  |  | | --- | --- | | *ANSWER:* | scope definition | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.210 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 53. Creating the \_\_\_\_\_ involves subdividing the major project deliverables into smaller, more manageable components.   |  |  | | --- | --- | | *ANSWER:* | WBS work breakdown structure work breakdown structure (WBS) WBS (work breakdown structure) | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.203 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 54. \_\_\_\_\_ refer to “conditions or capabilities that must be met by the project or present in the product, service, or result to satisfy an agreement or other formally imposed specification.”   |  |  | | --- | --- | | *ANSWER:* | Requirements | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.204-205 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.32 - LO: 5-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Planning Scope Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 55. A(n) \_\_\_\_\_ is a table that lists requirements, their various attributes, and the status of the requirements to ensure that all are addressed.   |  |  | | --- | --- | | *ANSWER:* | requirements traceability matrix requirements traceability matrix (RTM) RTM | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.209 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.33 - LO: 5-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Collecting Requirements | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 56. The main outputs of scope definition are the \_\_\_\_\_ and project document updates.   |  |  | | --- | --- | | *ANSWER:* | project scope statement | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.210 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.34 - LO: 5-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 57. A(n) \_\_\_\_\_ is a deliverable-oriented grouping of the work involved in a project that defines its total scope.   |  |  | | --- | --- | | *ANSWER:* | WBS work breakdown structure | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 58. Subdividing the project deliverables into smaller pieces is known as \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | decomposition | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 59. The \_\_\_\_\_ includes the approved project scope statement and its associated WBS and WBS dictionary.   |  |  | | --- | --- | | *ANSWER:* | scope baseline | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 60. When using project management software, estimates of work time should be entered only at the work package level; the rest of the WBS items are just groupings or \_\_\_\_\_ tasks.   |  |  | | --- | --- | | *ANSWER:* | summary | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.216 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 61. A hierarchy is used to show the levels of \_\_\_\_\_ in the WBS.   |  |  | | --- | --- | | *ANSWER:* | task | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.214 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 62. A work package is a task at the \_\_\_\_\_ level of the WBS.   |  |  | | --- | --- | | *ANSWER:* | lowest | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.215 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 63. Some organizations prescribe the form and content for WBSs for particular projects. These are known as \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | guidelines | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.219 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 64. In the \_\_\_\_\_ approach to creating a WBS, team members first identify as many specific tasks related to the project as possible.   |  |  | | --- | --- | | *ANSWER:* | bottom-up | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.220 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 65. \_\_\_\_\_ is a technique that uses branches radiating out from a core idea to structure thoughts and ideas when creating a WBS.   |  |  | | --- | --- | | *ANSWER:* | Mind mapping | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.221 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 66. A(n) \_\_\_\_\_ is a document that describes detailed information about each WBS item.   |  |  | | --- | --- | | *ANSWER:* | WBS dictionary | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.223 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 67. \_\_\_\_\_ is the tendency for project scope to keep getting bigger and bigger.   |  |  | | --- | --- | | *ANSWER:* | Scope creep | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.225 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.36 - LO: 5-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Validating Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 68. The main tool for performing scope validation is \_\_\_\_\_ and group decision making techniques.   |  |  | | --- | --- | | *ANSWER:* | inspection | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.226 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.36 - LO: 5-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Validating Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 69. \_\_\_\_\_ involves controlling changes to the project scope while keeping project goals and business strategy in mind.   |  |  | | --- | --- | | *ANSWER:* | Scope control | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.227 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 70. \_\_\_\_\_ is the difference between planned and actual performance.   |  |  | | --- | --- | | *ANSWER:* | Variance | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.227-228 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 71. \_\_\_\_\_ involves developing a working replica of the system or some aspect of the system.   |  |  | | --- | --- | | *ANSWER:* | Prototyping | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.229 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 72. \_\_\_\_\_ is a process for identifying and modeling business events, who initiated them, and how the system should respond to them.   |  |  | | --- | --- | | *ANSWER:* | Use case modeling | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.229 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 73. List and briefly describe the six main processes involved in project scope management.   |  |  | | --- | --- | | *ANSWER:* | 1. ***Planning scope management*** involves determining how the project’s scope and requirements will be managed.  2. ***Collecting requirements*** involves defining and documenting the features and functions of the products as well as the processes used for creating them.  *3.* ***Defining scope*** involves reviewing the scope management plan, project charter, requirements documents, and organizational process assets to create a scope statement, adding more information as requirements are developed and change requests are approved.  4. ***Creating the WBS*** involves subdividing the major project deliverables into smaller, more manageable components.  5. ***Validating scope*** involves formalizing acceptance of the project deliverables. Key project stakeholders, such as the customer and sponsor for the project, inspect and then formally accept the deliverables during this process. If the deliverables are not acceptable, the customer or sponsor usually requests  changes.  6. ***Controlling scope*** involves controlling changes to project scope throughout the life of the project—a challenge on many IT projects. Scope changes often influence the team’s ability to meet project time and cost goals, so project managers must carefully weigh the costs and benefits of scope changes. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.202-203 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.31 - LO: 5-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | What Is Project Scope Management? | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 74. What is a work breakdown structure? What are the inputs and tools used for creating one?   |  |  | | --- | --- | | *ANSWER:* | A work breakdown structure (WBS) is a deliverable-oriented grouping of the work involved in a project that defines the total scope of the project. Because most projects involve many people and many different deliverables, it is important to organize and divide the work into logical parts based on how the work will be performed. The WBS is a foundation document in project management because it provides the basis for planning and managing project schedules, costs, resources, and changes. Since the WBS defines the total scope of the project, some project management experts believe that work should not be done on a project if it is not included in the WBS. Therefore, it is crucial to develop a good WBS.  The project management plan, project documents, enterprise environmental factors, and organizational process assets are the primary inputs for creating a WBS.In addition to expert judgment, the main tool or technique is decomposition—that is, subdividing project deliverables into smaller pieces. The outputs of the process ofcreating the WBS are the scope baseline and project documents updates. The scope baseline includes the approved project scope statement and its associated WBS and WBS dictionary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.213 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 75. List and briefly describe five approaches for creating work breakdown structures.   |  |  | | --- | --- | | *ANSWER:* | ***Using Guidelines*** If guidelines for developing a WBS exist, it is very important to follow them. Some organizations—the U.S. Department of Defense (DOD) for example—prescribe the form and content for WBSs for particular projects.  Many organizations provide guidelines and templates for developing WBSs, as well as examples of WBSs from past projects. At the request of many of its members, the Project Management Institute recently developed a WBS Practice Standard to provide guidance for developing and applying the WBS to project management.  Project managers and their teams should review appropriate information to develop their unique project WBSs more efficiently.  ***The Analogy Approach*** In the **analogy approach**, you use a similar project’s WBS as a starting point. Some organizations keep a repository of WBSs and other project documentation on file to assist people working on projects. Viewing examples of other similar projects’ WBSs allows you to understand different ways to create a WBS.  ***The Top-down and Bottom-up Approaches*** Most project managers consider the top-down approach of WBS construction to be conventional. To use the **top-down approach**, start with the largest items of the project and break them into their subordinate items. This process involves refining the work into greater and greater levels of detail. After finishing the process, all resources should be assigned at the work package level. The top-down approach is best suited to project managers who have vast technical insight and a big-picture perspective.  In the **bottom-up approach**, team members first identify as many specific tasks related to the project as possible. They then aggregate the specific tasks and organize them into summary activities, or higher levels in the WBS. The bottom-up approach can be very time-consuming, but it can also be a very effective way to create a WBS. Project managers often use the bottom-up approach for projects that represent entirely new systems or approaches to doing a job, or to help create buy-in and synergy  with a project team.  ***Mind Mapping*** **Mind mapping** is a technique that uses branches radiating out from a core idea to structure thoughts and ideas. Instead of writing tasks down in a list or immediately trying to create a structure for tasks, mind mapping allows people to write and even draw pictures of ideas in a nonlinear format. This more visual, less structured approach to defining and then grouping tasks can unlock creativity among individuals and increase participation and morale among teams.  After discovering WBS items and structure using the mind-mapping technique, you could then translate the information into chart or tabular form. Mind mapping can be used for developing WBSs using the top-down or bottom-up approach. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.219-221 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.35 - LO: 5-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Creating The Work Breakdown Structure | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 76. Describe the process of scope validation.   |  |  | | --- | --- | | *ANSWER:* | Scope validation involves formal acceptance of the completed project deliverables. This acceptance is often achieved by a customer inspection and then sign-off on key deliverables. To receive formal acceptance of the project scope, the project team must develop clear documentation of the project’s products and procedures to evaluate whether they were completed correctly and satisfactorily. Recall from Chapter 4 that configuration management specialists identify and document the functional and physical characteristics of the project’s products, record and report the changes, and audit the products to verify conformance to requirements. To minimize scope changes, it is crucial to do a good job of configuration management and validating project scope.  ​  The project management plan, project documents, verified deliverables, and work performance data are the main inputs for scope validation. The main tools for performing scope validation are inspection and decision-making techniques. The customer, sponsor,  or user inspects the work after it is delivered and decides if it meets requirements. The main outputs of scope validation are accepted deliverables, change requests, work performance information, and project documents updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.226 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.36 - LO: 5-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Validating Scope | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |

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| 77. What are some of the suggestions for improving the requirements process?   |  |  | | --- | --- | | *ANSWER:* | 1. Develop and follow a requirements management process that includes procedures for initial requirements determination.  2. Employ techniques such as prototyping, use case modeling, and Joint Application Design to understand user requirements thoroughly. **Prototyping** involves developing a working replica of the system or some aspect of the system. These working replicas may be throwaways or an incremental component of the deliverable system. Prototyping is an effective tool for gaining an understanding of requirements, determining the feasibility of requirements, and resolving user interface uncertainties. **Use case modeling** is a process for identifying and modeling business events, who initiated them, and how the system should respond to them. It is an effective tool for understanding requirements for information systems. **Joint Application Design (JAD)** uses highly organized and intensive workshops to bring together project stakeholders—the sponsor, users, business analysts, programmers, and so on—to jointly define and design information systems. These techniques also help users become more active in defining system requirements.  3. Put all requirements in writing and keep them current and readily available. Several tools are available to automate this function. For example, a type of software called a requirements management tool aids in capturing and maintaining requirements information, provides immediate access to the information, and assists in establishing necessary relationships between requirements and information created by other tools.  4. Create a requirements management database for documenting and controlling requirements. Computer Aided Software Engineering (CASE) tools or other technologies can assist in maintaining a repository for project data. A CASE tool’s database can also be used to document and control requirements.  5. Provide adequate testing to verify that the project’s products perform as expected. Conduct testing throughout the project life cycle.  6. Use a process for reviewing requested requirements changes from a systems perspective.  7. Emphasize completion dates.  8. Allocate resources specifically for handling change requests. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.229-230 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.38 - LO: 5-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling Scope | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:11 PM | |