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| 1. An activity is an element of work that has an expected duration, cost, and resource requirements.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: An activity or task is an element of work normally found on the work breakdown structure (WBS) that has expected duration, cost, and resource requirements. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 2. In project schedule management, the primary output of defining activities is a schedule management plan.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: In project schedule management, the main output of defining activities are an activity list, activity attributes, a milestone list, and project management plan updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.245 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Project Schedules | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 3. In project schedule management, the next step after sequencing activities is to define these activities.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Estimating activity durations involves estimating how many resources— people, equipment, and materials—a project team should use to perform project activities. In project time management, this process follows after sequencing activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.245 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 4. Project schedules grow out of basic documents such as the project charter.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Project schedules grow out of the basic documents that initiate a project. The project charter often mentions planned project start and end dates, which serve as the starting points for a more detailed schedule. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.40 - LO: 6-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: o Reflective Thinking - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Planning Schedule Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 5. A schedule management plan includes information which describes the format and frequency of schedule reports required for the project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: A schedule management plan includes information on reporting formats. This information describes the format and frequency of schedule reports required for the project. In addition, it also includes information on process descriptions and describes how all of the schedule management processes will be performed. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.40 - LO: 6-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Planning Schedule Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 6. To define activities, the project team should start with reviewing the schedule management plan, scope baseline, enterprise environmental factors, and organizational processes.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Defining activities involves identifying the specific actions that will produce the project deliverables in enough detail to determine resource and schedule estimates. The project team reviews the schedule management plan, scope baseline, enterprise environmental factors, and organizational process assets to begin defining activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 7. It is important for the activity list and activity attributes to be in agreement with the work breakdown structure.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The activity list and activity attributes should be in agreement with the work breakdown structure. Information is added to the activity attributes as it becomes available; this information includes logical relationships and resource requirements that are determined in later processes. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 8. Milestones are easy to achieve and are always achieved through one main activity.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A milestone on a project is a significant event that normally has no duration. It often takes several activities and a lot of work to complete a milestone, but the milestone itself is like a marker to help in identifying necessary activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 9. After defining project activities, the next step in project schedule management is developing the schedule.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: After defining project activities, the next step in project time management is sequencing them or determining their dependencies. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.248 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 10. A dependency pertains to the sequencing of project activities or tasks.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: A dependency or relationship pertains to the sequencing of project activities or tasks. Determining these relationships or dependencies among activities has a significant impact on developing and managing a project schedule. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.248-249 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: o Reflective Thinking - BUSPROG: Analytic skills: Statistics and Management Science | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 11. Network diagrams are the preferred technique for showing activity sequencing.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Network diagrams are the preferred technique for showing activity sequencing. A network diagram is a schematic display of the logical relationships among project activities and their sequencing. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.249 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 12. The arrows in a network diagram represent missed milestones in a project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A network diagram is a schematic display of the logical relationships among project activities and their sequencing. The arrows in a network diagram represent the activity sequencing or relationships between tasks. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.249 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 13. In a network diagram, it is mandatory for every item on the WBS to be shown instead of only those activities with dependencies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The network diagram represents activities that must be done to complete the project. Not every item on the WBS needs to be shown on the network diagram; only activities with dependencies need to be shown. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.249-250 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 14. A merge occurs when one node precedes multiple nodes.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A merge occurs when two or more nodes precede a single node. On the other hand, bursts occur when two or more activities follow a single node. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.250 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 7/25/2018 5:23 PM | |

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| 15. Start-to-finish relationships are the most frequently used dependencies between activities.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: One of the four types of dependencies or relationships between activities is the start-to-finish dependency. This is a relationship in which the “from” activity must start before the “to” activity can be finished. This type of relationship is rarely used, but it is appropriate in some cases. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.252 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 16. A drawback of the precedence diagramming method is that it cannot be used unless dummy activities are employed.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The precedence diagramming method offers a number of advantages over the AOA technique. One advantage is that using this method avoids the need to use dummy activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.252 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 17. In a Gantt chart, thick black bars represent milestones achieved in a project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Gantt charts provide a standard format for displaying project schedule information by listing project activities and their corresponding start and finish dates in calendar form. In a Gantt chart, a black diamond symbol represents a milestone. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.255 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 18. A Tracking Gantt chart is based on the percentage of work completed for project tasks or the actual start and finish dates.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: A Tracking Gantt chart is based on the percentage of work completed for project tasks or the actual start and finish dates. It allows the project manager to monitor schedule progress on individual tasks and the whole project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.258 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 19. A disadvantage of using Gantt charts is that they do not provide a standard format for displaying planned project schedule information.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The main advantage of using Gantt charts is that they provide a standard format for displaying planned and actual project schedule information. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.259 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 20. In a critical path analysis, the shortest path is what drives the completion date for the project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: In a critical path analysis, several tasks are done in parallel on projects, and most projects have multiple paths through a network diagram. The longest path or the path that contains the critical tasks is what drives the completion date for the project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.259 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 21. The critical path on a project can change as the project progresses.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The critical path represents the shortest time required to complete a project. The critical path on a project can change as the project progresses. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.261 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 22. A backward pass through the network diagram determines the early start and early finish dates for each activity.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A backward pass through the network diagram determines the late start and late finish dates for each activity. In contrast, a forward pass determines the early start and early finish dates for each activity. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.262 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 23. Knowing the amount of float allows project managers to know whether a project schedule is flexible.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: Knowing the amount of float or slack allows project managers to know whether the schedule is flexible and how flexible it might be. A fast and easy way to determine early and late start and finish dates and free and total slack amounts for activities is by using project management software. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.263 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 24. The main disadvantage of crashing is that it lengthens the time needed to finish a project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The main advantage of crashing is that it shortens the time needed to finish a project. The main disadvantage is that it often increases total project costs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.264 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 25. The technique of fast tracking can result in lengthening the project schedule.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Feedback: The main disadvantage of fast tracking is that it can lengthen the project schedule because starting some tasks too soon often increases project risk and results in rework. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.264 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 26. Critical chain scheduling assumes that resources multitask and maximizes multitasking.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: Critical chain scheduling is a method that considers limited resources when creating a project schedule and includes buffers to protect the project completion date. It assumes that resources do not multitask or at least minimize multitasking. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.265-266 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 27. One of PERT’s main disadvantages is that it does not address the risk associated with duration estimates.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: PERT’s main disadvantages are that it involves more work than CPM because it requires several duration estimates, and there are better probabilistic methods for assessing schedule risk. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.269 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 28. The final process in project schedule management is developing the schedule.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: The final process in project time management is controlling the schedule, Like scope control, schedule control is a portion of the integrated change control process under project integration management. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.272 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.45 - LO: 6-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 29. A drawback of the project management software is that it does not have the capacity to calculate the critical path(s) for a project.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Feedback: A project management software can be used to draw network diagrams, determine the critical path for a project, create Gantt charts, and report, view, and filter specific project time management information. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.250 | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.46 - LO: 6-9 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Using Software to Assist in Project Time Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 30. What is the first process involved in project schedule management?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | defining activities | b. | estimating activity durations | |  | c. | planning schedule management | d. | sequencing activities |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Planning schedule management is the first process in project schedule management and involves determining the policies, procedures, and documentation that will be used for planning, executing, and controlling the project schedule. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.243 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 31. Which process in project schedule management involves identifying the specific tasks that the project team members and stakeholders must perform to produce the project deliverables?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | defining activities | b. | sequencing activities | |  | c. | developing the schedule | d. | estimating activity durations |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: In project schedule management, the process of defining activities involves identifying the specific activities that the project team members and stakeholders must perform to produce the project deliverables. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.243-244 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 32. In project schedule management, which process generates the main outputs of an activity list, activity attributes, and a milestone list?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | sequencing activities | b. | defining activities | |  | c. | resource estimating activities | d. | estimating activity durations |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: In project schedule management, the main outputs of the sequencing activities process are an activity list, activity attributes, a milestone list, and project management plan updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.245 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 33. In project schedule management, which process primarily involve identifying and documenting the relationships between project activities?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | defining activities | b. | sequencing activities | |  | c. | planning schedule management | d. | estimating activity durations |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Sequencing activities involves identifying and documenting the relationships between project activities. The main outputs of this process include project schedule network diagrams and project documents updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 34. In project schedule management, which process involves estimating the number of work periods that are needed to complete individual activities?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | defining activities | b. | sequencing activities | |  | c. | planning schedule management | d. | estimating activity durations |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: Estimating activity durations involves estimating the number of work periods that are needed to complete individual activities. Outputs include activity duration estimates and project documents updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 35. In project schedule management, which process involves analyzing activity sequences, activity resource estimates, and activity duration estimates to create the project schedule?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | planning schedule management | b. | developing the schedule | |  | c. | controlling the schedule | d. | defining activities |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Developing the schedule involves analyzing activity sequences, activity resource estimates, and activity duration estimates to create the project schedule. Outputs include a schedule baseline, project schedule, schedule data, project calendars, project management plan updates, and project documents updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 36. In project schedule management, which process primarily involves checking and managing changes to the project schedule?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | estimating activity durations | b. | developing the schedule | |  | c. | controlling the schedule | d. | estimating activity resources |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: In project schedule management, the process of controlling the schedule involves controlling and managing changes to the project schedule. Outputs include work performance information, schedule forecasts, and change requests among others. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 37. In project schedule management, which is an output of controlling the schedule?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | activity duration estimate | b. | project management plan update | |  | c. | activity attribute | d. | milestones list |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Controlling the schedule involves controlling and managing changes to the project schedule. Outputs include work performance information, schedule forecasts, change requests, project management plan updates, project documents updates, and organizational process assets updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.245 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance Of Project Schedules | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 38. Which document is most likely to include planned project start and end dates which serve as the starting points for a detailed schedule?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | resource breakdown structure | b. | milestones list | |  | c. | organizational process assets update | d. | project charter |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: The project charter often mentions planned project start and end dates, which serve as the starting points for a more detailed schedule. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.40 - LO: 6-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Planning Schedule Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 39. Which statement best describes the difference between an activity list and an activity attribute?   |  |  |  | | --- | --- | --- | |  | a. | As opposed to an activity attribute, an activity list provides resource requirements and constraints related to activities. | |  | b. | An activity list provides a more concrete list of milestones for a project than an activity attribute. | |  | c. | An activity attribute is a tabulation of activities to be included on a project schedule whereas an activity list is not. | |  | d. | An activity attribute provides more schedule-related information about each activity than an activity list. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: The activity list is a tabulation of activities to be included on a project schedule. The list should include the activity name, an activity identifier or number, and a brief description of the activity. The activity attributes provide more schedule-related information about each activity, such as predecessors, successors, logical relationships, leads and lags, and so forth. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 40. Which term is used for a significant event on a project that normally has no duration?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | milestone | b. | activity attribute | |  | c. | activity sequence | d. | schedule baseline |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: A milestone on a project is a significant event that normally has no duration. It often takes several activities and a lot of work to complete a milestone, but the milestone itself is like a marker to help in identifying necessary activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 41. In project schedule management, the main goal of which process is to ensure that the project team has complete understanding of all the work they must do as part of the project scope so they can start scheduling the work?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | defining activities | b. | estimating activity durations | |  | c. | estimating activity resources | d. | controlling the schedule |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: The goal of defining activities is to ensure that the project team completely understands all the work it must do as part of the project scope so the team can start scheduling the work. Activity information is a required input to the other time management processes. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.247 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 42. In project schedule management, what is the next step after defining project activities?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | planning schedule management | b. | determining their dependencies | |  | c. | controlling the schedule | d. | estimating activity duration |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: After defining project activities, the next step in project schedule management is sequencing them or determining their dependencies. The sequencing process involves evaluating the reasons for dependencies and the different types of dependencies. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.248 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 43. Which type of dependencies are inherent in the nature of work being performed on a project?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | mandatory | b. | discretionary | |  | c. | external | d. | random |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Mandatory dependencies are inherent in the nature of work being performed on a project. They are sometimes referred to as hard logic. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.249 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 44. Which dependencies are sometimes referred to as soft logic and should be used with care because they may limit later scheduling options?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | mandatory | b. | discretionary | |  | c. | external | d. | inherent |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Discretionary dependencies are defined by the project team. They are sometimes referred to as soft logic and should be used with care because they may limit later scheduling options. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.249 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 45. Which dependencies involve relationships between project and non-project activities?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | mandatory | b. | discretionary | |  | c. | external | d. | inherent |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: External dependencies involve relationships between project and non-project activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.249 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 46. In an AOA network diagram, what occurs when two or more activities follow a single node?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | combinations | b. | buffers | |  | c. | mergers | d. | bursts |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: When creating an AOA network diagram, bursts occur when two or more activities follow a single node. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.250 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 47. Which network diagramming technique uses boxes to represent activities?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | PDM | b. | CPM | |  | c. | ADM | d. | PERT |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: The precedence diagramming method (PDM) is a network diagramming technique in which boxes represent activities. It is particularly useful for visualizing certain types of time relationships. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.251 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 48. Which dependencies do AOA network diagrams use?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | start-to-start | b. | finish-to-start | |  | c. | finish-to-finish | d. | start-to-finish |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: A finish-to-start dependency is the most common type of relationship or dependency and AOA network diagrams use only finish-to-start dependencies. It is a relationship in which the “from” activity or predecessor must finish before the “to” activity or successor can start. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.251 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 49. During which relationship is the “from” activity unable start until the “to” activity is started?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | start-to-start | b. | finish-to-finish | |  | c. | finish-to-start | d. | start-to-finish |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: A start-to-start dependency is a relationship in which the “from” activity cannot start until the “to” activity or successor is started. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.251 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 50. Which is true of a finish-to-finish dependency?   |  |  |  | | --- | --- | --- | |  | a. | It is a dependency in which the “from” activity cannot start until the “to” activity or successor is started. | |  | b. | It is a dependency in which in which the “from” activity must finish before the “to” activity or successor can start. | |  | c. | It is a dependency in which the “from” activity must be finished before the “to” activity can be finished. | |  | d. | It is a dependency in which the “from” activity must start before the “to” activity can be finished. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: A finish-to-finish dependency is a relationship in which the “from” activity must be finished before the “to” activity can be finished. One task cannot finish before another finishes. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.251 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 51. Which is true of dummy activities?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | They have long durations. | b. | They show logical relationships between activities. | |  | c. | They have a large range of resources. | d. | They have limited time periods. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Dummy activities have no duration and no resources, but are occasionally needed on AOA network diagrams to show logical relationships between activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.252 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 52. Which is one of the main outputs of estimating activity resources process?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | project documents update | b. | milestone list | |  | c. | breakdown structure | d. | activity duration estimate |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: The main outputs of the resource estimating process include a list of activity resource requirements, a resource breakdown structure, and project documents updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.253 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.43 - LO: 6-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Estimating Activity Resources | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 53. After working with key stakeholders to define activities and calculate their resources, what is the next process in project schedule management?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | develop the schedule. | b. | control the schedule. | |  | c. | determine their dependencies. | d. | estimate the duration of activities. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: After working with key stakeholders to define activities, determine their dependencies, and estimate their resources, the next process in project schedule management is to estimate the duration of activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.253 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.47 - LO: 6-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Estimating Activity Durations | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 54. In project schedule management, the ultimate goal of which process is to provide a basis for monitoring project progress for the time dimension of the project?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | defining activities | b. | sequencing activities | |  | c. | developing a schedule | d. | estimating activity resources |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: The ultimate goal of developing a realistic project schedule is to provide a basis for monitoring project progress for the time dimension of the project. Project schedule management processes often go through several iterations before a project schedule is finalized. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.254 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 55. Which provide a standard format for displaying project schedule information by listing project activities and their corresponding start and finish dates in a calendar format?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Gantt charts | b. | Critical path analysis | |  | c. | Arrow diagramming method | d. | PERT analysis |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Gantt charts provide a standard format for displaying project schedule information by listing project activities and their corresponding start and finish dates in calendar form. They are sometimes referred to as bar charts because the activities’ start and end dates are shown as horizontal bars. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.255 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 56. Which technique involves network diagramming and is used primarily to predict total project duration?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Gantt chart | b. | critical path analysis | |  | c. | resource breakdown structure | d. | arrow diagramming method |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Critical path method (CPM) —also called critical path analysis —is a network diagramming technique used to predict total project duration. This important tool helps combat project schedule overruns. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.259 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 57. The critical path is the \_\_\_\_\_ path through a network diagram, and it represents the \_\_\_\_\_ amount of slack or float.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | longest; longest | b. | longest; shortest | |  | c. | shortest; longest | d. | shortest; shortest |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: A critical path for a project is the series of activities that determine the earliest time by which the project can be completed. It is the longest path through the network diagram and has the least amount of slack or float. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.259 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing The Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 58. What term is used for the amount of time an activity can be delayed without delaying the early start date of any immediately following activities?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | forward pass | b. | backward pass | |  | c. | fast tracking | d. | free slack |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: A technique that can help project managers make schedule trade-offs is determining the free slack and total slack for each project activity. Free slack or free float is the amount of time an activity can be delayed without delaying the early start date of any immediately following activities. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.261 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 59. What term is used for the amount of time an activity can be delayed from its early start without delaying the planned project finish date?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | total slack | b. | free float | |  | c. | backward pass | d. | forward pass |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: Total slack or total float is the amount of time an activity can be delayed from its early start without delaying the planned project finish date. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.261 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 60. What is the latest possible time an activity might begin without delaying the project finish date?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | early finish date | b. | late finish date | |  | c. | late start date | d. | early start date |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: The late start date is the latest possible time an activity might begin without delaying the project finish date. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.262 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 61. Which technique involves doing activities in parallel that one would normally do in sequence?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Critical chain scheduling | b. | Crashing | |  | c. | Fast tracking | d. | PERT analysis |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Fast tracking involves doing activities in parallel that one would normally do in sequence. The main advantage of fast tracking is that it can shorten the time needed to finish a project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.264 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 62. Which technique is used for making cost and schedule trade-offs to obtain the greatest amount of schedule compression for the least incremental cost?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | dependency | b. | crashing | |  | c. | critical chain scheduling | d. | feeding buffers |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Crashing is a technique for making cost and schedule trade-offs to obtain the greatest amount of schedule compression for the least incremental cost. The main advantage of crashing is shortening the time needed to finish a project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.264 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 63. Which is a similarity between the crashing and fast tracking?   |  |  |  | | --- | --- | --- | |  | a. | both spread out tasks over a long period of time to ensure the quality of work is maintained | |  | b. | both invariably result in increases in total project costs | |  | c. | both can shorten the time needed to finish a project | |  | d. | both are network diagramming techniques used primarily to predict total project duration |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: The main advantage of fast tracking, like crashing, is that it can shorten the time needed to finish a project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.264 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 64. How does critical chain scheduling protect tasks on the critical chain from being delayed?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | critical paths | b. | feeding buffers | |  | c. | dummy activities | d. | fast tracking |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: Critical chain scheduling protects tasks on the critical chain from being delayed by using feeding buffers, which consist of time added before tasks on the critical chain if they are preceded by other tasks that are not on the critical path. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.267 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 65. Which law states that work expands to fill the time allowed?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | Murphy’s Law | b. | Miller’s Law | |  | c. | Parkinson’s Law | d. | Einstein’s Law |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Parkinson’s Law states that work expands to fill the time allowed. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.267 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 66. What is an accurate difference between the Program Evaluation and Review Technique (PERT) and critical path method (CPM)?   |  |  |  | | --- | --- | --- | |  | a. | CPM addresses the risk associated with duration estimates whereas PERT does not. | |  | b. | Unlike CPM, PERT estimates only when there is no risk of uncertainty. | |  | c. | CPM involves more work than PERT because it requires several duration estimates. | |  | d. | PERT uses different duration estimates whereas CPM uses one specific duration estimate. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Feedback: PERT uses probabilistic time estimates —duration estimates based on using optimistic, most likely, and pessimistic estimates of activity durations —instead of one specific or discrete duration estimate, as CPM does. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.268 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 67. Which is a similarity between scope control and schedule control?   |  |  |  | | --- | --- | --- | |  | a. | Both are initial processes of project time management. | |  | b. | Both of their primary goals is to define project goals and milestones. | |  | c. | Both are portions of the integrated change control process under project integration management. | |  | d. | Both of these processes should occur before estimating activity durations. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Feedback: Like scope control, schedule control is a portion of the integrated change control process under project integration management. Controlling the schedule is the final process in project time management. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.270 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.45 - LO: 6-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 7/25/2018 5:30 PM | |

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| 68. Which is an output of schedule control?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | change requests | b. | activity attributes | |  | c. | resource requirements | d. | milestones lists |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Feedback: The main outputs of schedule control include work performance measurements, organizational process assets updates such as lessons-learned reports related to schedule control, change requests, project management plan updates, and project documents updates. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.271 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.45 - LO: 6-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 69. Where would a draft schedule for a project most likely be found?   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | a. | project buffer | b. | project charter | |  | c. | resource breakdown structure | d. | project’s dummy activities list |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Feedback: One of the first reality checks for a project manager is to review the draft schedule that is usually included in the project charter. Although this draft schedule might include only a project start and end date, the project charter sets some initial schedule expectations for the project. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.271 | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.45 - LO: 6-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 70. In a project schedule, the variable that has the least amount of flexibility is \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | time | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.242 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 71. \_\_\_\_\_ involves the processes required to ensure timely completion of a project.   |  |  | | --- | --- | | *ANSWER:* | Project schedule management | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.243 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 72. In project schedule management, the process of \_\_\_\_\_ involves deciding how many people, equipment, and materials a project team should use to perform project activities.   |  |  | | --- | --- | | *ANSWER:* | estimating activity resources | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.253 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Project Schedules | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 73. After reviewing the project management plan, project charter, enterprise environmental factors, and organizational process assets, the project team uses expert judgment, analytical techniques, and meetings to develop the \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | schedule management plan | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.244 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.40 - LO: 6-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Planning Schedule Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 74. The \_\_\_\_\_ is a tabulation of activities to be included on a project schedule.   |  |  | | --- | --- | | *ANSWER:* | activity list | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 75. The activity list should include the \_\_\_\_\_, an activity identifier, and a brief description of the activity.   |  |  | | --- | --- | | *ANSWER:* | activity name | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 76. In the activity defining process, the project team should review the \_\_\_\_\_ and activity attributes with project stakeholders before moving on to the next step in project schedule management.   |  |  | | --- | --- | | *ANSWER:* | activity list | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.247 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 77. A(n) \_\_\_\_\_ is a schematic display of the logical relationships among project activities and their sequencing.   |  |  | | --- | --- | | *ANSWER:* | network diagram | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.249 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 78. In a network diagram, a(n) \_\_\_\_\_ is the starting and ending point of an activity.   |  |  | | --- | --- | | *ANSWER:* | node | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.249 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 79. In a(n) \_\_\_\_\_ relationship, the “from” activity must start before the “to” activity can be finished.   |  |  | | --- | --- | | *ANSWER:* | start-to-finish | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.252 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 80. \_\_\_\_\_ have no duration and no resources but are occasionally needed on AOA network diagrams to show logical relationships between activities.   |  |  | | --- | --- | | *ANSWER:* | Dummy activities | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.252 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: - Comprehension | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 81. \_\_\_\_\_ is the number of workdays or work hours required to complete a task.   |  |  | | --- | --- | | *ANSWER:* | Effort | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.253 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.47 - LO: 6-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Estimating Activity Durations | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 82. Duration estimates can be provided as a discrete number, a range, or as a(n) \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | three-point estimate | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.253 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.47 - LO: 6-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Estimating Activity Durations | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 83. The ultimate goal of developing a realistic project schedule is to provide a basis for monitoring project progress for the \_\_\_\_\_ dimension of the project.   |  |  | | --- | --- | | *ANSWER:* | time | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.254 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 84. SMART criteria are guidelines suggesting that milestones should be \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | Specific, Measurable, Assignable, Realistic, Time-framed | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.257 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 85. A(n) \_\_\_\_\_ Gantt chart compares planned and actual project schedule information.   |  |  | | --- | --- | | *ANSWER:* | Tracking | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.258 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 86. A white diamond on a Tracking Gantt chart represents a(n) \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | slipped milestone | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.259 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 87. A(n) \_\_\_\_\_ for a project is the series of activities that determine the earliest time by which the project can be completed.   |  |  | | --- | --- | | *ANSWER:* | critical path | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.259 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 88. A(n) \_\_\_\_\_ determines the early start and early finish dates for each activity in a project.   |  |  | | --- | --- | | *ANSWER:* | forward pass | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.262 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 89. The \_\_\_\_\_ is based on the fact that any complex system at any point in time often has only one aspect or constraint that limits its ability to achieve more of its goal.   |  |  | | --- | --- | | *ANSWER:* | Theory of Constraints  TOC  Theory of Constraints (TOC) | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.265 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 90. \_\_\_\_\_ occurs when a resource works on more than one task at a time.   |  |  | | --- | --- | | *ANSWER:* | Multitasking | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.265 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 91. \_\_\_\_\_ states that if something can go wrong, it will.   |  |  | | --- | --- | | *ANSWER:* | Murphy’s Law | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.266 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 92. The main outputs of \_\_\_\_\_ include work performance information, schedule forecasts, change requests, project management plan updates, and project documents updates.   |  |  | | --- | --- | | *ANSWER:* | schedule control | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.271 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.45 - LO: 6-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 93. One of the first reality checks on scheduling that a project manager should make is to review the \_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | draft schedule | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.271 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.45 - LO: 6-8 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Controlling the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 94. A drawback of using \_\_\_\_\_ or sample files is that managers and their teams might rely heavily on them and ignore unique concerns for their particular projects.   |  |  | | --- | --- | | *ANSWER:* | templates | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Easy | | *REFERENCES:* | p.274 | | *QUESTION TYPE:* | Completion | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.46 - LO: 6-9 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Using Software to Assist in Project Time Management | | *KEYWORDS:* | Bloom's: Knowledge | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 95. List and briefly describe the main processes involved in project schedule management.   |  |  | | --- | --- | | *ANSWER:* | The main processes involved in project schedule management are as follows:  (1) Planning schedule management involves determining the policies, procedures, and documentation that will be used for planning, executing, and controlling the project schedule.  (2) Defining activities involves identifying the specific activities that the project team members and stakeholders must perform to produce the project deliverables.  (3) Sequencing activities involves identifying and documenting the relationships between project activities.  (4) Estimating activity durations involves estimating the number of work periods that are needed to complete individual activities.  (5) Developing the schedule involves analyzing activity sequences, activity resource estimates, and activity duration estimates to create the project schedule.  (6) Controlling the schedule involves controlling and managing changes to the project schedule. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.243-244 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.39 - LO: 6-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | The Importance of Project Schedules | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 96. What are milestones? Describe.   |  |  | | --- | --- | | *ANSWER:* | Milestones are the most important and visible events in a project and normally have no duration. It often takes several activities and a lot of work to complete a milestone, but the milestone itself is like a marker to help in identifying necessary activities. Milestones are also useful tools or setting schedule goals and monitoring progress. Not every deliverable or output created for a project is really a milestone. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.246 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.41 - LO: 6-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Defining Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 97. What is a network diagram? Describe two network diagramming methods.   |  |  | | --- | --- | | *ANSWER:* | Network diagrams are the preferred technique for showing activity sequencing. They are a schematic display of the logical relationships among project activities and their sequencing. They represent activities that must be done to complete the project. Every activity on the network diagram must be completed in order for the project to finish. Two types of network diagramming methods are as follows:  (1) The arrow diagramming method (ADM): This is a network diagramming technique in which activities are represented by arrows and connected at points called nodes to illustrate the sequence of activities. A node is simply the starting and ending point of an activity. The first node signifies the start of a project, and the last node represents the end of a project.  (2) The precedence diagramming method (PDM): This is a network diagramming technique in which boxes represent activities. It is particularly useful for visualizing certain types of time relationships. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.249-251 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.42 - LO: 6-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Sequencing Activities | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 98. Describe critical path analysis. How is the critical path calculated?   |  |  | | --- | --- | | *ANSWER:* | Critical path analysis is a network diagramming technique used to predict total project duration. This important tool can help combat project schedule overruns. A critical path for a project is the series of activities that determine the earliest time by which the project can be completed. It is the longest path through the network diagram and has the least amount of slack or float.  To find the critical path for a project, one must first develop a good network diagram, which, in turn, requires a good activity list based on the work breakdown structure. Once a network diagram is created, one must also estimate the duration of each activity to determine the critical path. Calculating the critical path involves adding the durations for all activities on each path through the network diagram. The longest path is the critical path. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.259-260 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |

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| 99. What is the Theory of Constraints? Describe critical chain scheduling, an application of the Theory of Constraints.   |  |  | | --- | --- | | *ANSWER:* | The Theory of Constraints (TOC) is a management philosophy developed by Eliyahu M. Goldratt and is based on the metaphor of a chain and its weakest link: Any complex system at any point in time often has only one aspect or constraint that limits the ability to achieve more of the system’s goal. For the system to attain any significant improvements, that constraint must be identified, and the whole system must be managed with it in mind.  Critical chain scheduling is a method that considers limited resources when creating a project schedule and includes buffers to protect the project completion date. An important concept in critical chain scheduling is the availability of scarce resources. For instance, if a particular piece of equipment is needed full time to complete each of two tasks that were originally planned to occur simultaneously, critical chain scheduling acknowledges that one must either delay one of those tasks until the equipment is available or find another piece of equipment in order to meet the schedule. Other important concepts related to critical chain scheduling include multitasking and time buffers. | | *POINTS:* | 1 | | *DIFFICULTY:* | Difficulty: Moderate | | *REFERENCES:* | p.265 | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | INFO.SCHW.14.44 - LO: 6-7 | | *NATIONAL STANDARDS:* | United States - BUSPROG: Analytic | | *TOPICS:* | Developing the Schedule | | *KEYWORDS:* | Bloom's: Comprehension | | *DATE CREATED:* | 4/27/2018 3:50 PM | | *DATE MODIFIED:* | 6/6/2018 6:06 PM | |