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| 2. | Managing a project and leading a project are two different things. Project leadership is about coping with      |  |  | | --- | --- | | A. | Formulating plans and objectives. |  |  |  | | --- | --- | | B. | Monitoring results against plans. |  |  |  | | --- | --- | | **C.** | Change. |  |  |  | | --- | --- | | D. | Taking corrective action when necessary. |  |  |  | | --- | --- | | E. | Designing structures and procedures. |   Project managers often have to deviate from what was planned and introduce significant changes in the project scope and schedule to respond to unforeseen threats or opportunities. |
| 3. | One difference between project management and project leadership is that project management includes      |  |  | | --- | --- | | A. | Recognizing the need to alter direction. |  |  |  | | --- | --- | | B. | Aligning people to meet new directions. |  |  |  | | --- | --- | | **C.** | Monitoring results against plans. |  |  |  | | --- | --- | | D. | Motivating people to meet new objectives. |  |  |  | | --- | --- | | E. | Deviating from the plan. |   Good management brings about order and stability by formulating plans and objectives, designing structures and procedures, monitoring results against plans, and taking corrective action when necessary. Leadership involves recognizing and articulating the need to significantly alter the direction and operation of the project, aligning people to the new direction, and motivating them to work together to overcome hurdles produced by the change and to realize new objectives. |
| 4. | A well-defined project that encounters no significant surprises would require little      |  |  | | --- | --- | | A. | Management. |  |  |  | | --- | --- | | **B.** | Leadership. |  |  |  | | --- | --- | | C. | Monitoring. |  |  |  | | --- | --- | | D. | Corrective action. |  |  |  | | --- | --- | | E. | Controlling. |   Well-defined projects that encounter no significant surprises require little leadership. |
| 5. | When managing stakeholders, a project manager should      |  |  | | --- | --- | | A. | Develop a hands-on approach. |  |  |  | | --- | --- | | B. | Focus on the project team and their needs. |  |  |  | | --- | --- | | **C.** | Understand how different stakeholders can affect the project and manage that dependency. |  |  |  | | --- | --- | | D. | Manage and limit time negotiating with stakeholders outside of the organization. |  |  |  | | --- | --- | | E. | Refuse to be pulled by the demands of people who are not directly involved in the project. |   The sheer breadth and complexity of stakeholder relationships distinguish project managers from regular management. To be effective, a project manager must understand how stakeholders can affect the project and develop methods for managing the dependency. |
| 7. | Which of the following groups of stakeholders place constraints on project work such as requiring permits to be secured, that work is built to code, or that safety standards are met?      |  |  | | --- | --- | | A. | Project sponsors |  |  |  | | --- | --- | | **B.** | Government agencies |  |  |  | | --- | --- | | C. | Project managers |  |  |  | | --- | --- | | D. | Customers |  |  |  | | --- | --- | | E. | Top management |   Government agencies place constraints on project work. Permits need to be secured. Construction work has to be built to code. |
| 11. | The outer ring in the network of relationships for project managers includes all of the following EXCEPT      |  |  | | --- | --- | | A. | Other organizations. |  |  |  | | --- | --- | | B. | Customers. |  |  |  | | --- | --- | | C. | Contractors. |  |  |  | | --- | --- | | D. | Government agencies. |  |  |  | | --- | --- | | **E.** | Administrative support. |   The outer ring in the network of relationships for project managers excludes administrative support who is internal to the organization. |
| 14. | Networks are mutually beneficial alliances that are generally governed by the law of      |  |  | | --- | --- | | A. | Supply-demand. |  |  |  | | --- | --- | | B. | Brooks' law. |  |  |  | | --- | --- | | **C.** | Reciprocity相互作用. |  |  |  | | --- | --- | | D. | A squeaky wheel. |  |  |  | | --- | --- | | E. | Risk-reward. |   Networks are mutually beneficial alliances that are generally governed by the law of reciprocity. The basic principle is that "one good deed deserves another, and likewise, one bad deed deserves another." |
| 15. | In terms of commonly traded organizational currencies, being involved in a task that has a large significance and having a chance to do something important and do it well are examples of \_\_\_\_\_\_-related currencies.      |  |  | | --- | --- | | A. | Task |  |  |  | | --- | --- | | B. | Position |  |  |  | | --- | --- | | **C.** | Inspiration |  |  |  | | --- | --- | | D. | Relationship |  |  |  | | --- | --- | | E. | Personal |   Perhaps the most powerful form of influence is based on inspiration. Most sources of inspiration derive from people's burning desire to make a difference and add meaning to their lives. |
| 16. | In terms of commonly traded organizational currencies, sharing personnel, undertaking unwanted tasks, and providing technical knowledge are examples of \_\_\_\_\_\_-related currencies.      |  |  | | --- | --- | | **A.** | Task |  |  |  | | --- | --- | | B. | Position |  |  |  | | --- | --- | | C. | Inspiration |  |  |  | | --- | --- | | D. | Relationship |  |  |  | | --- | --- | | E. | Personal |   This form of influence comes directly from the project manager's ability to contribute to others' accomplishing their work. |
| 17. | In terms of commonly traded organizational currencies, providing friendship, giving emotional backing, and listening to others' concerns and issues are examples of \_\_\_\_\_\_\_-related currencies.      |  |  | | --- | --- | | A. | Task |  |  |  | | --- | --- | | B. | Position |  |  |  | | --- | --- | | C. | Inspiration |  |  |  | | --- | --- | | **D.** | Relationship |  |  |  | | --- | --- | | E. | Personal |   These currencies have more to do with strengthening the relationship with someone than directly accomplishing the project tasks. |
| 18. | In terms of commonly traded organizational currencies, giving a task that could result in a promotion, acknowledging someone's effort and accomplishments, and providing opportunities for linking with others are examples of \_\_\_\_\_\_-related currencies.      |  |  | | --- | --- | | A. | Task |  |  |  | | --- | --- | | **B.** | Position |  |  |  | | --- | --- | | C. | Inspiration |  |  |  | | --- | --- | | D. | Relationship |  |  |  | | --- | --- | | E. | Personal |   This form of influence stems from the manager's ability to enhance others' positions within their organization. |
| 19. | In terms of commonly traded organizational currencies, sharing tasks that increase someone's skills and abilities and letting others have ownership and influence are examples of \_\_\_\_\_\_\_-related currencies.      |  |  | | --- | --- | | A. | Task |  |  |  | | --- | --- | | B. | Position |  |  |  | | --- | --- | | C. | Inspiration |  |  |  | | --- | --- | | D. | Relationship |  |  |  | | --- | --- | | **E.** | Personal |   Personal-related currencies deal with individual needs and an overriding sense of self-esteem. |
| 20. | The following are necessary when mapping dependencies or building a social network EXCEPT      |  |  | | --- | --- | | A. | Identify those on whom the project depends for success. |  |  |  | | --- | --- | | B. | Identify whose opposition would keep you from accomplishing the project. |  |  |  | | --- | --- | | C. | Examine what sources of influence you have relative to those on whom you depend. |  |  |  | | --- | --- | | **D.** | Focus on the relationships with project team members since they are doing the project work and you have most influence over them. |  |  |  | | --- | --- | | E. | Diagnose another's point of view as well as the basis for their positions. |   It is important to acknowledge that it is valuable to be aware of all stakeholders and how they impact your project. Once you start this analysis you can begin to appreciate what others value and what currencies you might have to offer as a basis on which to build a working relationship. |
| 21. | Which of the following is used at Hewlett-Packard for building relationships with key players that will determine a project's success?      |  |  | | --- | --- | | A. | MBO |  |  |  | | --- | --- | | B. | MBA |  |  |  | | --- | --- | | C. | GIGO |  |  |  | | --- | --- | | **D.** | MBWA |  |  |  | | --- | --- | | E. | PMI |   The management style employees at Hewlett-Packard referred to as "management by wandering around" (MBWA) to reflect that managers spend the majority of their time outside their offices is somewhat of a misnomer in that there is a purpose/pattern behind the "wandering." Through face-to-face interactions, project managers are able to stay in touch with what is really going on in the project and build cooperation essential to project success. |
| 22. | Once you have established who the key players are that will determine success, then you initiate contact and begin to build a relationship with those players. Less effective managers      |  |  | | --- | --- | | A. | Spend the majority of their time outside their office. |  |  |  | | --- | --- | | B. | Are able to stay in touch with what is really going on through face-to-face interactions. |  |  |  | | --- | --- | | **C.** | Announce an open door policy and encourage others to see them when a problem or issue comes up. |  |  |  | | --- | --- | | D. | Initiate contact to provide encouragement and to reinforce the objectives and vision of the project. |  |  |  | | --- | --- | | E. | Talk with key stakeholders in attempt to keep abreast of developments and anticipate potential problems. |   Less effective project managers eschew MBWA and attempt to manage projects from their offices and computer terminals. Such managers proudly announce an open door policy and encourage others to see them when a problem or issue comes up. To them no news is good news. |
| 23. | Research consistently points out that project success is strongly affected by the degree to which a project has the support of top management. The following are ways a project manager can manage upward relationships EXCEPT      |  |  | | --- | --- | | **A.** | Never ignore the chains of command. |  |  |  | | --- | --- | | B. | Prove loyalty. |  |  |  | | --- | --- | | C. | Pick the optimum time to appeal to top management. |  |  |  | | --- | --- | | D. | Consistently follow through on requests. |  |  |  | | --- | --- | | E. | Accept profound differences in perspective and become skilled at the art of persuading superiors. |   Few project managers admit ignoring chains of command. If they are confident that top management will reject an important request and that what they want to do will benefit the project, they do it without asking permission. While acknowledging that this is very risky, they will claim that bosses typically won't argue with success. |
| 26. | When project managers recognize that if they want participants to exceed project expectations then they have to exceed others' expectations of a good project manager, they are leading by example through which of the following aspects?      |  |  | | --- | --- | | A. | Urgency |  |  |  | | --- | --- | | B. | Problem solving |  |  |  | | --- | --- | | C. | Priorities |  |  |  | | --- | --- | | **D.** | Standards of performance |  |  |  | | --- | --- | | E. | Ethics |   Veteran project managers establish a high standard for project performance through the quality of their daily interactions. They respond quickly to the needs of others, carefully prepare and run crisp meetings, stay on top of all the critical issues, facilitate effective problem solving and stand firm on important matters. |
| 27. | To provide greater clarity to business ethics, many companies and professional groups      |  |  | | --- | --- | | A. | Encourage managers to rely on their own personal sense of right and wrong. |  |  |  | | --- | --- | | B. | Post consequences to unethical behavior. |  |  |  | | --- | --- | | **C.** | Publish a code of conduct. |  |  |  | | --- | --- | | D. | Conduct annual training seminars on business ethics. |  |  |  | | --- | --- | | E. | Establish a reward system for those who display ethical behavior. |   To provide greater clarity to business ethics, many companies and professional groups publish a code of conduct. Cynics see these documents as simply window dressing, while advocates argue that they are important, albeit limited, first steps. |
| 29. | Which of the following would be defined as the ability to lead and manage yourself by establishing a sense for who you are, what you stand for and how you should behave?      |  |  | | --- | --- | | A. | Proactive |  |  |  | | --- | --- | | B. | Emotional intelligence |  |  |  | | --- | --- | | C. | Empathetic |  |  |  | | --- | --- | | D. | Sense of purpose |  |  |  | | --- | --- | | **E.** | Personal integrity |   Before you can lead and manager others, you have to be able to lead and manage yourself. You have to have personal integrity. |
| 30. | Which of the following would be defined as the ability or skill to perceive, assess and manage the emotions of one's self and others?      |  |  | | --- | --- | | A. | Emotional stability |  |  |  | | --- | --- | | B. | Coolness under pressure |  |  |  | | --- | --- | | **C.** | Emotional intelligence |  |  |  | | --- | --- | | D. | Empathy |  |  |  | | --- | --- | | E. | Management sensitivity |   Emotional intelligence (EI) describes the ability or skill to perceive, assess, and manage the emotions of one's self and others. |

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| 2. | Which of the following is NOT a wrap-up closure activity that might be found on a checklist?      |  |  | | --- | --- | | A. | Getting delivery acceptance from the customer |  |  |  | | --- | --- | | B. | Reassigning project team members |  |  |  | | --- | --- | | C. | Closing accounts and seeing all bills are paid |  |  |  | | --- | --- | | **D.** | Evaluation of team performance |  |  |  | | --- | --- | | E. | Creating a final report |   A major wrap-up task is to ensure the project is approved and accepted by the customer. Other wrap-up activities include closing accounts, paying bills, reassigning equipment and personnel, finding new opportunities for project staff, closing facilities, and creating the final report. |
| 4. | The content of the final report typically includes the following topics EXCEPT      |  |  | | --- | --- | | A. | Lessons learned. |  |  |  | | --- | --- | | B. | Review and analysis. |  |  |  | | --- | --- | | C. | Recommendations. |  |  |  | | --- | --- | | D. | Executive summary. |  |  |  | | --- | --- | | **E.** | Team reviews. |   The content of the final report typically includes the following topics: executive summary, review and analysis, recommendations, lessons learned, and appendix. |
| 7. | Because of circumstances beyond the control of the project team, many projects are easy for a review group to close down. This type of project closure is called      |  |  | | --- | --- | | A. | Normal. |  |  |  | | --- | --- | | B. | Premature. |  |  |  | | --- | --- | | C. | Perpetual. |  |  |  | | --- | --- | | **D.** | Failed project. |  |  |  | | --- | --- | | E. | Changed priority. |   Failed projects are usually easy to identify and easy for a review group to close down; however, every effort should be made to communicate the technical (or other) reasons for termination of the project. In any event, project participants should not be left with an embarrassing stigma of working on a project that failed. Many projects will fail because of circumstances beyond the control of the project team. |
| 10. | Which part of the final report highlights the key findings and facts relating to the project implementation?      |  |  | | --- | --- | | **A.** | Executive summary |  |  |  | | --- | --- | | B. | Review and analysis |  |  |  | | --- | --- | | C. | Recommendations |  |  |  | | --- | --- | | D. | Lessons learned |  |  |  | | --- | --- | | E. | Appendix |   The executive summary highlights the key findings and facts relating to the project implementation. |
| 15. | The purpose of project evaluation is to assess how well      |  |  | | --- | --- | | A. | The project team performed. |  |  |  | | --- | --- | | B. | The team members performed. |  |  |  | | --- | --- | | C. | The project manager performed. |  |  |  | | --- | --- | | D. | The project team and team members performed. |  |  |  | | --- | --- | | **E.** | The project team, team members and project manager performed. |   The purpose of project evaluation is to assess how well the project team, team members, and project manager performed. |
| 16. | Which of the following would NOT be appropriate to assess when evaluating team performance?      |  |  | | --- | --- | | A. | How well the team performed in terms of time, cost, and specifications |  |  |  | | --- | --- | | B. | Effectiveness of group decisions |  |  |  | | --- | --- | | **C.** | Individual strengths and weaknesses |  |  |  | | --- | --- | | D. | Customer satisfaction with project deliverables |  |  |  | | --- | --- | | E. | Trust among group members |   Individual strengths and weaknesses would be evaluated during individual team member or project manager performance reviews. |
| 17. | Before an evaluation of the project team can be effective and useful, a minimum core of conditions needs to be in place before the project begins. Which of the following would NOT be one of those conditions?      |  |  | | --- | --- | | **A.** | Individuals have the skill set necessary to successfully complete the project |  |  |  | | --- | --- | | B. | Evaluation criteria beyond time, cost and specifications has been established |  |  |  | | --- | --- | | C. | Rewards are adequate |  |  |  | | --- | --- | | D. | Individual, team responsibilities and performance standards are known by all team members |  |  |  | | --- | --- | | E. | Standards for measuring performance exist |   When recruiting team members, their ability to complete project work will be determined. Effective ways to evaluate performance should be set into place before implementation. Performance evaluation includes making sure standards for measuring performance exists, making sure the team understands what is being asked of them, making sure rewards are adequate and that there is a clear career path for successful project managers, ensuring the team is empowered to manage short-term difficulties and that they have a high level of trust. Finally, team evaluation should go beyond time, cost and specifications. |
| 18. | Performance appraisals generally fulfill two functions. The first is to identify individual strengths and weaknesses and to develop action plans for improving performance. The second involves salary or merit adjustments. Why should these two functions be addressed at different times?      |  |  | | --- | --- | | A. | It is too much information to discuss at once |  |  |  | | --- | --- | | **B.** | Employees are so eager to learn about a potential raise that they tend to tune out constructive feedback |  |  |  | | --- | --- | | C. | Managers tend to spend too much time talking about how the employee can improve his or her performance and not on justifying the salary adjustment |  |  |  | | --- | --- | | D. | If employees are upset over a salary adjustment, they will more willing to listening to ways they can improve |  |  |  | | --- | --- | | E. | If the manager is giving employees good news regarding their salary adjustment, they will not have to discuss the employees' strengths and weaknesses |   These two functions are not compatible. Employees, in their eagerness to find out how much pay they will receive, tend to tune out constructive feedback on how they can improve their performance. Likewise, managers tend to be more concerned with justifying their decision than engaging in a meaningful discussion on how the employee can improve his or her performance. |
| 22. | The following are distinguishing characteristics of retrospectives methodology EXCEPT      |  |  | | --- | --- | | A. | It uses an independent facilitator. |  |  |  | | --- | --- | | B. | It establishes in-process learning gates during the project life cycle. |  |  |  | | --- | --- | | C. | An owner, typically a team member, is assigned. |  |  |  | | --- | --- | | **D.** | Reviews cannot be linked to percent complete. |  |  |  | | --- | --- | | E. | A repository is developed that is easy to use. |   Retrospective methodology has several embedded, distinguishing characteristics to ensure its effectiveness and value: uses an independent facilitator, includes a minimum of three in-process learning gates during the project life cycle, has an owner, develops a repository that is easy to use, and mandates a discipline that ensures retrospectives are used. |
| 24. | A guide who leads the project team through an analysis of project activities that went well and of what needs improvement and aids in the development of a follow-up action plan with goals and accountability is a(n)      |  |  | | --- | --- | | A. | Owner. |  |  |  | | --- | --- | | B. | Project sponsor. |  |  |  | | --- | --- | | C. | Project manager. |  |  |  | | --- | --- | | **D.** | Project facilitator. |  |  |  | | --- | --- | | E. | Mediator. |   A project facilitator is a guide who leads the project team through an analysis of project activities that went well and of what needs improvement and development of a follow-up action plan with goals and accountability. |
| 26. | The typical mechanism for the evaluation of teams is normally      |  |  | | --- | --- | | **A.** | A survey completed by the team members. |  |  |  | | --- | --- | | B. | A personal interview of each team member. |  |  |  | | --- | --- | | C. | An analysis by an outside consultant. |  |  |  | | --- | --- | | D. | A survey completed by members of top management. |  |  |  | | --- | --- | | E. | A survey completed by the internal or external customers. |   With survey information in hand, the facilitator then visits one-on-one with project team members, the project manager, and other stakeholders to dive deeper into cause-effect impacts. Fundamentally, the attempt is to isolate "the lack of x resulted in y." |
| 27. | More and more companies are discarding the traditional superior-subordinate performance feedback process and replacing it with a multi-rater appraisal called      |  |  | | --- | --- | | A. | Critical incidences review. |  |  |  | | --- | --- | | B. | Management by objectives. |  |  |  | | --- | --- | | **C.** | The 360-degree feedback. |  |  |  | | --- | --- | | D. | Team evaluation survey. |  |  |  | | --- | --- | | E. | Retrospectives. |   More and more companies are discarding the traditional superior-subordinate performance feedback process and replacing it with 360-degree feedback systems. The 360-degree feedback approach gathers behavioral observations from many sources within the organization and includes employee self-assessment. |
| 29. | In organizations where projects are managed within a \_\_\_\_\_\_\_\_\_\_\_\_, the team member's area manager, not the project manager, is responsible for assessing performance.      |  |  | | --- | --- | | **A.** | Functional organization |  |  |  | | --- | --- | | B. | Matrix organization |  |  |  | | --- | --- | | C. | Flat organization |  |  |  | | --- | --- | | D. | Project organization |  |  |  | | --- | --- | | E. | Strong organization |   In organizations where projects are managed within a functional organization, the team member's area manager, not the project manager, is responsible for assessing performance. |
| 30. | Each retrospective is assigned a(n) \_\_\_\_\_\_\_\_\_, typically a team member who is very interested in and familiar with the retrospective. This individual will serve as the contact point for anyone needing information relating to the retrospective.      |  |  | | --- | --- | | **A.** | Owner |  |  |  | | --- | --- | | B. | Project sponsor |  |  |  | | --- | --- | | C. | Project manager |  |  |  | | --- | --- | | D. | Project facilitator |  |  |  | | --- | --- | | E. | Mediator |   Each retrospective is assigned an owner, typically a team member who is very interested in and familiar with the retrospective. This individual will serve as the contact point for anyone needing information relating to the retrospective. |

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| 2. | Using traditional approaches to project management, once the project scope has been firmly established, every detail of the project is defined through the \_\_\_\_\_\_\_\_.      |  |  | | --- | --- | | A. | Deliverables |  |  |  | | --- | --- | | B. | Job tickets |  |  |  | | --- | --- | | **C.** | WBS |  |  |  | | --- | --- | | D. | Estimates |  |  |  | | --- | --- | | E. | Risks |   Once the project scope has been firmly established, every detail of the project is defined through the WBS. |
| 5. | When determining project uncertainty, \_\_\_\_\_\_\_\_\_ can be a source of unpredictability.      |  |  | | --- | --- | | **A.** | Technology |  |  |  | | --- | --- | | B. | Clients |  |  |  | | --- | --- | | C. | Vendors |  |  |  | | --- | --- | | D. | Sponsors |  |  |  | | --- | --- | | E. | WBS |   Technology can be a source of unpredictability. For example, a development team charged with designing the next generation electric car may know they are to build a car that seats four adults comfortably and travels over 200 miles before being charged, but they may not know if the battery technology exists to power such a vehicle. Again it would be very difficult to develop a reliable schedule when such questions exist. |
| 8. | \_\_\_\_\_\_\_\_\_\_\_\_\_ represents a fundamental shift away from the traditional plan-driven project management approach by adopting a more experimental and adaptive approach to managing projects.      |  |  | | --- | --- | | **A.** | Agile project management |  |  |  | | --- | --- | | B. | Hybrid project management |  |  |  | | --- | --- | | C. | Uncertain project management |  |  |  | | --- | --- | | D. | Focused project management |  |  |  | | --- | --- | | E. | Interactive project management |   Agile project management represents a fundamental shift away from the traditional plan-driven project management approach by adopting a more experimental and adaptive approach to managing projects. The final project design is not known in great detail and is continuously developed through a series of incremental iterations over time. |
| 10. | When considering the agile project management process, at the end of each iteration      |  |  | | --- | --- | | A. | Team members are released to work on other projects. |  |  |  | | --- | --- | | B. | The Scrum master assigns daily tasks to team members. |  |  |  | | --- | --- | | C. | Product owner determines whether or not the project is complete. |  |  |  | | --- | --- | | D. | The Scrum master can terminate the project. |  |  |  | | --- | --- | | **E.** | Stakeholders and customers review progress and reevaluate priorities. |   At the end of each iteration, stakeholders and customers review progress and reevaluate priorities to ensure alignment with customer needs and company goals. Adjustments are made and a different iterative cycle begins. Each iteration incorporates the work of the previous iterations and adds new capabilities to the evolving product to produce the next, expanded version of the product. |
| 11. | Scrum uses a series of coordinated meetings to manage the development process. Which of the following is held at the start of each sprint? During this meeting the product owner and development team negotiate which product backlog items the team will attempt during the next sprint.      |  |  | | --- | --- | | **A.** | Sprint planning meeting |  |  |  | | --- | --- | | B. | Release planning meeting |  |  |  | | --- | --- | | C. | Sprint review meeting |  |  |  | | --- | --- | | D. | Daily Scrum meeting |  |  |  | | --- | --- | | E. | Sprint retrospective meeting |   The sprint planning meeting is held at the start of each sprint. The product owner is responsible for identifying which features are most important, and the team is responsible for determining what is possible within the sprint. |
| 14. | Specific features are created using Scrum methodology according to four distinct phases. Which of the following places these phases in the correct order?      |  |  | | --- | --- | | A. | Design, Build, Analysis, Test |  |  |  | | --- | --- | | B. | Monitor, Design, Build, Test |  |  |  | | --- | --- | | **C.** | Analysis, Design, Build, Test |  |  |  | | --- | --- | | D. | Design, Build, Monitor, Test |  |  |  | | --- | --- | | E. | Analysis, Design, Build, Monitor |   Specific features are created according to four distinct phases: analysis, design, build, and test. The first phase is analysis and review of functional requirements that will be needed to complete the feature. The second phase is the development of a design that meets the requirements of the feature. The third phase is to build the feature so that it is functional. Finally, the feature is tested and documented. |

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| 20. | A new holistic approach in new commercial product development efforts where the cross-functional team collaborating to develop a new product is compared to rugby, where the whole team tries to go the distance as a unit is known as      |  |  | | --- | --- | | **A.** | Scrum. |  |  |  | | --- | --- | | B. | Specific project management. |  |  |  | | --- | --- | | C. | Traditional project management. |  |  |  | | --- | --- | | D. | Prioritized WBS. |  |  |  | | --- | --- | | E. | Functional teams. |   Scrum can be traced back to the work of Hirotaka Takeuchi and Ikujiro Nonaka, who in 1986 described a new holistic approach in new commercial product development efforts. They compare this approach of a cross-functional team collaborating to develop a new product to rugby. |
| 24. | Which of the following is NOT true of a development team using Scrum methodology?      |  |  | | --- | --- | | A. | The team is self-organizing |  |  |  | | --- | --- | | **B.** | They have the authority to change features and priorities at the end of each sprint |  |  |  | | --- | --- | | C. | The team is typically made up of 5 to 9 people |  |  |  | | --- | --- | | D. | They are responsible for achieving the commitments they make at the sprint planning and review meetings |  |  |  | | --- | --- | | E. | There are no designated roles or titles |   The team is responsible for delivering the product. A team is typically made up of 5 to 9 people with cross-functional skill sets. There are no designated roles or titles. The team is self-organizing in the sense that they decide both who does what and how the work is to be accomplished. Team members should be co-located so that intense face-to-face collaboration occurs. They are responsible for achieving the commitments they make at the sprint planning and sprint review meetings. |
| 25. | Scrum uses a series of coordinated meetings to manage the development process. During which of the following is it discussed what was done since the last meeting, what will be done before the next meeting, and if anything is limiting performance?      |  |  | | --- | --- | | A. | Sprint planning meeting |  |  |  | | --- | --- | | B. | Release planning meeting |  |  |  | | --- | --- | | C. | Sprint review meeting |  |  |  | | --- | --- | | **D.** | Daily Scrum meeting |  |  |  | | --- | --- | | E. | Sprint retrospective meeting |   The heartbeat of an agile project is the daily meetings which are commonly referred to as the Scrum. Each day at the same time and place, team members stand in a circle and take turns answering the following questions: What have you done since the last Scrum? What will you do between now and the next Scrum? What is getting in the way of your performing your work as effectively as possible? |
| 26. | Scrum uses a series of coordinated meetings to manage the development process. During which of the following are goals and the general plan for the project established?      |  |  | | --- | --- | | A. | Sprint planning meeting |  |  |  | | --- | --- | | **B.** | Release planning meeting |  |  |  | | --- | --- | | C. | Sprint review meeting |  |  |  | | --- | --- | | D. | Daily scrum meeting |  |  |  | | --- | --- | | E. | Sprint retrospective meeting |   The purpose of release planning meeting is to establish the goals and general plan for the project. Outcomes of this meeting include establishing highest priority product backlog, the major risks, and the overall features and functionality that the released product will contain. |
| 28. | \_\_\_\_\_\_\_\_\_\_\_ represents the amount of work the team commits to complete during the next sprint.      |  |  | | --- | --- | | **A.** | Sprint backlog |  |  |  | | --- | --- | | B. | Product backlog |  |  |  | | --- | --- | | C. | Project backlog |  |  |  | | --- | --- | | D. | Schedule backlog |  |  |  | | --- | --- | | E. | Task backlog |   The sprint backlog is developed and controlled by the team. It represents the amount of work the team commits to complete during the next sprint. |
| 29. | Agile methods can be used on larger scale projects in which several teams are working on different features at the same time. In practice this condition is called      |  |  | | --- | --- | | A. | Incremental delivery. |  |  |  | | --- | --- | | B. | Staging. |  |  |  | | --- | --- | | C. | Feature collaboration. |  |  |  | | --- | --- | | D. | Scrum. |  |  |  | | --- | --- | | **E.** | Scaling. |   The chief challenge with scaling is integration—making sure that the different features being created work in harmony with each other. |
| 30. | For some agile projects, \_\_\_\_\_\_\_\_\_\_\_ are established, which is the maximum budget that should not be exceeded in the development of a given product or service.      |  |  | | --- | --- | | A. | Project accounts |  |  |  | | --- | --- | | B. | Contingencies |  |  |  | | --- | --- | | C. | Agile accounts |  |  |  | | --- | --- | | **D.** | Ceilings |  |  |  | | --- | --- | | E. | Scrum logs |   In response to the financial concerns, many organizations establish ceilings, which is the maximum budget that should not be exceeded in the development of a given product or service. |

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| 5. | Which of the following is NOT one of the steps in the risk management process?      |  |  | | --- | --- | | A. | Risk response development |  |  |  | | --- | --- | | B. | Risk assessment |  |  |  | | --- | --- | | C. | Risk identification |  |  |  | | --- | --- | | **D.** | Risk tracking |  |  |  | | --- | --- | | E. | Risk response control |   The four steps in the risk management process are risk identification, risk assessment, risk response development and risk response control. |
| 11. | A list of questions that address traditional areas of uncertainty on a project is termed a      |  |  | | --- | --- | | **A.** | Risk profile. |  |  |  | | --- | --- | | B. | Questionnaire. |  |  |  | | --- | --- | | C. | Research matrix. |  |  |  | | --- | --- | | D. | Query. |  |  |  | | --- | --- | | E. | Checklist. |   A risk profile is a list of questions that address traditional areas of uncertainty on a project. These questions have been developed and refined from previous, similar projects. |
| 12. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ focuses on how to respond to events that have a positive impact on a project.      |  |  | | --- | --- | | A. | Risk management |  |  |  | | --- | --- | | **B.** | Opportunity management |  |  |  | | --- | --- | | C. | Value management |  |  |  | | --- | --- | | D. | Contingency management |  |  |  | | --- | --- | | E. | Prospect management |   An opportunity is an event that can have a positive impact on project objectives. Essentially the same process that is used to manage negative risks is applied to positive risks. Opportunities are identified, assessed in terms of likelihood and impact, responses are determined and even contingency plans and funds can be established to take advantage of the opportunity if it occurs. |
| 15. | \_\_\_\_\_\_\_\_\_\_\_\_\_ is a measure of how easy it would be to notice that a risk event was going to occur in time to take mitigating action, that is, how much warning you would have.      |  |  | | --- | --- | | **A.** | Detection difficulty |  |  |  | | --- | --- | | B. | Impact scaling |  |  |  | | --- | --- | | C. | Probability analysis |  |  |  | | --- | --- | | D. | Awareness level |  |  |  | | --- | --- | | E. | Warning assessment |   Detection difficulty is a measure of how easy it would be to detect that the event was going to occur in time to take mitigating action. |
| 17. | The risk management tool that is divided into three color-coded zones representing major, moderate, and minor risks is the risk      |  |  | | --- | --- | | A. | Assessment form. |  |  |  | | --- | --- | | B. | Responsibility matrix. |  |  |  | | --- | --- | | C. | Scenario assessment. |  |  |  | | --- | --- | | D. | Impact assessment. |  |  |  | | --- | --- | | **E.** | Severity matrix. |   The risk severity matrix provides a basis for prioritizing which risks to address. Red zone risks receive first priority followed by yellow zone risks. Green zone risks are typically considered inconsequential and ignored unless their status changes. |
| 26. | A key distinction between a risk response and a contingency plan is      |  |  | | --- | --- | | A. | A risk response is established only for moderate risks while contingency plans are established for major risks. |  |  |  | | --- | --- | | **B.** | A risk response is part of the actual implementation plan and action is taken before the risk can materialize, while a contingency plan goes into effect only after the risk has transpired. |  |  |  | | --- | --- | | C. | A risk response is only effective when you are able to assess the likelihood of the risk and its impact on the project; all other risks are covered by contingency planning. |  |  |  | | --- | --- | | D. | A risk response is created by the project team and the project manager while the project manager and the customer agree on the contingency plan. |  |  |  | | --- | --- | | E. | A risk response is action that is the response to a risk once it has happened and the contingency plan is created by the customer if the risk response fails. |   A key distinction between a risk response and a contingency plan is that a response is part of the actual implementation plan and action is taken before the risk can materialize, while a contingency plan is not part of the initial implementation plan and goes into effect only after the risk is recognized. |
| 27. | The risk associated with the unlikelihood that one of the key members will be struck by lightning would most likely be handled by which of the following?      |  |  | | --- | --- | | A. | Mitigating |  |  |  | | --- | --- | | **B.** | Retaining |  |  |  | | --- | --- | | C. | Ignoring |  |  |  | | --- | --- | | D. | Transferring |  |  |  | | --- | --- | | E. | Avoiding |   The risk of a project manager being struck by lightning at a work site would have major negative impact on the project, but the likelihood is so low it is not worthy of consideration. Conversely, people do change jobs, so an event like the loss of key project personnel would have not only an adverse impact but also a high likelihood of occurring in some organizations. If so, then it would be wise for that organization to be proactive and mitigate this risk by developing incentive schemes for retaining specialists and/or engaging in cross-training to reduce the impact of turnover. |
| 30. | Which of the following is NOT involved in risk control?      |  |  | | --- | --- | | A. | Executing the risk response strategy |  |  |  | | --- | --- | | B. | Initiating contingency plans |  |  |  | | --- | --- | | C. | Establishing a change control system |  |  |  | | --- | --- | | **D.** | Establishing contingency funds |  |  |  | | --- | --- | | E. | Watching for new risks |   Risk control involves executing the risk response strategy, monitoring triggering events, initiating contingency plans, and watching for new risks. Establishing a change management system to deal with events that require formal changes in the scope, budget, and/or schedule of the project is an essential element of risk control. |
| 31. | Which of the following is identified to cover major unforeseen risks and, hence, are applied to the total project?      |  |  | | --- | --- | | A. | Project reserves |  |  |  | | --- | --- | | **B.** | Management reserves |  |  |  | | --- | --- | | C. | Time buffers |  |  |  | | --- | --- | | D. | Activity reserves |  |  |  | | --- | --- | | E. | Budget reserves |   Management reserve funds are needed to cover major unforeseen risks and, hence, are applied to the total project. |