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## ISTQB CTAL-TM-001 Exam Syllabus Topics:

| Topic | Details |
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|---|---|
| Topic 1 | • Managing the Product: This section of the exam measures the skills of a Test Analyst and focuses on the artefacts under test and the metrics that describe them. Examinees show how to define and collect test metrics to monitor quality and progress, estimate effort and resources for different test scopes, and organize defect management workflows that fit sequential, iterative, or hybrid lifecycles. The aim is to ensure test outcomes align with objectives and inform stakeholders through clear reporting, while using estimation techniques and defect data to guide ongoing test and process improvements. |
| Topic 2 | • Managing the Team: This section of the exam measures the skills of a Test Lead and addresses the human side of test management. Candidates must demonstrate how to identify the skills required for each project, assess and develop team competence, and apply motivating leadership practices. The syllabus also covers stakeholder relationship management, understanding interests and influence, articulating the business case for testing, and balancing cost?of?quality considerations to ensure testing is properly resourced, communicated, and valued within the wider project. |
| Topic 3 | • Managing the Test Activities: This section of the exam measures the skills of a Test Manager and covers the end?to?end coordination of testing work. Candidates must demonstrate how to plan testing—defining objectives, scope, resources, schedule, and risk treatments—then how to monitor progress against those plans, control deviations through corrective actions, and conclude testing with completion reports, archival of testware, and lessons?learned sessions. The syllabus also explores tailoring test activities to project context, applying risk?based testing to focus effort where it matters most, shaping a coherent project test strategy, leading process?improvement initiatives, and selecting and managing test tools throughout their lifecycle. |

# ISTQB Certified Tester Advanced Level - Test Manager Sample Questions (Q131-Q136):

**NEW QUESTION # 131**
You are Test Manager working on a project which is improving the user interface for its call centre staff handling customer enquiries. The project has completed UAT for the first iteration; however a large number of defects were raised by call centre staff seconded to help with the User Acceptance testing.
The defects described the user interface as not being intuitive enough with a poor 'help' facility. A user representative spent a week working with developers and system testers to explain the issues, which were subsequently agreed to have resulted from poorly specified usability requirements.
The requirements were defined separately for each iteration and have been formally reviewed by business analysts, developers and the IT director.
The user representative was also able to answer a number of other questions that the system test team had regarding call centre workflows, which improved their domain knowledge.
You have been asked to conduct a project retrospective and recommend improvements for the next iteration which introduces further user interface changes. Which of the following would be the MOST effective improvement for the next iteration?

- A. System test analysts to attend external training on usability testing techniques.
- B. System test cases to incorporate usability testing and be reviewed by a call centre user representative.
- C. Call centre representatives to participate in reviews of the user interface requirements.
- D. A call centre user representative to be seconded to the system test team to help improve test design.

**Answer: B**

**NEW QUESTION # 132**
A test team is working long hours to achieve a deadline for release of a new product which has had problems throughout development and is well behind schedule. Which of the following is most likely to have a MOTIVATING effect on the testers in the team?
SELECT ONE OPTION

- A. Testers contributing to ideas for faster defect resolution during regular meetings with the developers.
- B. Routine measurement of outstanding defects during testing.
- C. A decrease in the scope of testing that the team is responsible for

- D. A planned bonus payment that will be based on customer satisfaction with the product once released.

**Answer: A**

**NEW QUESTION # 133**
You tend to be conservative in your project estimations because you know how many things can go wrong and extend the schedule. You manager is not happy with your estimates and thinks you are being too negative with your numbers and not trying hard enough Which estimation method should you use to provide your manager with a positive' number while still also providing the number you think is more realistic?

- A. Wideband defphi
- B. Planning poker
- C. Extrapolation
- D. Three-point estimation

**Answer: D**

Explanation:
* Context Analysis:
* The manager perceives conservative estimates as overly negative. The goal is to balance optimism with realism to satisfy both the team and the manager.
* Three-point estimation provides a range of estimates: optimistic, pessimistic, and most likely, addressing the need for a positive yet realistic projection.
* Evaluation of Options:
* A. Wideband Delphi:
* Involves group-based estimation using consensus techniques. While reliable, it does not explicitly offer optimistic vs. realistic estimates.
* B. Planning Poker:
* Often used in Agile projects, this technique involves relative estimation but does not inherently provide optimistic and pessimistic figures.
* C. Three-point estimation:
* Correct. Combines optimistic, pessimistic, and realistic estimates to calculate a weighted average. This allows presentation of both realistic and "positive" numbers to the manager.
* D. Extrapolation:
* Based on past data trends but does not offer a range of estimates or a way to address manager concerns directly.
* Syllabus Alignment:The ISTQB syllabus mentions estimation methods like three-point estimation as effective techniques for providing balanced and transparent project timelines (TM-2.2.1).
References:
ISTQB Advanced Level Test Management Syllabus

**NEW QUESTION # 134**
You have been looking at the actual vs expected defects in one high risk area of the software The actual is much higher than the expected value What should you do?

- A. Concentrate less testing in the area because the defects are already found
- B. Concentrate more testing in the area because the risk is clearly higher
- C. Reassess the risk with a higher likelihood number
- D. Reassess the risk with a higher impact number

**Answer: B**

Explanation:
Context Analysis:
Higher-than-expected defects in a high-risk area indicate the need for additional testing to mitigate potential impacts.
Evaluation of Options:
A . Reassess the risk with a higher likelihood number:
Incorrect. While reassessment is useful, immediate action should prioritize more testing.
B . Reassess the risk with a higher impact number:
Incorrect. The impact may already be known, and more testing is the next practical step.

C . Concentrate more testing in the area because the risk is clearly higher:
Correct. Addressing higher-than-expected defects through focused testing ensures risks are adequately mitigated.
D . Concentrate less testing in the area because the defects are already found:
Incorrect. Higher defects warrant more testing, not less.
Syllabus Alignment:
ISTQB highlights increasing test efforts in high-risk areas with higher-than-expected defect levels (TM-1.3.4).
Reference:
ISTQB Advanced Level Test Management Syllabus (TM-1.3.4)


## NEW QUESTION # 135

You are a Test Manager on a new project. The software that is being created will be used to control the projectors in movie theaters. This is a time critical project because the software must be released before the Christmas holiday season which has the highest movie attendance of the year.
You have decided to implement a review process for the work products that are a part of this release to save both time and money. In order to expedite the training, you brought in a consultant to train the participants and moderators in proper review processes.
Your team is enthusiastic about participating in the reviews.
The project is in the early planning stages. As the review leader, what is an appropriate activity for you to be doing at this point in the project? [3]

- A. Selecting the review items and the appropriate review type
- B. Calculating the ROI for the review process
- C. Setting a minimum number of defects to be identified in each review
- D. Gathering metrics to determine the success of the review process

**Answer: A**

Explanation:
As the review leader, one of your responsibilities is to plan the review process and select the review items and the appropriate review type for each item1. This activity should be done in the early planning stages of the project, as it will help to define the scope, objectives, and schedule of the reviews. The review items are the work products that will be reviewed, such as requirements, design, code, test cases, etc. The review type is the level of formality and rigor that will be applied to the review, such as informal review, walkthrough, technical review, or inspection2. The selection of the review items and the review type should be based on factors such as the criticality, complexity, and risk of the work products, the availability and expertise of the reviewers, the time and budget constraints, and the expected benefits and outcomes of the reviews3. Therefore, option A is the correct answer. Option B is incorrect because gathering metrics to determine the success of the review process is an activity that should be done after the review process is completed, not in the early planning stages. Option C is incorrect because calculating the ROI for the review process is an activity that should be done after the review process is completed, not in the early planning stages. Option D is incorrect because setting a minimum number of defects to be identified in each review is not an appropriate activity for the review leader, as it may create a false sense of quality or pressure on the reviewers. Reference: 1: ISTQB Advanced Level Test Manager Syllabus, Section 2.2.3 2: ISTQB Advanced Level Test Manager Syllabus, Section 2.2.2 3: Review Types - Testing Traveler, the post about review types


## NEW QUESTION # 136

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