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## ASQ Certified Manager of Quality/Organizational Excellence Exam Sample Questions (Q80-Q85):

NEW QUESTION # 80

Long-range trend analysis is typically used in performing which of the following activities?

- A. Design review
- **B. Management review**
- C. Control charting
- D. Internal auditing

**Answer: B**

#### **NEW QUESTION # 81**

All except one of the following is a technique used in assessing training needs. Which one is not?

- A. Task analysis
- B. Focus group
- C. Critical incident analysis
- **D. Performance problem analysis**

**Answer: D**

Explanation:

Explanation/Reference:

#### **NEW QUESTION # 82**

A new quality manager just found QUI that the company has been awarded three new contracts for the coming year and the quality department had not been informed of these contracts until now. If there is no policy or procedure in the company manual governing advanced quality planning, the manager should do which of the following?

- A. Hire more inspectors and allocate more equipment to cover the new jobs
- **B. Attempt to improve communications regarding pending contracts and negotiations**
- C. Write a procedure specifying quality department review of new contracts and add it to the company manual
- D. Meet with the other department heads to flowchart an advanced quality planning process

**Answer: B**

Explanation:

Based on the data presented in the charts, it is evident that defect type E is prominent in Customer X's QA results but not in ABC's Quality Assurance or Customer Y's QA results. To address this issue, ABC should take a collaborative approach. The most appropriate response is to share the ABC defect data with Customer X and offer to work together to identify and address the root cause of the defect. By doing so, ABC can demonstrate its commitment to quality improvement and actively engage with the customer to find a solution. This approach fosters transparency and collaboration, which are essential for resolving quality-related issues<sup>1</sup>.

References:

\* The ASQ Certified Manager of Quality/Organizational Excellence Handbook, Fifth Edition. Sandra L. Furterer and Douglas C. Wood. Published 2021<sup>231</sup>

#### **NEW QUESTION # 83**

Rank in order, from first to last, the following five basic logical tools of the TOC thinking process.

1. Pre-requisite tree
2. Future reality tree
3. Current reality tree
4. Conflict resolution diagram
5. Transition tree

- A. 5, 4, 3, 2, 1
- B. 1, 2, 3, 4, 5
- C. 2, 1, 4, 5, 3
- **D. 3, 4, 2, 1, 5**

**Answer: D**

Explanation:

The five basic logical tools of the Theory of Constraints (TOC) thinking process should be used in the following order: First, understand the current situation using the Current reality tree (3). Next, identify and resolve conflicts with the Conflict resolution diagram (4). Then, envision what the future should be with the Future reality tree (2). Prepare for that future by planning what must be done with the Pre-requisite tree (1).

Finally, execute the change using the Transition tree (5).

: Theory of Constraints documentation and literature which describe the TOC thinking process and the logical tools involved.

#### NEW QUESTION # 84

Which of the following sets of elements represents the four levels of training evaluation?

- **A. Reaction, learning, behavior, results**
- B. Pre-training, end-of-training, post-training, on-the-job
- C. Pre-hire, 6-months, 12 months, 30 months
- D. Cognition, comprehension, competency, communication

**Answer: A**

Explanation:

\* Reaction (Level 1): This level focuses on learner satisfaction and engagement. It assesses whether participants found the training relevant to their roles, enjoyed the experience, and considered the material useful. Reaction is typically measured using a survey (commonly known as a "smile sheet") completed after the training. Questions may cover program objectives, course materials, content relevance, and facilitator knowledge. Honest feedback at this level helps improve future training programs.

\* Learning (Level 2): Level 2 evaluates whether participants truly understood the training. It measures knowledge gain, skill development, and experience. Assessments can include quizzes, tests, or practical demonstrations. Learning data informs adjustments to training content and delivery.

\* Behavior (Level 3): At this level, the focus shifts to behavior change. Did participants apply what they learned in their work or daily routines? Behavior evaluation often involves observation, self-assessment, or supervisor feedback. Organizations aim for sustained changes in performance.

\* Results (Level 4): The ultimate goal is to determine the impact of training on organizational

\* outcomes. Did the training positively affect business metrics, productivity, quality, or safety? Results are assessed using data such as performance indicators, cost savings, or customer satisfaction<sup>12</sup>.

References:

\* Kirkpatrick Model: Four Levels of Learning Evaluation

\* The Kirkpatrick Model of Training Evaluation: Guide

#### NEW QUESTION # 85

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