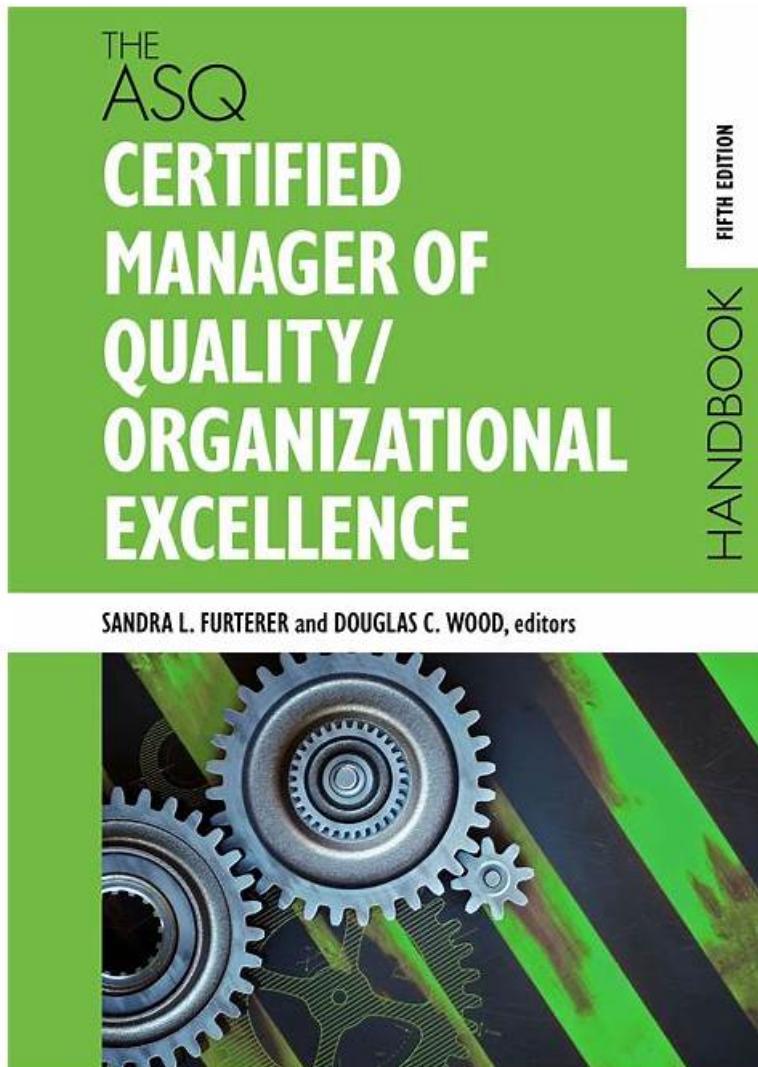


# ASQ Focus on What's Important of CMQ-OE Detail Explanation



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## Prerequisites for CMQ-OE Certification Exam

The vendor has specific prerequisites that candidates are required to meet to be eligible for the CMQ-OE exam. Thus, candidates are required to show 10 years of full-time work experience in at least one area of the Certified Manager of Quality/Organizational Excellence Body of Knowledge. Out of these 10 years of experience, candidates must have 5 years of experience in a decision-making role. Note ASQ defines a decision-making role as a position where the individual has the power to define, implement, or manage projects and processes and be accountable for the results. An individual already accredited by this certification vendor as a quality auditor, software quality engineer, or quality engineer can use the same experience as a pre-requisite for the CMQ-OE test. To add more, a portion of the required 10-year experience will be waived off by ASQ if the individual has an educational background. So, a diploma from a technical school will be eligible for a 1-year waiver, an associate degree for a two-year waiver, a

bachelor's degree for four years, and a master's or doctorate for five years.

>> CMQ-OE Detail Explanation <<

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## ASQ Certified Manager of Quality/Organizational Excellence Exam Sample Questions (Q318-Q323):

### NEW QUESTION # 318

Regulatory standards are derived from which of the following sources?

- A. Legislation
- B. Consumer groups
- C. Contracts
- D. ISO 9001

**Answer: A**

### NEW QUESTION # 319

On the basis of the trend shown in the chart below, which of the following actions, if any, would be appropriate for a quality manager to take?

□

- A. Request a training session on interpretation of control charts
- B. Identify the root cause for the decline in yield
- C. Increase the frequency of monitoring the yield
- D. None of the above: no action is required

**Answer: B**

Explanation:

The chart provided represents a control chart, which is a statistical process control tool used to monitor process performance over time. In this case, the chart tracks the yield (a measure of output quality) over time.

The control chart has three key lines:

- \* The central line represents the average yield.
- \* The upper control limit (UCL) and lower control limit (LCL) define the acceptable range of variation around the average yield.

Interpreting the chart:

- \* Trend: The yield appears to be decreasing over time, as indicated by the data points moving below the central line.
- \* Out-of-Control Signals:
  - \* Point sixteen is above the UCL, signaling an out-of-control condition.
  - \* Point four is farther than 2 from the centerline, indicating another out-of-control signal.
  - \* Point eleven is farther than 1 from the centerline, sending a third out-of-control signal.
- \* Action: Given the declining trend and out-of-control signals, the quality manager should identify the root cause of the yield decline. This involves investigating factors that may be contributing to the decrease in yield and addressing them to improve process performance.

References:

- \* ASQ Certified Manager Of Quality/Organizational Excellence (CMQ/OE) Body of Knowledge Map 2019

## NEW QUESTION # 320

Root cause analyses often fail at the testing phase because they fail to

- A. reward rapid problem-solving
- B. obtain statistical validity
- C. distinguish multiple problems from one another
- D. distinguish between apparent and true root causes

**Answer: D**

Explanation:

Root cause analysis (RCA) aims to uncover the fundamental reasons behind a problem or nonconformance.

However, during the testing phase, several challenges can hinder successful RCA:

\* **Distinguishing Between Apparent and True Root Causes:** Sometimes, the symptoms or surface-level issues are mistaken for the actual root cause. It's essential to dig deeper and differentiate between what appears to be the cause and what truly drives the problem. Failure to do so can lead to ineffective solutions that address only the symptoms.

\* **Multiple Problems:** In complex systems, multiple issues may coexist. Focusing solely on one problem without considering interdependencies can result in incomplete or inaccurate root cause identification.

Proper analysis should account for all relevant factors.

\* **Statistical Validity:** While statistical analysis is valuable, relying solely on statistical data without understanding the context can be misleading. Statistical significance does not always equate to practical significance. RCA should consider both quantitative data and qualitative insights.

\* **Rewarding Rapid Problem-Solving:** Rushing through the RCA process to meet deadlines or achieve quick results can lead to overlooking critical details. Effective RCA requires thorough investigation, collaboration, and thoughtful analysis.

In summary, successful root cause analysis involves a systematic approach, critical thinking, and a commitment to identifying the true underlying causes of problems<sup>1</sup>.

:

The ASQ Certified Manager of Quality/Organizational Excellence Handbook, Fifth Edition<sup>1</sup>.

## NEW QUESTION # 321

ACME organization has several teams "feuding" with one another. This is causing quality issues with customers, due to the variability in services and a lack of understanding not valuing what the other learns are doing within the broader enterprise. An instructor has been identified to host team budding exercises to help remediate die antagonism and get the employees focused on cooperative value-laden improvement efforts.

Which of the following training approaches would be most effective?

- A. Process improvement training
- B. technical skills training
- C. Cross-functional training
- D. Performance evaluation training

**Answer: C**

Explanation:

Cross-functional training involves bringing together employees from different functional areas or teams within an organization to learn about each other's roles, processes, and challenges. Here's why it is the most effective approach in this scenario:

\* **Understanding Roles and Responsibilities:** Cross-functional training allows team members to gain insights into the roles and responsibilities of colleagues in other departments. When employees understand what others do, they can appreciate their contributions and work more effectively together.

\* **Breaking Down Silos:** Feuding teams often operate in silos, with limited communication and collaboration. Cross-functional training breaks down these barriers by encouraging interaction and knowledge sharing. It fosters a sense of unity and shared purpose.

\* **Process Alignment:** By learning about each other's processes, teams can identify areas of alignment and potential improvement. Cross-functional training helps standardize processes and ensures consistency across the organization.

\* **Value Appreciation:** When employees understand the value that other teams provide, they are more likely to collaborate and support each other. Cross-functional training emphasizes the interconnectedness of different functions and highlights how their efforts contribute to overall organizational success.

\* **Conflict Resolution:** Cross-functional training sessions can address conflicts directly. Participants can discuss challenges, find common ground, and work towards solutions. It provides a safe space for open dialogue and problem-solving.

In summary, cross-functional training promotes collaboration, breaks down barriers, and helps employees appreciate the diverse skills and perspectives within the organization. It aligns with the goal of remedying antagonism and fostering cooperative

improvement efforts1.

: 1 The ASQ Certified Manager of Quality/Organizational Excellence Handbook, Fifth Edition. Sandra L. Furterer and Douglas C. Wood. Published 2021. ASQ Quality Press. ISBN: 9781951058067. Link

## NEW QUESTION # 322

One of Deming's 14 points is the suggestion that companies should use:

- A. Written objectives to manage staff and achieve measurable results
- **B. On-the-job training to increase knowledge**
- C. The goal-question-metric paradigm to improve quality
- D. Inspection and testing to eliminate errors

**Answer: B**

## NEW QUESTION # 323

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