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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q14-Q19):

NEW QUESTION # 14

Analytical test improvement approaches identify problems based on data from the project or team.

Appropriate improvements can be derived from an analysis of the identified set of problems.

Which of the following is not an example of an analytical-based test process improvement approach?

- A. Quantitative TPI NEXT assessment
- B. Analysis using measures, metrics and indicators
- C. Root cause analysis
- D. The Goal Question Metric (GQM) approach

Answer: A

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0

syllabus:

The syllabus classifies improvement approaches including analytical approaches (e.g., root cause analysis, GQM, and analysis of measures/metrics/indicators) that derive improvements by analysing project/team data.

Model-based approaches (e.g., TMMi, TPI NEXT) are a distinct category that evaluate practices against a reference model rather than primarily deriving improvements from project data analysis.

Hence, B (Quantitative TPI NEXT assessment) is model-based, not an analytical approach; A, C, and D are analytical.

(References: CTAL-TM v3.0 Syllabus - Chapter 2 "Test Management in the Organization" - improvement approaches: analytical vs. model-based vs. other; examples provided for each category.)

NEW QUESTION # 15

Following up on the situation, the team lacks drive and is performing tasks too slowly. You have been asked to recruit an extra person into the team. Which of the following team roles would be most appropriate to enhance the team?

- A. A person who brings new ideas to the team
- B. A person with the ability to complete tasks
- C. A test process improvement consultant
- D. A person with in-depth technical skills

Answer: B

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

According to the ISTQB Certified Tester Advanced Level - Test Manager v3.0 Syllabus (Chapter 7: People Skills - Team Composition), the Belbin team role model is referenced to describe how a balanced team benefits from diverse behavioral roles. "A team should consist of people who complement each other's strengths and weaknesses. When the team lacks drive or the ability to meet deadlines, a role such as the Implementer or Completer-Finisher may be needed to ensure that work is completed efficiently and on time." (ISTQB CTAL-TM v3.0 Syllabus, Chapter 7 - People Skills, Section: Building and Leading Test Teams) When a test team lacks drive and is slow in completing tasks, this indicates the absence of task-oriented roles that emphasize execution and delivery. The Belbin roles that suit this gap include:

Implementer (Practical Organizer) - disciplined, reliable, and efficient in turning ideas into actions.

Completer-Finisher (Detail-Oriented Finisher) - conscientious and ensures that work is completed to the required standard.

Recruiting a person with a strong ability to complete tasks best addresses this deficiency and directly improves the team's delivery performance.

Why the Other Options Are Incorrect:

B). A test process improvement consultant - Focuses on optimizing processes, not motivating daily execution or speeding up delivery.

C). A person with in-depth technical skills - Adds expertise but does not necessarily address the lack of drive or task completion discipline.

D). A person who brings new ideas to the team - Reflects a creative or "Plant" role, valuable for innovation but not for improving execution speed or focus.

References (from ISTQB Certified Tester Advanced Level - Test Manager v3.0 Syllabus):

Chapter 7: People Skills - Team Composition

Section: Test Team Dynamics and the Belbin Team Roles

States that "the Test Manager should identify and balance behavioral roles within the team to ensure effectiveness, for example, introducing task-oriented members when delivery speed is lacking."

NEW QUESTION # 16

Which of the following characteristics of risk-based techniques is not appropriate to a more heavyweight risk-based technique?

- A. Risk likelihood and risk impact on an ordinal scale
- B. Broad group of stakeholders
- C. Mathematical formulas
- D. Defined processes and detailed documentation

Answer: A

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0

syllabus:

The syllabus distinguishes lightweight and heavyweight risk-based approaches. Lightweight approaches typically use qualitative assessments with ordinal scales for likelihood and impact (e.g., Low/Medium/High).

Heavyweight approaches are more formal and quantitative, may involve mathematical models, detailed documentation, and defined processes, and can still involve a broad stakeholder set (e.g., via structured workshops), but they do not rely on simple ordinal scales as their main analysis device. Therefore, using ordinal scales (B) is characteristic of lightweight, not heavyweight.

Reference: ISTQB CTAL-TM v3.0 Syllabus, Chapter 4 (Risk-Based Testing) - subsection contrasting lightweight vs. heavyweight risk-based techniques (qualitative/ordinal vs. quantitative/formal attributes).

NEW QUESTION # 17

Which of the following test stakeholders are most likely not involved in defining requirements?

- A. Product Owners
- B. Users
- C. Development Leads
- D. Operations Team

Answer: D

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus (Chapter: People Skills - Team Composition) discusses stakeholder roles and collaboration.

Product Owners and Users are primary sources for requirements and acceptance criteria. Development Leads typically collaborate on clarifying requirements and translating them into technical solutions and testability. By contrast, the Operations Team is primarily focused on deployment, support, and operational concerns (e.g., environments, monitoring, reliability in production). While operations may influence non-functional constraints or service levels, they are not typically the primary participants in defining functional requirements, making Operations Team the most likely answer here.

(Reference: CTAL-TM v3.0 Syllabus - Chapter "People Skills - Team Composition", stakeholder roles and collaboration; contrasts in responsibilities across PO/Users/Dev vs. Operations.)

NEW QUESTION # 18

When reading books and watching recorded videos are used as a way to acquire skills and knowledge, which approach to competence development is typically being used?

- A. Training and education
- B. Peer learning
- C. Self-study
- D. Training on-the-job

Answer: C

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus lists multiple competence development approaches (training/education, coaching/mentoring, on-the-job learning, peer learning, and self-study) and explicitly characterizes self-study as learning through materials such as books and recorded content. This aligns directly with the scenario of "reading books and watching recorded videos," which is self-study (CTAL-TM v3.0, People Skills - competence development options).

NEW QUESTION # 19

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