

EXIN LSSGB

**EXIN LSSA Lean Six Sigma Green Belt Certification
Questions & Answers**

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[EXIN LSSA Lean Six Sigma Green Belt](#)

60 Questions Exam – 63% Cut Score – Duration of 180 minutes

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Discover More about the EXIN LSSGB Certification

Are you interested in passing the EXIN LSSGB exam? First discover, who benefits from the LSSGB certification. The LSSGB is suitable for a candidate if he wants to learn about EXIN LSSA Lean Six Sigma Green Belt. Passing the LSSGB exam earns you the EXIN LSSA Lean Six Sigma Green Belt title.

While preparing for the LSSGB exam, many candidates struggle to get the necessary materials. But do not worry; your struggling days are over. The LSSGB PDF contains some of the most valuable preparation tips and the details and instant access to useful [LSSGB study materials just at one click.](#)

LSSGB EXIN LSSA Lean Six Sigma Green Belt Certification Details:

Exam Name	EXIN LSSA Lean Six Sigma Green Belt
Exam Code	LSSGB
Exam Price	\$482 (USD)
Duration	180 mins
Number of Questions	60
Passing Score	63%
Schedule Exam	Pearson VUE
Sample Questions	EXIN LSSGB Sample Questions
Practice Exam	EXIN LSSGB Certification Practice Exam

EXIN LSSGB Syllabus:

Topic	Details
World-class performance - 10%	
Continuous improvement	<ul style="list-style-type: none"> - The learning element 'continuous improvement' reviews the history, values, and principles of the most common process improvement methodologies. Also, the culture within a continuous improvement organization as well as roles and responsibilities are reviewed. - The candidate can...

Topic	Details
	<ul style="list-style-type: none"> • understand the origins of quality management, TPM, Kaizen, Lean, Six Sigma and Agile • propagate the Lean Six Sigma philosophy and principles • understand the impact of the Toyota Production System (TPS) on strategy, quality, and production. • facilitate the creation of a continuous improvement culture within the organization. • facilitate the development of the organization's maturity level, which is a combination of developing people and processes. • describe the various continuous improvement roles and responsibilities.
Customer value (VOC & CTQ)	<p>- The learning element 'customer value' reviews customer identification (internal/external), customer requirements and the Critical to Quality (CTQ)-measure.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • differentiate customer experience into dissatisfied, expected, satisfied and desired quality levels (e.g. KANO model). • convert the Voice of the Customer (VOC) into external CTQs and internal CTQs • construct a CTQ-flowdown that represents the key measurable characteristics of a product or process whose performance standards or specification limits must be met.
Policy development and deployment - 1.7%	
Policy development	<p>- The learning element 'policy development' explains the importance of a so-called True North and how to develop an operational excellence strategy.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • recall and understand the organization's vision and mission statement.

Topic	Details
	<ul style="list-style-type: none"> • understand the meaning and importance of the organization's True North. • describe how Operational Excellence can be applied to processes in different types of enterprises. • understand the meaning of a transition roadmap for implementing continuous improvement. • understand that various business processes have various key performance indicators (KPIs). • understand the basics of measurement systems in the organization. • define and use cost of poor quality (COPQ) as a financial metric.
Policy deployment	<p>- The learning element 'policy deployment' is focusing on the execution process of the improvement strategy. Within this element financial and performance metrics will be reviewed.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • understand breakthrough projects can have an impact on process owners, internal and external customers, and other stakeholders. • participate in developing a stakeholder analysis.
Competence development	<p>- The learning element 'competence development' reviews how to develop those who need to ensure that the strategy is implemented successfully.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • identify and document lessons learned from all phases of a project. • identify possible improvements and ownership. • understand the importance of coaching. • use effective and appropriate communication for different situations to overcome barriers to project success.
Project management - 6.7%	

Topic	Details
Managing a project	<ul style="list-style-type: none"> - The learning element 'managing a project' reviews how to set up, plan, and execute a project. - The candidate can... <ul style="list-style-type: none"> • understand that project selection needs to be aligned with the strategy of the organization. • participate in the project selection process. • prepare the project charter in relation to customer requirements and business goals. • define the problem statement, project boundaries (scope), objectives, benefits, and measurable targets for the project. • understand the basic principles of team formation and team member selection. • select and construct time-management techniques. • set up team meetings, tollgates and publish agendas and ensure that the proper people and resources are available. • demonstrate project-management skills and apply the proper tools and techniques. • ensure that the project will meet its requirements for time, quality, and costs.
Process improvement roadmaps	<ul style="list-style-type: none"> - The learning element 'process improvement roadmaps' reviews a number of roadmaps, including PDCA and DMAIC. - The candidate can... <ul style="list-style-type: none"> • apply project management methods that can be used in the workplace for Kaizen initiatives (e.g. PDCA, A3-report). • apply the DMAIC roadmap for Lean (Six Sigma) projects. • select the proper tools to use during the project • facilitate the problem-solving process (e.g. 8D approach). • understand Scrum roles, elements and artifacts.
Creating a solid foundation - 3.3%	

Topic	Details
Professional work environment	<p>- The learning element 'professional work environment' is about good housekeeping and how to set up a proper and safe work environment in a structured manner.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • organize the work environment by applying 5S (Sort, Straighten, Shine, Standardize, Sustain). • understand that an organized environment will improve safety and moral.
Standardize work	<p>- The learning element 'standardized work' is about implementing and improving standards and protocols.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • standardize tasks and processes to establish the foundation for continuous improvement. • prepare documents, standard operating procedures (SOPs), and one-point lessons to ensure that the improvements are sustained over time. • understand the basic principles of Training Within Industry.
Quality management	<p>- The learning element 'quality management' is about developing procedures to identify and detect defects. Also preventing mistakes and avoiding problems are part of this element.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • propagate the quality management system and procedures. • identify opportunities for improvement.
Creating a continuous improvement culture - 8.3%	
Visual management	<p>- The learning element 'visual management' reviews how to set up a workplace that is organized and self-explaining.</p> <p>- The candidate can...</p>

Topic	Details
	<ul style="list-style-type: none"> • apply the elements of Visual Workplace and describe how they can help to control the improved process.
Performance management	<p>- The learning element 'performance management' reviews how to set targets, and how to organize the work to be done. The learning element also reviews how to facilitate improvement teams at the shopfloor that work on Kaizen improvement initiatives and problem solving.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • implement and facilitate stand-up meetings to drive continuous improvement initiatives. • understand basic principles of Scrum. • describe and propagate the Kaizen principles. • facilitate improvement teams and Kaizen events. • define and apply root cause analysis (RCA), recognize the issues involved in identifying a root cause. • apply problem solving process and tools.
Basic quality tools	<p>- The learning element 'basic quality tools' reviews techniques to visualize data and guidelines how to facilitate and participate in brainstorm sessions.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • apply brainstorm techniques: Affinity diagram, 5-Why's and Ishikawa. • apply basic quality tools to visualize data: Scatter plot, Pareto chart, Bar chart, Pie chart, Time Series Plot, Histogram and Box plot.
Creating stable and efficient processes - 28.3%	
Process mapping (Define)	<p>- The learning element 'process mapping' reviews a number of tools to map and analyze the flow of a process.</p> <p>- The candidate can...</p>

Topic	Details
	<ul style="list-style-type: none"> • describe key process input variables (KPIV) and key process output variables (KPOV) based on a high-level process map (e.g. SIPOC). • apply process mapping to visualize the flow of activities and decisions within a process.
Performance metrics (Measure)	<p>- The learning element 'performance metrics' reviews performance metrics for both logistics and quality.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • calculate performance metrics related to time (e.g. takt time, cycle time, lead time, queue time, WIP and OEE). • apply Little's Law. • calculate performance metrics related to quality (e.g. ppm, DPMO, DPU and RTY). • understand the difference between a defect and a defective
Basic statistics (Measure)	<p>- The learning element 'basic statistics' reviews different types of data, measurement scales, and data collection tools. Also, a set of measures (statistics) that characterizes a given set of data are reviewed.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • understand the importance of reliable and accurate data. • describe and review qualitative and quantitative data, continuous (variables) and discrete (attributes) data. • define and interpret nominal, ordinal, interval and ratio measurement scales. • apply Likert scale to convert an ordinal scale into a discrete interval scale. • define and apply tools for collecting data e.g. data sheets, check sheets, concentration diagrams and questionnaires.

Topic	Details
	<ul style="list-style-type: none"> • calculate population parameters and sample statistics: measures of central tendency, measures of dispersion, ratios and proportions.
Value stream analysis (Analyze)	<ul style="list-style-type: none"> - The learning element 'value stream analysis' reviews how to create a Value Stream Map of the current situation. - The candidate can... <ul style="list-style-type: none"> • differentiate value adding from non-value adding and necessary activities. • apply Value Stream Mapping (VSM) to construct a current state map of the process to identify Waste and non-value adding activities.
Reducing Muda (Waste) (Improve)	<ul style="list-style-type: none"> - The learning element 'reducing Muda' reviews how to identify and eliminate Waste in the organization and its processes. - The candidate can... <ul style="list-style-type: none"> • identify and eliminate process Waste (Muda): Overproduction, Waiting, Transport, Overprocessing, Inventory, Movement, Defects and Unused expertise.
Reducing Muri (Overburden) (Improve)	<ul style="list-style-type: none"> - The learning element 'reducing Muri' reviews how to identify overburden in the organization. This element also reviews how to implement flow and work balancing to reduce overburden. - The candidate can... <ul style="list-style-type: none"> • describe the importance of flow for reducing Muri. • implement flow in the organization. • describe the importance of Work balancing for reducing Muri. • implement Work balancing. • describe how competence management supports the reduction of Muri.
Reducing Mura (Unevenness) (Improve)	<ul style="list-style-type: none"> - The learning element 'reducing Mura' reviews how to identify unevenness in the organization and its processes. This element also reviews a number of

Topic	Details
	<p>techniques to reduce unevenness.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • describe the importance of pull for reducing Mura. • implement pull in the organization by applying Kanban systems. • implement a balanced process flow by both volume leveling, type leveling, and one piece flow • reduce change over times by implementing Single Minute Exchange of Die (SMED).
Value stream improvement (Improve)	<p>- The learning element 'value stream improvement' reviews how the techniques and tools that reduce Muda, Muri and Mura can be applied in constructing a future-state Value Stream Map.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • define the gap between the current state and the target condition. • define a future-state map using Value Stream Mapping (VSM). • apply techniques to reduce Muda, Mura and Muri.
Process and quality control (Control)	<p>- The learning element 'process and quality control' looks at how results that have been achieved in process improvement projects can be sustained. This element reviews the following techniques and principles: Process FMEA, Control plan, Jidoka and Poka Yoke.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • propagate the importance of the First Time Right principle. • initiate actions to implement First Time Right. • propagate the line has to be stopped when there is a quality problem (Jidoka). • apply Poka Yoke to avoid quality problems.

Topic	Details
	<ul style="list-style-type: none"> • describe the purpose and elements of Process FMEA, including the risk priority number (RPN) and evaluate FMEA results for processes, products and services. • prepare a control plan to document and hold gains. • define controls and monitoring systems. • transfer of responsibility from the project team to the process owner.
Total Productive Maintenance (TPM) (Control)	<p>- The learning element 'Total Productive Maintenance (TPM)' reviews the coherence between reliable systems and equipment and continuous improvement.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • understand the eight pillars of TPM and understand how it can be used within process improvement. • interpret the Overall Equipment Effectiveness (OEE) performance metric. • review utilization.
Creating capable processes - 41.7%	
Statistical techniques (Measure)	<p>- The learning element 'statistical techniques' reviews a number of metrics that are often used in Six Sigma projects. The element also reviews a number of sampling methods for assuring data accuracy and integrity.</p> <p>-The candidate can...</p> <ul style="list-style-type: none"> • divide special cause and common cause variation. • apply appropriate sampling methods that ensure representative data (e.g. random sampling, stratified sampling and systematic sampling). • calculate power and sample size for common hypothesis tests.
Distributions (Measure)	<p>- The learning element 'distributions' reviews a number of continuous and discrete distributions. The</p>

Topic	Details
	<p>element also reviews the central limit theorem and a number of probability concepts.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • interpret Probability Density Functions and Cumulative Distribution Functions. • interpret continuous distributions: Normal, Weibull, Student's t, Chi square and F distributions. • interpret normality test (Anderson-Darling; Skewness and Kurtosis). • interpret discrete distributions: Poisson, Binomial. • understand the central limit theorem.
Measurement systems (Measure)	<p>- The learning element 'measurement systems' reviews how to evaluate measurement systems.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • define and describe measurement methods for both continuous and discrete data. • apply measurement systems for continuous data. • interpret repeatability and reproducibility (R&R), stability, bias, linearity, precision to tolerance and number of distinct categories.
Hypothesis testing and confidence intervals (Analyze)	<p>- The learning element 'hypothesis testing and confidence intervals' reviews test methods that are used to test a hypothesis. This learning element also discusses confidence intervals that indicate the reliability of test conclusions.</p> <p>-The candidate can...</p> <ul style="list-style-type: none"> • define and interpret the significance level, power, type I, and type II errors in statistical tests. • define and distinguish between confidence, prediction, and tolerance intervals. • distinguish between statistical and practical significance.

Topic	Details
Tests for means, variances, and proportions (Analyze)	<p>- The learning element 'tests for means, variances, and proportions' reviews the most common hypothesis tests to investigate the difference between population means (μ); difference in variances (σ); difference in proportion (p) and difference in counts (λ). Also, the ANOVA analysis is reviewed.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • apply hypothesis tests for means. • apply hypothesis tests for variances. • apply ANOVA. • interpret the results and the main effect and interaction plots. • apply hypothesis tests for proportions. • apply Chi-square goodness-of-fit test and Contingency tables.
Correlation and regression (Analyze)	<p>- The learning element 'correlation and regression' describes the predictive models using regression techniques to determine the relation between factors on a response.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • calculate and interpret the correlation coefficient. • determine its statistical significance (p-value) and recognize the difference between correlation and causation. • apply linear regression analysis. • use the regression model for estimation and prediction. • interpret the residual analysis to validate the model.
Process capability and performance (Analyze)	<p>- The learning element 'process capability and performance' explains process capability and performance in relation to specification limits.</p> <p>- The candidate can...</p>

Topic	Details
	<ul style="list-style-type: none"> • apply process capability studies. • prepare sampling plans to verify stability. • calculate and interpret process capability indices: Cp and Cpk to assess process capability. • interpret the relationship between long-term and short-term capability. • calculate and interpret process performance indices Pp and Ppk to assess process performance. • interpret the relationship between capability and performance indices.
Design of Experiments (DOE) (Improve)	<p>- The learning element 'Design of Experiments (DOE)' reviews efficient ways of experimenting. DOE examines the influence of factors and interactions on a process.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • apply DOE elements: responses, factors, levels, transfer function, run order, randomization, balanced designs, residual error, main effects, interaction effects, replicates, and repetitions. • design and apply full factorial experiments. • understand the meaning of contrast.
Statistical Process Control (SPC) (Control)	<p>- The learning Element 'Statistical Process Control (SPC)' explains the controls methods used to identify out-of-control situations and deviations over time. Different types of SPC charts are reviewed.</p> <p>- The candidate can...</p> <ul style="list-style-type: none"> • describe the objectives of SPC. • select and apply control charts: Xbar-R, Xbar-S, individuals and moving range (I-MR), p, np, c and u. • interpret control charts and differentiate between common and special cause variation using rules for determining statistical control.

Broaden Your Knowledge with EXIN LSSGB

Sample Questions:

Question: 1

Who makes the project charter in a Lean Six Sigma project?

- a) The Black Belt as board member
- b) The Champion
- c) The process owner
- d) The project leader

Answer: d

Question: 2

Which is not an effective analytical technique used to determine the root cause of a problem submitted for corrective action?

- a) Control charting
- b) Operator observation
- c) Data analysis
- d) Pareto analysis

Answer: b

Question: 3

A Lean Six Sigma project must be addressed in phases. The DMAIC roadmap is used to do this. What do the letters D, M and A in this abbreviation stand for?

- a) Define, Manufacture, and Analyze
- b) Define, Measure, and Activate
- c) Define, Measure, and Analyze
- d) Determine, Measure, and Analyze

Answer: c

Question: 4

When is an activity not value adding?

- a) When the activity contributes to the product or service
- b) When a product undergoes a final inspection
- c) When the activity is done correctly the first time
- d) When the customer is willing to pay for the activity

Answer: b

Question: 5

An X-bar and Range control chart is based on a sample size of 4. An operator mistakenly samples 2 parts instead of 4. The average and the range of the two observations are plotted on the control chart. Which statement best describes the effect of this mistake?

- a) Increase the probability that the R chart shows an out-of-control condition
- b) Increase the probability that the Xbar chart shows an out-of-control condition
- c) Observations from a sample of 2 will always be nearer the center lines of the charts
- d) Will not cause any misjudgments if the process is in control

Answer: b

Question: 6

Please read the following characteristics:

1. Producing the right items
2. Delivering the right items
3. In the right amounts
4. At the right time

What are the characteristics of Just in time (JIT)?

- a) 1 and 3 only
- b) 2 and 3 only
- c) 1, 2 and 4 only
- d) 1, 2, 3 and 4

Answer: d

Question: 7

What is the name of the procedure used to investigate two mutually exclusive statements about a population and in which information from a sample is used to make conclusions about the population?

- a) Hypothesis testing
- b) Design of Experiment (DOE)
- c) Correlation analysis
- d) Randomizing

Answer: a

Question: 8

What does takt time mean?

- a) The average time between consecutive customer orders
- b) The average time between consecutive order deliveries
- c) The average time between order and delivery
- d) The shortest time between consecutive customer orders

Answer: a

Question: 9

What is the sum of squared deviations from the sample mean divided by $n-1$?

- a) Chi-square distribution with $n-1$ degrees of freedom
- b) Population variance
- c) Sample standard deviation
- d) Sample variance

Answer: d

Question: 10

On a chicken farm, an automated egg inspector is used to sort out the eggs. The number of rejected eggs per 10 trays of 30 eggs is recorded. What is this type of data called?

- a) Attribute data
- b) Categorical data
- c) Discrete data
- d) Variable data

Answer: c

Avail the Study Guide to Pass LSSGB EXIN LSSA Lean Six Sigma Green Belt Exam:

- Find out about the LSSGB syllabus topics. Visiting the official site offers an idea about the exam structure and other important study resources. Going through the syllabus topics help to plan the exam in an organized manner.
- Once you are done exploring the [EXIN LSSGB syllabus](#), it is time to plan for studying and covering the syllabus topics from the core. Chalk out the best plan for yourself to cover each part of the syllabus in a hassle-free manner.

- A study schedule helps you to stay calm throughout your exam preparation. It should contain your materials and thoughts like study hours, number of topics for daily studying mentioned on it. The best bet to clear the exam is to follow your schedule rigorously.
- The candidate should not miss out on the scope to learn from the [EXIN LSSA Lean Six Sigma Green Belt training](#). Joining the EXIN provided training for this EXIN certification exam helps a candidate to strengthen his practical knowledge base from the certification.
- Learning about the probable questions and gaining knowledge regarding the exam structure helps a lot. Go through the [EXIN LSSGB sample questions](#) and boost your knowledge
- Make yourself a pro through online practicing the syllabus topics. LSSGB practice tests would guide you on your strengths and weaknesses regarding the syllabus topics. Through rigorous practicing, you can improve the weaker sections too. Learn well about time management during exam and become confident gradually with practice tests.

Career Benefits:

Passing the EXIN LSSGB exam, helps a candidate to prosper highly in his career. Having the certification on the resume adds to the candidate's benefit and helps to get the best opportunities.

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