

**TEST BANK FOR
EFFECTIVE TRAINING:
SYSTEMS, STRATEGIES, AND PRACTICES**

CHAPTER ONE: TRAINING IN ORGANIZATIONS

MULTIPLE-CHOICE QUESTIONS

1. Which of the following is evidence supporting the assertion that companies are investing in more training?
A) Higher net sales per employee
B) Higher gross profits per employee
C) Higher ratios of market to book value
D) Both A & B
E) All of the above
Answer: E
Difficulty: Easy
Page Ref: 3
2. In an open system model, which of the following statements is NOT true?
A) Open systems have a dynamic relationship with their environment.
B) Open systems may exist as part of another open system.
C) The system is open to influences from its environment.
D) Outputs never have an influence on future inputs.
E) All of the above are true.
Answer: D
Difficulty: Moderate
Page Ref: 4
3. Viewing training as a subsystem of an organizational system, the inputs into the training subsystem include an organization's
A) Strategies.
B) Mission.
C) Resources.
D) People.
E) All of the above.
Answer: E
Difficulty: Easy
Page Ref: 5
4. In the training model, a triggering event is
A) An organizational performance gap.
B) A signal that training has been successful.

- C) A type of behavioral-based evaluation.
- D) Input into the development phase of training.
- E) None of the above.

Answer: A

Difficulty: Easy

Page Ref: 6

5. Which of the following sources is an input to the analysis process?

- A) The organization structure
- B) Problematic operational areas
- C) The people within the operational areas
- D) Both B & C
- E) All of the above

Answer: E

Difficulty: Challenging

Page Ref: 6-7

6. Input into the developmental phase of the training model comes from

- A) Needs analysis.
- B) Design.
- C) Evaluation.
- D) Both B & C.
- E) None of the above.

Answer: D

Difficulty: Challenging

Page Ref: 7

7. In the evaluation of training, a determination of whether the trainer actually covered all aspects of the training as designed is called

- A) Outcome evaluation.
- B) Outcome.
- C) Phase evaluation.
- D) Process evaluation.
- E) Procedural evaluation.

Answer: D

Difficulty: Moderate

Page Ref: 8

8. Which of the following is NOT true of outcome evaluation?

- A) It uses training objectives as its criteria for success.
- B) This is all the information you need to improve a training program.
- C) It is conducted at the end of training.
- D) All of the above are true.

Answer: B

Difficulty: Moderate

Page Ref: 8

9. All aspects of the training program come together in the

- A) Design phase.
- B) Implementation phase.
- C) Development phase.
- D) Analysis phase.
- E) Evaluation phase.

Answer: B

Difficulty: Challenging

Page Ref: 8

10. When evaluating training, the major type of evaluation to consider is

- A) Process evaluation.
- B) Analysis evaluation.
- C) Outcome evaluation.
- D) Both A & C.
- E) Both B & C.

Answer: D

Difficulty: Easy

Page Ref: 8

11. Which of the following statements is true?

- A) Training has yet to show a positive effect on the bottom line.
- B) Training managers are alone in realizing that alignment of training with the business strategy is important.
- C) Worker knowledge provides a competitive advantage.
- D) Alignment of training with the business strategy is quite simple to do.

Answer C

Difficulty Moderate

Page Ref 9

12. Which of the following statements is true?

- A) Twitter and Facebook have shown to be ineffective as enhancements to training.
- B) Social networking can be used to support on-the-job training.
- C) The number of females in the workforce has reached 38 percent.
- D) Hispanics are by far the largest minority group in both Canada and the USA.
- E) Both C & D are true.

Answer: B

Difficulty: Moderate

Page Ref: 9 – 10

13. Which of the following are predicted to contribute to a labor shortage in the next 10 years?
- A) Baby boomers will retire
 - B) Changes in technology
 - C) Continuing recession
 - D) Both A & B
 - E) All of the above
- Answer: D
Difficulty: Challenging
Page Ref: 10 - 11
14. Which of these steps is part of the continuous improvement model?
- A) Gap analysis
 - B) Preaudit
 - C) Process mapping
 - D) Higher productivity
 - E) None of the above
- Answer: A
Difficulty: Easy
Page Ref: 12
15. What is the focus of the ISO standards?
- A) A series of standards to assure consistency in product quality
 - B) An HR software package to assure legal compliance
 - C) A quality standard set by the Japanese
 - D) A strategic quality forecasting model
 - E) A method designed to improve productivity
- Answer: A
Difficulty: Difficult
Page Ref: 12
16. ISO certified companies
- A) Have lower than normal training costs.
 - B) Are much less likely to experience bankruptcy.
 - C) Have less bureaucracy within their company structure.
 - D) Both B & C.
 - E) All of the above.
- Answer: D
Difficulty: Moderate
Page Ref: 13
17. When comparing ISO certified companies with companies that were not certified, the text noted that ISO certified companies
- A) Have employees who are more satisfied with their jobs.
 - B) Have more bureaucracy set up to meet all the ISO standards.
 - C) Are less likely to file for bankruptcy.

- D) Have lower training costs.
- E) Have slightly lower productivity.

Answer: C

Difficulty: Easy

Page Ref: 13

18. Which of the following career paths best prepares a trainer for a supervisory or coordinator position?

- A) Several years' experience in a specific function
- B) Working in a line position
- C) Rotation through various specialist positions
- D) None of the above
- E) All of the above

Answer: C

Difficulty: Moderate

Page Ref: 16

19. Learning is defined as

- A) A temporary change in cognition that results from experience and may influence behavior.
- B) A relatively permanent change in understanding and thinking that results from experience and directly influences behavior.
- C) A relatively permanent change in understanding and thinking that models behavior.
- D) A temporary change in understanding and thinking.
- E) A relatively permanent change in cognition that results from self-efficacy and indirectly influences behavior.

Answer: B

Difficulty: Easy

Page Ref: 17

20. The authors' use of attitudes rather than abilities as one of the three types of learning outcomes is based on

- A) their bias toward attitudes.
- B) the fact that abilities and attitudes are fairly similar.
- C) the fact that abilities are redundant with knowledge and skills.
- D) The fact that abilities are not learned.

Answer: C

Difficulty: Easy

Page Ref: 17

21. A person's store of factual information about a subject matter is

- A) Procedural knowledge.
- B) Strategic knowledge.
- C) Declarative knowledge.

D) Practical knowledge.

Answer: C

Difficulty: Easy

Page Ref: 17

22. Knowledge is composed of which three interrelated types?

A) Declarative, practical, and strategic

B) Declarative, practical, and skill

C) Compilation, automatic, and strategic

D) Declarative, procedural, and strategic

E) None of the above

Answer: D

Difficulty: Easy

Page Ref: 17-18

23. The authors use the acronym KSA to refer to what?

A) Keep it Simple, and have the right Attitude

B) Knowledge, skills, and attitudes

C) Knowledge, strategy, and aptitude

D) Knowledge skills and abilities

Answer: B

Difficulty: Moderate

Page Ref: 18

24. A person's understanding about how and when to apply the facts that have been learned is called

A) Process knowledge.

B) Declarative knowledge.

C) Practical knowledge.

D) Perpetual knowledge.

E) Procedural knowledge.

Answer: E

Difficulty: Easy

Page Ref: 18

25. When a person is able to perform a skill without thinking about what they are doing, they are at which level of skill acquisition?

A) Automaticity

B) Automatic

C) Compilation

D) Responsive

Answer: A

Difficulty: Easy

Page Ref: 18

26. A broad grouping of knowledge, skills, and attitudes that enable a person to be successful at a number of similar tasks is known as a
- A) Competency.
 - B) Test.
 - C) Job analysis.
 - D) Strategy.
 - E) Skill set.
- Answer: A
Difficulty: Moderate
Page Ref: 19
27. Linking competencies to a set of behaviors that allow you to “know it when you see it” is useful for
- A) Hiring.
 - B) Training.
 - C) Determining rates of pay.
 - D) Both A & B.
 - E) All of the above.
- Answer: E
Difficulty: Easy
Page Ref: 20
28. _____ is (are) the foundations for competencies.
- A) Tests
 - B) KSAs
 - C) Strengths
 - D) Motivation
 - E) Skill sets
- Answer: B
Difficulty: Moderate
Page Ref: 20
29. According to the text, _____ provides the opportunity for learning and _____ is a result of the learning.
- A) Education; training
 - B) Development; training
 - C) Training; development
 - D) Education; development
 - E) None of the above
- Answer: C
Difficulty: Easy
Page Ref: 20

TRUE/FALSE QUESTIONS

30. ____ A key part of the Domtar strategy was training. (T; p. 2)

31. ___ An open system has three parts input, process, and output. (T; p. 4)
32. ___ The triggering event signals a need for a TNA. (T; p. 6)
33. ___ Higher birth rates are one of the reasons for the changing demographics in North America. (F; p. 10)
34. ___ In general, the smaller the organization, the fewer responsibilities each HRD employee will have. (F; p. 16).
35. ___ Compilation is the highest level of skill acquisition. (F; p. 18)
36. ___ The highest level of knowledge is termed strategic knowledge. (T; p. 18)

SHORT-ANSWER QUESTIONS

37. Define KSAs and explain the different levels of each. Use a diagram if you like.

The K is for knowledge, and there are three levels – declarative, procedural, and strategic. Each in the order mentioned is more complex than the previous. Declarative knowledge refers to knowing facts. Procedural knowledge involves knowing how and when to apply those facts and strategic knowledge is the ability to plan, monitor, and revise goal-directed behavior.

S is for skills, which has two levels – compilation and automaticity. Compilation is the basic level of learning of a skill, where you still need to think about what you are doing. Automaticity refers to a skill level where you no longer need to think about what you are doing, as it is automatic.

A is for attitude. These are beliefs and opinions a person has that either support or inhibit behaviors. Figure 1-5 can be used to describe these.

38. Explain, with the use of a diagram, the key concepts of the “open systems model.”

A complete answer should include the following points (Figure 1.1):

- **Open systems have a dynamic relationship with their environment**
- **The system is open to influences from its environment**
- **The system depends on the input from the environment**
- **The system takes input from the environment and transforms the inputs through processes into outputs**
- **The system’s outputs enter the systems environment and may or may not influence future inputs**

ESSAY QUESTION

39. Describe how the model of training processes serves as a problem-solving tool. Include a brief explanation of each of the five phases.

A complete answer should include the following points (Figure 1.3):

- **Training is viewed as one of several possible solutions to organizational and individual performance problems.**
- **Whether training is the right solution depends on what causes the problem and the cost-benefit ratios of the other alternatives.**
- **The needs analysis phase identifies the problem(s) and identifies the cause(s).**
- **Training becomes the solution when the problem is caused by inadequate KSAs.**
- **Once training is identified as a solution, the design, development, and implementation phases result in a training program that is attended by the appropriate employees.**
- **The evaluation phase assesses both the training processes and the training outcomes.**

The Five Phases

- **Analysis Phase: The training process begins with a determination of needs. Once a performance gap is identified, the cause must be determined. If the gap is caused by inadequate KSAs, then training can be utilized to satisfy the need. If the gap is caused by something other than inadequate KSAs, then appropriate non-training interventions need to take place. Training needs analysis (TNA) uses information from three sources: the organization, the operational areas, and the individuals. The output of the Analysis Phase consists of identification of the training and non-training needs and their priorities.**
- **Design Phase: Training needs become the inputs to the design phase and additional inputs are derived from the organizational and operational analyses. Another set of inputs is derived from theory and research on learning. At this point training objectives are developed by examining training needs in relation to identified organizational support and constraints. The factors that are needed in the training program to facilitate the learning and its transfer back to the job are also**

identified in the design phase. The factors needed to facilitate learning and transfer, and the alternative methods of instruction become inputs to the development phase of the training system.

- **Development Phase:** In the development phase, instructional strategy is formulated to meet a set of training objectives. The instructional strategy consists of the order, timing, and combination of elements that will be used in the training program. Inputs into this phase are provided by analysis of the various instructional methods and the design factors necessary to facilitate trainee learning and its transfer back to the job. The specific content, instructional methods, materials, equipment and media, manuals, and facilities, are integrated into a training plan. The training plan is designed to achieve the training objectives.
- **Implementation Phase:** The outputs of the development phase serve as inputs to the implementation phase. The implementation phase's output is the trainees' response to training, the trainees' learning, their behavior back on the job, and its effect on key organizational outcomes. These outcomes, combined with the process evaluations, flow back to the proper constituencies within the training area and the rest of the organization.
- **Evaluation Phase:** The model indicates that both process evaluation and outcome evaluation are useful in training. Outcome evaluation is a determination of the effects that training had on the trainee, the job, and the organization. Process evaluation is a determination of how well a particular process achieved its objectives. Training process evaluation data can be used to identify where problems exist and corrective action can be taken.