

Chapter 1 - The Training and Development Process

1. Performance management is best categorized as a single event often associated with an annual performance appraisal process.

- a. True
- b. False

ANSWER:

False

2. Components of a performance management process usually identify training and development needs of individuals leading to concrete plans for development of skills, knowledge, and abilities.

- a. True
- b. False

ANSWER:

True

3. SMART goals are goals that are specific, measurable, attainable, realistic, and have a time frame.

- a. True
- b. False

ANSWER:

False

4. Development is described as a planned effort to develop employees' knowledge, skills, and abilities to help employees perform better at their current jobs.

- a. True
- b. False

ANSWER:

False

5. The main goal of the Edmonton Police Service's mental health program was to improve interactions between police officers and mentally ill individuals. This is clearly an example of a training initiative, **NOT** a development program.

- a. True
- b. False

ANSWER:

True

6. One of the intrinsic benefits of training and development is the benefits realized by society.

- a. True
- b. False

ANSWER:

False

7. According to research presented in the textbook, a negative relationship exists between per-employee expenditures on training and development and employee productivity levels.

- a. True
- b. False

ANSWER:

False

8. One of the reasons for the underinvestment in training and development by Canadian companies is the perception that training, learning, and development expenditures represent a cost rather than an investment.

- a. True
- b. False

ANSWER:

True

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9. Quebec is the only province in Canada to have mandatory training laws for companies with net profits greater than \$1 million.

- a. True
- b. False

ANSWER: False

10. Organizations that incorporate training bonds into their training programs may have the ability to recover some of their training costs.

- a. True
- b. False

ANSWER: True

11. The key environmental factors that drive human resources and training and development within an organization include technology, global competition, the labour market, and organizational strategy.

- a. True
- b. False

ANSWER: False

12. Unlike many industrialized countries, Canada has **NOT** experienced in any meaningful way the notion of “skills mismatch.”

- a. True
- b. False

ANSWER: False

13. Company ABC decides to provide selected employees with cultural sensitivity training as it contemplates opening an office in Shanghai, China. This is a clear example of strategic training.

- a. True
- b. False

ANSWER: True

14. The trend toward flatter organizational structures is causing some element of blurriness in what constitutes traditional roles associated with management functions.

- a. True
- b. False

ANSWER: True

15. An organization’s learning and training strategy most often will **NOT** directly influence its training and development programs.

- a. True
- b. False

ANSWER: False

16. Restructuring, downsizing, and reengineering often lead to changes in employees’ tasks and responsibilities and so necessitate the need for training.

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- a. True
- b. False

ANSWER: True

17. A high-performance work system may be described as a specific combination of human resource practices that maximizes the knowledge, skills, abilities, flexibility, and commitment of employees.

- a. True
- b. False

ANSWER: True

18. When applying the ISD model of training and development, the process often begins with the identification of a concern.

- a. True
- b. False

ANSWER: True

19. A needs analysis typically has three levels including an organizational analysis, a departmental analysis, and a person analysis.

- a. True
- b. False

ANSWER: False

20. The ISD model of training and development has three major steps: needs analysis, design, and delivery.

- a. True
- b. False

ANSWER: False

21. Studies consistently conclude that the majority of organizations do not use the ISD model, opting for the more traditional ADDIE training and development model.

- a. True
- b. False

ANSWER: False

22. Human capital refers to the knowledge, skills, and abilities of an organization's employees.

- a. True
- b. False

ANSWER: True

23. Social capital has to do with relationships within an organization and between members of the organization and external stakeholders.

- a. True
- b. False

ANSWER: True

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24. Work engagement is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and attention.

- a. True
- b. False

ANSWER: False

25. More than half (57 percent) of Canadian organizations provide training to their employees.

- a. True
- b. False

ANSWER: False

26. What is the term for the process of establishing performance expectations, designing interventions and programs to improve performance, and monitoring the success of interventions and programs?

- a. performance review
- b. performance management
- c. performance evaluation
- d. performance system

ANSWER: b

27. Which Canadian agency's report concluded that continuous learning and the transfer of knowledge are key factors in fostering creativity and promoting organizational excellence?

- a. Toronto Transit Commission
- b. Conference Board of Canada
- c. Alberta Government
- d. Royal Canadian Mounted Police

ANSWER: b

28. What did a study on the productivity of Canadian workers find?

- a. Most believe they are less productive at work than they could be.
- b. Very few believe they are less productive at work than they could be.
- c. Half believe they are less productive at work than they could be.
- d. All believe they are less productive at work than they could be.

ANSWER: c

29. Several studies cited in the textbook appear to link training efforts by organizations and several important organizational outcomes. Which statement is congruent with conclusions in these studies?

- a. training often leads to higher turnover and gross margins
- b. training has a positive impact on overall customer satisfaction and profit levels
- c. training is not linked to increases in productivity
- d. training has a positive effect on an organization's competitiveness but no impact on performance

ANSWER: b

30. If an organization is concerned about the knowledge, skills, and abilities of its employees, what should be the goal of its training and development programs?

- a. human capital
- b. social capital
- c. work engagement
- d. performance management

ANSWER: a

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31. The performance management process includes several interrelated steps. What is the first step?

- a. developing performance goals
- b. deciding on the process to train and develop employees
- c. assigning appropriate rewards
- d. developing standard rating forms

ANSWER: a

32. Which of the following statements is congruent with the notion of SMART goals?

- a. SMART goals should have clear performance or behaviour criteria
- b. SMART goals must address extrinsic motivators
- c. SMART goals should be easily attained
- d. SMART goals should not be time bound

ANSWER: a

33. According to the textbook, what is the number-one attraction and retention tool for many organizations?

- a. compensation
- b. training
- c. bonuses
- d. development

ANSWER: b

34. Which of the following is a major goal of the Edmonton Police Service as described in the chapter-opening vignette?

- a. to improve the productivity of police officers
- b. to improve the confidence level of police officers when dealing with criminal elements in the community
- c. to link training programs to the department's strategic plan
- d. improve interactions between police officers and mentally ill individuals in the community

ANSWER: d

35. Which of the following are two extrinsic benefits training will give an employee?

- a. an improved marketability and greater job security
- b. a greater sense of self-efficacy and a sense of accomplishment
- c. a more positive attitude toward their employer and their own confidence
- d. a greater sense of engagement toward customers and fellow employees

ANSWER: a

36. Which of the following is **NOT** a benefit to society associated with training and development?

- a. higher levels of education
- b. greater economic prosperity
- c. better work-life balance
- d. improved standard of living

ANSWER: c

37. Which statement best describes the current state of productivity and innovation in Canada?

- a. Canada rates very high in productivity metrics globally
- b. Canada lags its major global competitors in productivity and innovation
- c. Canada tends to rank high in productivity but low in innovation across most business sectors
- d. Canada has seen a recent sharp increase both in productivity and innovation across all business sectors

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ANSWER:

b

38. Which of the following statements best describes the average investment in training and development in 2017 as a percentage of payroll in Canada compared to 2015?

- a. It is the same.
- b. It is much higher.
- c. It is lower.
- d. It is a little higher.

ANSWER:

c

39. According to the textbook, which group of employees had the highest average number of training hours per employee in 2017?

- a. technical employees
- b. front-line employees
- c. government employees
- d. senior management and executives

ANSWER:

d

40. According to data provided in the textbook, which province in Canada has a law that requires employers to invest in training and development?

- a. Alberta
- b. Quebec
- c. Ontario
- d. Manitoba

ANSWER:

b

41. Why does Canada's productivity growth increasingly lag behind its main competitors?

- a. Canadian organizations do not have the same economies of scale.
- b. Canadian organizations do not invest enough resources in training and development.
- c. Canadian organizations do not follow the voluntary training laws in Canada.
- d. Canadian companies have access to a large source of skilled labour.

ANSWER:

b

42. In what year did the government of Quebec introduce and pass the *Act to Foster the Development of Manpower Training*?

- a. 1975
- b. 1985
- c. 1995
- d. 2005

ANSWER:

c

43. What was one of the key findings of a report regarding training legislation in Quebec?

- a. The legislation had little impact on the ways Quebec firms deliver training.
- b. Fewer companies planned and implemented training programs.
- c. Quebec leads the national average in training participation rates.
- d. The participation rate in workplace training increased, making it the fastest growth rate in Canada.

ANSWER:

d

44. Which of the following statements regarding the "1 percent training law" is correct?

- a. regardless of size, all companies in Quebec have to contribute to the 1 percent fund
- b. information about the participation of employees in training must be documented, and detailed information must be kept on file

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- c. the law applies only to companies with annual revenues of \$1 million or more
- d. the law applies only to organizations registered to do business across Canada

ANSWER: b

45. What should be the most important internal or external factor influencing training and development programs in organizations?

- a. demographics
- b. the competitive nature of the industry
- c. corporate strategy
- d. leadership and managerial characteristics

ANSWER: c

46. Technology developments in the external environment influence the training needs within an organization because employees will require technology training for what reason?

- a. to be marketable for other jobs
- b. to capture efficiencies associated with improved technology
- c. to satisfy their own intrinsic benefits
- d. to meet global demands

ANSWER: b

47. Which of the following would be considered part of a human resources system?

- a. organizational goals
- b. corporate leadership
- c. laws
- d. performance appraisals

ANSWER: d

48. Which of the following key environmental factors drive training and development?

- a. change
- b. values
- c. selection
- d. culture

ANSWER: a

49. What tends to result when an organization subscribes to strategic human resource management whereby it has greater alignment between its HR practices and its strategies?

- a. superior performance
- b. greater work–life balance
- c. enhanced efficiencies
- d. exemplary quality

ANSWER: a

50. Organization XYZ decides to expand rapidly by acquiring other businesses. What is most likely to be the focus of XYZ's strategic training programs?

- a. management of mergers and acquisitions
- b. management training
- c. quality of service training
- d. leadership development

ANSWER: a

51. Which of the following is impacted by high-performance work systems?

- a. employees' compensation
- b. employers' motivation
- c. employees' motivation
- d. community involvement

ANSWER: c

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52. You have been asked to debate the notion of high-performance work systems focusing on measurable results organizations should expect to receive from adopting such a philosophy. Which of the following points would most likely be central to your debate?

- a. an increase in employee turnover, higher sales, and higher productivity
- b. superior productivity and improved non-financial performance
- c. improved financial performance and superior productivity
- d. lower turnover, higher labour costs, and superior financial performance

ANSWER:

c

53. Which of the following statements regarding the instructional systems design (ISD) model is congruent with the material presented in the textbook?

- a. it is an irrational and scientific process
- b. it consists of four main steps: needs analysis, design, delivery, and evaluation
- c. it is a much more complex model when compared with the streamlined ADDIE model
- d. its first step attempts to answer the question “is training needed and is it the best solution?”

ANSWER:

d

54. You are conducting a needs analysis, gathering data and information on three related yet distinct levels to determine what kind of training is needed in your organization. In which level of the needs analysis are you likely to find the answer?

- a. task analysis
- b. ADDIE analysis
- c. person analysis
- d. organizational analysis

ANSWER:

a

55. According to the textbook, training programs based on the instructional systems design model of training and development fail when organizations do which of the following?

- a. fail to employ learning principles
- b. ignore an important step in the process
- c. implement training programs that are too complex
- d. over Bloom’s Evaluate their training programs

ANSWER:

b

56. If an organization is concerned about the relationships between members of the organization and external stakeholders, what should be the goal of its training and development programs?

- a. human capital
- b. social capital
- c. work engagement
- d. performance management

ANSWER:

b

57. If an organization is concerned about improving employees’ work engagement, what three factors will this involve?

- a. vigour, determination, attention
- b. vigour, dedication, attention
- c. vigour, dedication, absorption
- d. vigour, determination, absorption

ANSWER:

c

58. When it comes to productivity among the G7 countries, how does Canada rank?

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- a. as the second most productive country
- b. as the least productive country
- c. as the third least productive country
- d. as the second least productive country

ANSWER:

d

59. What would be a way to ensure that post-secondary students have the skills required by organizations when they graduate to help close the skills gap?

- a. training and development
- b. performance management
- c. work-integrated learning
- d. on-the-job training

ANSWER:

c

60. If an organization wants employees to be more likely to participate in training, what should it focus on?

- a. the time involved in attending the training
- b. alignment between the training and the strategic direction of the organization
- c. the benefits that employees receive for attending training
- d. the potential for improvement in job performance

ANSWER:

b

61. Identify and briefly describe the three steps in the instructional systems design (ISD) model. Why is it important that organizations apply these three steps when contemplating launching training programs?

ANSWER: The instructional systems design model consists of a needs analysis, training design and delivery, and training evaluation. The needs analysis determines the nature of the problem and if training is the solution. It includes an organizational analysis, a job/task analysis, and a person analysis. If training is the solution to the performance problem, then a training program is designed and delivered based on what was learned from the needs analysis and the training objectives. Finally, a training evaluation is conducted to determine if the training objectives were met, and if the problem was solved. Ultimately, these three steps increase the likelihood that performance gaps are closed, and programs address needed improvements in skills, knowledge, and abilities resulting in positive outcomes for the organization and employees.

62. Differentiate between the terms training and development.

ANSWER: Training usually consists of a short-term focus on acquiring skills to perform one's current job. Development refers to the acquisition of knowledge, skills, and abilities required to perform future job responsibilities and in the long-term achievement of career goals and organizational objectives. Development is, in most cases, "long term focused," including different interventions/methods including seminars and job rotations.

63. Identify and briefly describe three organizational benefits of training and development, providing an example for each.

ANSWER: (1) Organizational strategy. Training can help organizations achieve their strategic goals. For example, if improving customer satisfaction is a goal, then providing customer service training will be important. (2) Increased organizational effectiveness. Trained employees do more work, make fewer errors, require less supervision, have higher loyalty and morale, and have lower rates of attrition. (3) Employee recruitment, engagement, and retention. For example, employees who receive relevant training are more likely to be attracted to an organization, to be engaged, and less likely to move to another company.

64. Describe the factors that influence high-performance work systems (HPWS).

ANSWER: Environmental factors such as legislation, economic climate including the labour market and competition, demographics, social values, and technology. Organizational factors such as goals, values, strategy, structure, culture, and leadership.

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65. Define and explain the term strategic human resources management (SHRM).

ANSWER: Strategic human resources management is the alignment of human resource practices with an organization's business strategy. It means that whether an organization has a strategy for quality, innovation, or customer service, training as well as other human resource practices must be designed to reinforce and support the strategy.

66. You are a training specialist working for the Edmonton Police Service. Your boss asks you to develop evaluation criteria for the "mental health training program." Using the Edmonton Police Service vignette in the textbook, what would you likely use as criteria for evaluating the program?

ANSWER: The vignette specifically mentions several outcomes, including decreases in the usage of force by the police officers, ability to recognize mental health issues, verbal communication skills, and ability to de-escalate potential violent situations and decrease time per call. Students may also come up with other variables associated with having a police force that is able to effectively deal with mental health calls.

67. Chapter 1 of the textbook introduces the reader to the ISD model and identifies three distinct yet interrelated steps. All of these activities are likely to have some element of cost associated with their execution. Which of those three steps would you suggest to be the most difficult to justify to senior management? (Assume you need budget approval.)

ANSWER: This question allows students to demonstrate their ability to apply the ISD model to a real-world project requiring management approval. Issues of budget, time, and competencies of training departments/managers may be raised. The needs analysis and training evaluation may be the two steps in the ISD model that require the greatest level of education of senior management. Often, human resource departments are more concerned with justifying their value by focusing on "getting to the business of training" and less concerned about conducting a needs analysis and training evaluation.

68. Identify and briefly describe the steps involved in the performance management process. Why is it important for organizations to apply these steps when deciding on training and development programs?

ANSWER: Performance management is the process of establishing performance goals and designing interventions and programs to motivate and develop employees to improve their performance and ultimately organization performance. This process involves the following steps: setting performance expectations and goals; monitoring employee performance and providing feedback; and evaluating performance and consequences. These steps are all important and necessary because they lead into and help to determine the need for employee training and development. This involves programs that are designed to help employees achieve their goals and improve their performance. Each of the steps of the performance management process provides information on the developmental needs of employees and leads to action plans for employee training and development.

69. What is work-integrated learning and what is its purpose? What can government and organizations do to provide work-integrated learning programs?

ANSWER: Work-integrated learning is a form of learning that enables students to acquire work experience as part of their education through internships, apprenticeships, and co-operative placements. The purpose or goal of work-integrated learning is to ensure that post-secondary students have the skills required by organizations when they graduate and to help to close the skills gap. Government and organizations have a role to play in providing work-integrated learning programs. For example, in 2017 the federal government introduced the Student Work-Integrated Learning Program, which provides employers in the STEM (science, technology, engineering, mathematics) and business sectors with payroll subsidies for hiring students. Organizations can provide work-integrated learning by offering internships, apprenticeships, and co-operative work placements for students.

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