

Chapter 5 Orientation, Training, and Development

MULTIPLE CHOICE

1. What are the first and fourth steps in the systems approach to training?

- a. program administration and evaluation
- b. needs assessment and evaluation
- c. needs assessment and delivery
- d. program design and delivery

ANS: B PTS: 1 REF: 155 OBJ: 1

BLM: HO

2. What are the second and third steps in the systems approach to training?

- a. program administration and evaluation
- b. needs assessment and evaluation
- c. training objectives and delivery
- d. design and delivery

ANS: D PTS: 1 REF: 155 OBJ: 1

BLM: HO

3. What are the third and fourth steps in the systems approach to training?

- a. program administration and evaluation
- b. assessment and evaluation
- c. delivery and evaluation
- d. design and transfer

ANS: C PTS: 1 REF: 155 OBJ: 1

BLM: HO

4. What are the four phases of a system model of training?

- a. organization analysis, task analysis, person analysis, and performance analysis

- b. needs assessment, program design, training delivery, and evaluation
- c. needs assessment, person assessment, program implementation, and evaluation
- d. organization assessment, KSA assessment, person assessment, and evaluation

ANS: B PTS: 1 REF: 155 OBJ:
1

BLM: R

5. Which of the following is NOT one of the phases of a system model of training?

- a. needs assessment
- b. training delivery
- c. evaluation
- d. motivation assessment

ANS: D PTS: 1 REF: 155 OBJ:
1

BLM: R

6. Francisco Del Cueto at Toon Boom Animation, developers and marketers of animation software, describes the need for software developers to stay constantly up-to-date with all types of software—not just animation—in order to remain competitive. Which phase of the system model of training is Francisco describing?

- a. needs assessment
- b. training delivery
- c. training design
- d. motivation assessment

ANS: A PTS: 1 REF: 155 OBJ:
1

BLM: HO

7. Mike Conrad of Artist Productions finds that experienced staff make the best educators. “These people are our ‘demo artists’ and regularly give demonstrations for clients and staff,” he explains. “They make very effective teachers for fellow staff.” Which phase of a system model of training is Mike describing?

- a. needs assessment
- b. training delivery
- c. training design

d. training motivation

ANS: B PTS: 1 REF: 155 OBJ:
1
BLM: HO

8. Margaret Evans, the manager of a computer retail store, explains that “our computer sales staff tend to be self-learners who prefer reading a manual and practicing on a computer.” Which phase of a system model of training is Margaret describing?

- a. needs assessment
- b. training delivery
- c. training design
- d. training motivation

ANS: B PTS: 1 REF: 155 OBJ:
1
BLM: HO

9. Kyle McDeer takes cues from the company’s technical writers, technical support experts, and customer service representatives. He lets them tell him what training they need and how best to do it. Which phase of a system model of training is described above?

- a. needs assessment
- b. training delivery
- c. training design
- d. training motivation

ANS: A PTS: 1 REF: 155 OBJ:
1
BLM: HO

10. Frequently, organizations refer to “intellectual capital” as their competitive advantage. What is “intellectual capital”?

- a. the combination of human capital and organizational support
- b. individual learning and organizational development
- c. human capital and individual competencies
- d. organizational learning potential leading to organizational knowledge

ANS: A PTS: 1 REF: 132 OBJ:
1

BLM: HO

11. Organizations may refer to “human capital” as their competitive advantage. What is “human capital”?

- a. the combination of human knowledge and organizational support
- b. individual learning and organizational development
- c. organizational learning potential leading to organizational knowledge
- d. core sets of knowledge and expertise that gives an organization an edge over its competition

ANS: D PTS: 1 REF: 154 OBJ: 1

BLM: HO

12. In Canada, about how many hours of training per employee do organizations provide?

- a. 20
- b. 25
- c. 35
- d. 40

ANS: B PTS: 1 REF: 154 OBJ: 1

BLM: R

13. Which term refers to an ongoing change in behaviour and thinking?

- a. training
- b. development
- c. practice
- d. learning

ANS: D PTS: 1 REF: 155 OBJ: 1

BLM: HO

14. A primary goal of training and development is to contribute to the organization’s overall goals. In what way must training and development programs be structured?

- a. with an eye to organizational goals and strategies
- b. with an eye to organizational performance
- c. with an eye to organizational analysis

d. with an eye to organizational development

ANS: A PTS: 1 REF: 157 OBJ:
1|2
BLM: HO

15. What is a needs assessment called that examines the environment and strategy of the company to see where training emphasis ought to occur?

- a. organization analysis
- b. individual analysis
- c. task analysis
- d. job analysis

ANS: A PTS: 1 REF: 158 OBJ:
2
BLM: R

16. What is a needs assessment called that reviews the activities of the work to determine the competencies needed?

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

ANS: C PTS: 1 REF: 158 OBJ:
2
BLM: R

17. What is the term for determining whether or not task performance is acceptable, and studying the characteristics of individuals and groups that will be placed in the training environment?

- a. person analysis
- b. group and individual analysis
- c. individual analysis
- d. demographic analysis

ANS: A PTS: 1 REF: 158 OBJ:
2
BLM: R

18. What phase of the system model are organization analysis, task analysis, and person analysis all part of?

- a. evaluation phase
- b. goal analysis phase
- c. needs assessment phase
- d. training and development phase

ANS: C PTS: 1 REF: 158 OBJ:
2
BLM: R

19. What should be your first step if you were designing a training program to meet specific training needs?

- a. create a suitable training environment
- b. determine the knowledge of the group
- c. determine the instructional objectives
- d. select the proper training method

ANS: C PTS: 1 REF: 159 OBJ:
2
BLM: HO

20. An employee fell from a ladder and sprained his ankle. The manager is concerned and asks the question, "What knowledge, skills, and abilities do the employees need to prevent future ladder accidents?" Which phase of the systems approach to training is this question addressing?

- a. needs assessment
- b. training design
- c. training delivery
- d. evaluation

ANS: A PTS: 1 REF: 158 OBJ:
1/2
BLM: HO

21. The WestSide Super Store received an excessive number of customer complaints. To which phase of the systems approach to training would this information be particularly important?

- a. needs assessment
- b. training design
- c. training delivery
- d. evaluation

ANS: A PTS: 1 REF: 158 OBJ:
1|2
BLM: HO

22. A manufacturing company provides training on an “as needed” basis and ensures that it is linked to actual work experiences. Which phase of the systems approach to training is being used in this situation?
- a. needs assessment
 - b. training design
 - c. training delivery
 - d. evaluation

ANS: B PTS: 1 REF: 158 OBJ:
1|2|3
BLM: HO

23. A manufacturing company provides team training as part of a team project to design a new product. Which phase of the systems approach to training is being used in this situation?
- a. needs assessment
 - b. training design
 - c. training delivery
 - d. evaluation

ANS: C PTS: 1 REF: 157 OBJ:
1|2|3
BLM: HO

24. The manager of Southside Dairy Queen received an excessive number of customer complaints about the slow service of a few of their Drive Thru Counter Crew. How might the manager gather a more complete picture of the potential training needs?
- a. conduct organization, task, and job analyses
 - b. conduct a needs analysis by meeting with all of the counter crew employees
 - c. design and evaluate a customer service training program
 - d. establish customer service training objectives

ANS: A PTS: 1 REF: 158 OBJ:
2
BLM: HO

25. The manager of Southside Dairy Queen discovered that the ongoing customer complaints he had been receiving were all concerning a few of the Drive Thru Counter Crew. What levels of training analysis would be most helpful to the manager?

- a. organization and task analyses
- b. organization and person analyses
- c. task and person analyses
- d. organization and job analyses

ANS: C PTS: 1 REF: 158 OBJ:
2
BLM: HO

26. What are two related issues that training design should focus on?

- a. principles of learning and implementation
- b. characteristics of instructors and needs analysis
- c. instructional objectives and trainee motivation
- d. trainees' readiness and delivery

ANS: C PTS: 1 REF: 159 OBJ:
1|3
BLM: HO

27. What are two related issues that training delivery should focus on?

- a. principles of learning and implementation
- b. design and conduct training
- c. instructional objectives and trainee motivation
- d. scheduling and monitoring training

ANS: D PTS: 1 REF: 160 OBJ:
1|4
BLM: HO

28. "Employees trained in team methods will be able to demonstrate problem-solving skills within six months." What is this statement an example of?

- a. training criteria
- b. training objective
- c. training pre-test question
- d. training delivery

ANS: B PTS: 1 REF: 159 OBJ:
2|3
BLM: HO

29. What two preconditions for learning affect the success of those who are in training?
- a. trainee readiness and skill level
 - b. trainee readiness and motivation
 - c. skill level and experience
 - d. trainee motivation and experience

ANS: B PTS: 1 REF: 160 OBJ:
3
BLM: HO

30. What strategy can managers use to ensure the training environment is conducive to learning?
- a. use positive and negative reinforcement
 - b. use rewards and punishment
 - c. be flexible rather than use structured objectives
 - d. have participants set personal goals

ANS: D PTS: 1 REF: 160 OBJ:
3
BLM: HO

31. When designers of training programs attend to the basic psychological principles of adult learning, what are they attempting to improve?
- a. readiness
 - b. reactions
 - c. transfer
 - d. motivation

ANS: C PTS: 1 REF: 161 OBJ:
2|3
BLM: R

32. What are two fundamental issues related to training design?
- a. trainee motivation and conducting training
 - b. principles of learning and trainee readiness
 - c. training evaluation and principles of learning

d. instructional objectives and scheduling

ANS: B PTS: 1 REF: 160 OBJ:
3
BLM: HO

33. What are two fundamental issues related to training delivery?

- a. instructional objectives and scheduling
- b. principles of learning and trainee readiness and motivation
- c. training analysis and principles of learning
- d. monitoring and conducting training

ANS: D PTS: 1 REF: 161 OBJ:
4
BLM: HO

34. Which statement best defines employee training?

- a. the acquisition of skills, behaviours, and abilities to perform current work
- b. the acquisition of skills, behaviours, and abilities to perform future work or to solve an organizational problem
- c. the ability for an organization to ensure its people continue to learn and grow
- d. the continuing flow of instruction and suggestions from a manager

ANS: A PTS: 1 REF: 155 OBJ:
1/3
BLM: R

35. Which statement best defines employee development?

- a. the acquisition of skills, behaviours, and abilities to perform current work
- b. the acquisition of skills, behaviours, and abilities to perform future work or to solve an organizational problem
- c. the combination of activities used by organizations to increase the abilities and capabilities of their employees
- d. the change in behaviour and thinking of an employee

ANS: B PTS: 1 REF: 155 OBJ:
1/3
BLM: R

36. Which statement best defines employee learning?

- a. the acquisition of skills, behaviours, and abilities to perform future work or to solve an organizational problem

- b. the ability for an organization to ensure its people continue to learn and grow
- c. the continuing flow of instruction and suggestions from a manager
- d. the change in behaviour and thinking of an employee

ANS: D PTS: 1 REF: 155 OBJ:

1|3

BLM: R

37. Which of the following is NOT part of an effective training program ?

- a. active practice
- b. goal setting
- c. standardized delivery
- d. modelling

ANS: C PTS: 1 REF: 161 OBJ:

3

BLM: R

38. What are two learning principles important to the effectiveness of training programs?

- a. active practice and assessment
- b. goal setting and evaluation
- c. standardized delivery and feedback
- d. modelling and reinforcement

ANS: D PTS: 1 REF: 161 OBJ:

3

BLM: HO

39. Which pair of terms are learning principles for the effective design of training programs?

- a. active practice and goal setting
- b. goal setting and pre-tests
- c. standardized delivery and modelling
- d. socialization and feedback

ANS: A PTS: 1 REF: 161 OBJ:

3

BLM: HO

40. Which learning principle takes into consideration that people learn differently?

- a. individual differences
- b. goal setting
- c. mass-versus-distributed learning
- d. modelling

ANS: A PTS: 1 REF: 161 OBJ: 3

BLM: HO

41. What is a principle of learning that accommodates and facilitates each person's style and rate of learning?

- a. the principle of validation
- b. the principle of individual differences
- c. the goal setting principle
- d. the modelling principle

ANS: B PTS: 1 REF: 161 OBJ: 3

BLM: R

42. What principle of learning is illustrated by giving students information on their learning progress through test and feedback sessions?

- a. individual differences
- b. feedback and reinforcement
- c. validation
- d. goal setting

ANS: B PTS: 1 REF: 161 OBJ: 3

BLM: R

43. What principle of learning is being emphasized by performing the same task over and over?

- a. meaningfulness of presentation
- b. transfer of training
- c. whole learning
- d. active practice and repetition

ANS: D PTS: 1 REF: 161 OBJ:

3

BLM: R

44. Which characteristics would a successful trainer have?

- a. good communication skills, and subject matter expertise
- b. possess knowledge of and conduct research on the subject
- c. enthusiasm, and researches the subject
- d. has a strong will and thorough approach when facilitating student discussions

ANS: A PTS: 1 REF: 162 OBJ:

3

BLM: R

45. Which of the following is NOT a drawback to on-the-job training?

- a. lack of a well-structured training environment
- b. lower motivation of trainees
- c. the absence of well-defined job performance criteria
- d. poor training skills of supervisors

ANS: B PTS: 1 REF: 162 OBJ:

4

BLM: R

46. What is one advantage to on-the-job training?

- a. lower cost and greater likelihood of transfer of learning to the job
- b. structured training environment
- c. well-defined job performance criteria
- d. use of a wide variety of training methods

ANS: A PTS: 1 REF: 162 OBJ:

4

BLM: R

47. Effective customer communication training involves a large behavioural component. What training method would be most effective?

- a. on-the-job training
- b. role playing
- c. CD ROM
- d. vestibule training

ANS: B PTS: 1 REF: 167 OBJ:

4

BLM: HO

48. What is NOT suggested to overcome common drawbacks of on-the-job training?

- a. conducting periodic evaluations, after training is completed, to prevent regression
- b. developing realistic goals and/or measures for each OJT area
- c. helping supervisors to establish a non-threatening atmosphere that is conducive to learning
- d. tying employees' pay to their training progress

ANS: D PTS: 1 REF: 165 OBJ:
4

BLM: R

49. Which is the most common but one of the most poorly implemented training methods used to train employees?

- a. on-the-job training
- b. the simulation method
- c. off-the-job training
- d. classroom training

ANS: A PTS: 1 REF: 162 OBJ:
4

BLM: HO

50. Which type of training is used in skill trades where new workers entering the industry are given thorough instruction both on and off-the-job in the practical and theoretical aspects of their trades?

- a. vestibule training
- b. cooperative training
- c. apprenticeship training
- d. internships

ANS: C PTS: 1 REF: 163 OBJ:
4

BLM: R

51. Which training method enables the maximum number of trainees to be handled by the minimum number of instructors?

- a. cooperative training method

- b. classroom instruction method
- c. apprenticeship training method
- d. conference or discussion method

ANS: B PTS: 1 REF: 163 OBJ:
4
BLM: R

52. Which method of training delivers material directly through a computer terminal in an interactive format?

- a. the classroom Smart Board method
- b. the computer-based training method
- c. the apprenticeship method
- d. the on-the-job method

ANS: B PTS: 1 REF: 164 OBJ:
4
BLM: R

53. Which type of training presents trainees with the opportunity to perform under pressure and to learn from their mistakes?

- a. internships
- b. vestibule training
- c. on-the-job experience
- d. apprenticeship training

ANS: C PTS: 1 REF: 165 OBJ:
4
BLM: R

54. Which method of training is used to train employees to operate aircraft, spacecraft, and other highly technical and expensive equipment?

- a. simulation method
- b. programmed instruction
- c. internship
- d. vestibule method

ANS: A PTS: 1 REF: 164 OBJ:
4
BLM: R

55. Which method of instruction not only uses a computer to generate and score tests to determine the level of trainee proficiency, but can also track the performance of trainees and direct them to appropriate study material to meet their specific needs?

- a. computer-based training
- b. computer-managed instruction
- c. vestibule instruction
- d. video simulation instruction

ANS: A PTS: 1 REF: 164 OBJ:
4

BLM: R

56. What type of on-the-job training is a manager engaging in who provides a continuing flow of instructions, comments, and suggestions to the subordinate?

- a. case study
- b. role modelling
- c. individual development
- d. coaching

ANS: D PTS: 1 REF: 165 OBJ:
4

BLM: R

57. What is it called when an employee is groomed to take over the supervisor's job by gaining experience in handling important job functions?

- a. understudy assignment
- b. coaching
- c. mentoring
- d. role modelling

ANS: A PTS: 1 REF: 166 OBJ:
4

BLM: R

58. Which training method helps managers learn how to analyze and synthesize facts and generally improve their decision-making skills?

- a. action learning
- b. self-directed learning

- c. case studies
- d. job rotation

ANS: C PTS: 1 REF: 166 OBJ:
4
BLM: HO

59. Which method provides a variety of work experiences to broaden the knowledge and understanding required to manage more effectively?

- a. role modelling
- b. lateral transfer
- c. individual development
- d. job rotation

ANS: D PTS: 1 REF: 166 OBJ:
4
BLM: R

60. Which management training technique emphasizes the need to involve supervisory trainees in handling real-life employee problems, and to receive immediate feedback on their own performance?

- a. the leaderless group
- b. the management game
- c. role playing
- d. the case study

ANS: C PTS: 1 REF: 167 OBJ:
4
BLM: R

61. What is one of the fundamental criteria for evaluating training?

- a. input evaluations
- b. results evaluations
- c. outcome evaluations
- d. job evaluations

ANS: B PTS: 1 REF: 167 OBJ:
1
BLM: R

62. What is one of the methods for evaluating training?

- a. input evaluations
- b. outcome evaluations
- c. learning evaluations
- d. job evaluations

ANS: C PTS: 1 REF: 167 OBJ:
1
BLM: R

63. What is one of the methods for evaluating training?

- a. input evaluations
- b. outcome evaluations
- c. behaviour evaluations
- d. job evaluations

ANS: C PTS: 1 REF: 167 OBJ:
1
BLM: R

64. A small credit union uses “smile sheets” to evaluate its classroom training. Which training evaluation method is being used?

- a. reaction evaluations
- b. learning evaluations
- c. behaviour evaluations
- d. results evaluations

ANS: A PTS: 1 REF: 167 OBJ:
1
BLM: HO

65. A legal office uses exams to evaluate its legal assistant training program. Which training evaluation method is being used?

- a. reaction evaluations
- b. learning evaluations
- c. behaviour evaluations
- d. results evaluations

ANS: B PTS: 1 REF: 167 OBJ:
1
BLM: HO

66. A large Canadian bank uses performance reviews to evaluate its financial training modules. Which training evaluation method is being used?

- a. reaction evaluations
- b. learning evaluations
- c. behaviour evaluations
- d. results evaluations

ANS: C PTS: 1 REF: 167 OBJ: 1
BLM: HO

67. A large Canadian financial institution tracks performance through customer sales after its sales training. Which training evaluation method is being used?

- a. reaction evaluations
- b. learning evaluations
- c. behaviour evaluations
- d. results evaluations

ANS: D PTS: 1 REF: 167 OBJ: 1
BLM: HO

68. Which evaluation assesses how much employee learning occurs during the training program?

- a. results evaluation
- b. behaviour evaluation
- c. reaction evaluation
- d. learning evaluation

ANS: B PTS: 1 REF: 167 OBJ: 1
BLM: R

69. What are designers of training programs attempting to improve when they strive to make conditions in the training program come as close as possible to those on the job?

- a. motivation
- b. readiness
- c. reactions
- d. transfer

ANS: D PTS: 1 REF: 168 OBJ:
1
BLM: HO

70. What is the term for effective application of principles learned to what is required on the job?

- a. positive reaction
- b. return on investment
- c. confirmed learning
- d. transfer of training

ANS: D PTS: 1 REF: 168 OBJ:
1
BLM: R

71. What is evaluated with measurement of changes in profits, customer satisfaction, and operating costs?

- a. the extent to which the employees have transferred new skills to the job
- b. the extent to which changes in behaviour on the job have impacted the bottom-line
- c. the extent to which the employees have successfully learned new KSA's
- d. the extent to which employees enjoyed the learning experience

ANS: B PTS: 1 REF: 169 OBJ:
1
BLM: R

72. What is one of the simplest, most common, but least effective approaches to training evaluation?

- a. reaction evaluations
- b. learning evaluations
- c. behaviour evaluations
- d. results evaluations

ANS: A PTS: 1 REF: 167 OBJ:
1
BLM: HO

73. What is one approach a manager can take to maximize the transfer of training back to the job?

- a. feature broad elements of the job in the actual training
- b. focus on a few specific principles that can be adapted to fit all work environments

- c. establish a climate for transfer with the manager being supportive and ensuring that the employee uses the new skills
- d. ensure there is continued financial support for training back to the job

ANS: C PTS: 1 REF: 169 OBJ:
1
BLM: HO

74. What are two benefits of orientation programs that are frequently reported by employers?

- a. lower turnover and increased productivity
- b. improved employee training and development
- c. facilitation of learning and development
- d. less of a need for ongoing training and coaching

ANS: A PTS: 1 REF: 170 OBJ:
5
BLM: HO

75. Which statement describes a factor of orientation programs?

- a. Coordination between line and staff managers is NOT necessarily required.
- b. Careful planning of the orientation activities is essential.
- c. Follow-up and evaluation of orientation activities is NOT required
- d. The impact of an orientation program on new employees lasts a short time.

ANS: B PTS: 1 REF: 171 OBJ:
5
BLM: R

76. Which item is NOT on the supervisory orientation checklist?

- a. training to be received (when and why)
- b. signing of the employment contract
- c. a formal greeting, including introduction to colleagues
- d. overview of health and safety expectations

ANS: B PTS: 1 REF: 171 OBJ:
5
BLM: R

77. What percentage of working-age Canadians are below the internationally accepted literacy standard for functioning in today's world, according to surveys?

- a. 51
- b. 42
- c. 39
- d. 27

ANS: A PTS: 1 REF: 174 OBJ:
6
BLM: R

78. What are managers NOT advised to do to implement a successful program in basic and remedial training?

- a. use a classroom-oriented approach so employees learn by lectures
- b. provide feedback on employee progress
- c. relate the training to the employees' goals
- d. explain to employees why training will help them in their jobs

ANS: A PTS: 1 REF: 174 OBJ:
6
BLM: R

79. Which skills and characteristics are NOT part of what differentiates effective teams?

- a. ability to evaluate the progress of a task
- b. diversity awareness
- c. ability to handle difficult team members
- d. mutual performance monitoring

ANS: D PTS: 1 REF: 174 OBJ:
6
BLM: R

80. Which of the following points is NOT one that managers who want to design team training should keep in mind?

- a. team building is a difficult and comprehensive process
- b. skills need to be acquired through practice and review of the performance of the team
- c. additional training is required to assimilate new members

- d. team building is always a linear sequence of “forming, storming, norming and performing”

ANS: D PTS: 1 REF: 174 OBJ:
6
BLM: R

81. What are the two basic types of diversity training?

- a. tolerance building and acceptance building
- b. awareness building and tolerance building
- c. awareness building and skill building
- d. skill building and team building

ANS: C PTS: 1 REF: 175 OBJ:
6
BLM: R

82. What is NOT one of the ways that career development programs benefit organizations?

- a. by providing greater retention of valued employees
- b. by giving an increased understanding of the organization
- c. by giving managers more control over their subordinates
- d. by giving managers increased skill in managing their own careers

ANS: C PTS: 1 REF: 176 OBJ:
7
BLM: R

83. What should managers NOT do in terms of career development?

- a. Provide employees with career opportunities that might be of interest.
- b. Offer continuing assistance in the form of feedback on individual performance.
- c. Design a career plan for employees.
- d. Encourage employees to take responsibility for their own careers.

ANS: C PTS: 1 REF: 177 OBJ:
7
BLM: R

84. While a career development program requires special processes and techniques, which of the following is a basic requirement?

- a. management support
- b. a promotion policy
- c. role modelling
- d. task analysis

ANS: A PTS: 1 REF: 178 OBJ:
7
BLM: R

85. What is the term for the placement of an employee in another job for which the duties, responsibilities, status, and remuneration are approximately equal to those of the previous job?

- a. promotion
- b. job rotation
- c. Career move
- d. lateral transfer

ANS: D PTS: 1 REF: 179 OBJ:
7
BLM: R

86. What is the term for the placement of an employee in another job at a higher level in the organization with an increase in pay and status?

- a. job enlargement
- b. job rotation
- c. promotion
- d. transfer

ANS: C PTS: 1 REF: 179 OBJ:
7
BLM: R

87. What are two principal criteria for determining promotions?

- a. seniority and salary
- b. knowledge and skills
- c. merit and seniority
- d. seniority and knowledge

ANS: C PTS: 1 REF: 178 OBJ:
7
BLM: R

88. What is a long-term approach for acquiring and utilizing new skills called?

- a. mentoring
- b. coaching
- c. training
- d. development

ANS: D PTS: 1 REF: 179 OBJ: 8

BLM: R

89. What are executives or managers who coach, advise, and encourage employees of lesser rank called?

- a. role models
- b. mentors
- c. protégés
- d. teachers

ANS: B PTS: 1 REF: 179 OBJ: 8

BLM: R

90. What are employees who are coached, advised, and encouraged by employees of greater rank known as?

- a. fast trackers
- b. mentees
- c. organizational students
- d. mentors

ANS: B PTS: 1 REF: 179 OBJ: 8

BLM: R

91. What has been observed about mentoring programs?

- a. They should not be formalized if benefits are to be received.
- b. They may help women and minorities up the corporate ladder.
- c. They have tended to work only for men because of the good old boys' network.
- d. They have forced women to form women's networks.

ANS: B PTS: 1 REF: 179 OBJ: 8

BLM: R

Scenario 5.1: Is Training Worthwhile?

Co-op Credit is a large credit union in Manitoba. Its training program is one that develops financial service representatives. The training consists of several modules, and each is evaluated upon completion. In-house and classroom-based modules teach content, such as computer literacy, cash duties, and introduction to the credit union's products and services, and progresses through to more advanced training, such as consumer lending practices, estates, and minimal mortgage lending. Each three- to five-day module is followed by a work period of three to 12 months, so that employees can apply their knowledge. Training is measured by having participants complete a satisfaction survey at the end of the classroom training, writing exams, and having managers conduct performance reviews on the job-specific competencies that were learned during the training sessions. Co-op Credit union provides development resource kits, which include career assessments, training courses, seminars, books and work opportunities to all their employees. They provide leadership development training and mentoring to their managers. Coop Credit has increased their attention on talent management as a way to attract and retain top talent.

92. Please refer to Scenario 5.1. Which training evaluation method is NOT being used at Co-op Credit Unions?

- a. reaction
- b. results
- c. behaviour
- d. learning

ANS: B PTS: 1 REF: 167 OBJ: 1
BLM: HO

93. Please refer to Scenario 5.1. Which of the three evaluation methods used by Co-op Credit Union would be the least effective way to measure training?

- a. reaction
- b. results
- c. behaviour
- d. learning

ANS: A PTS: 1 REF: 167 OBJ: 1

BLM: HO

94. Please refer to Scenario 5.1. The Coop Credit Union plans to implement a new cash-lending module. After the training, they plan to track performance by measuring the number of call-outs to customers and the number of sales. Which type of training evaluation are they planning on using in this situation?

- a. reaction
- b. results
- c. behaviour
- d. learning

ANS: B PTS: 1 REF: 167 OBJ:
1

BLM: HO

95. Please refer to Scenario 5.1. What are the development resource kits an example of?

- a. a career development program that integrates the employees' needs and the organization's needs
- b. a career development program that emphasizes individual career needs
- c. a career development program that emphasizes the organization's needs
- d. balancing the training and development goals of employees

ANS: A PTS: 1 REF: 177 OBJ:
7/8

BLM: HO

96. Please refer to Scenario 5.1. What does the concept "talent management" mean at Coop Credit?

- a. creating career development plans and opportunities for employees at all levels of the organization
- b. creating a plan to have the people at the appropriate skill level while recognizing that there is no longer a culture of lifetime employment
- c. creating a plan to have the right people with the right skills in the right job
- d. creating a plan to hire and retain people with the appropriate knowledge, skill and ability to perform well on the job

ANS: B PTS: 1 REF: 177 OBJ:
7/8

BLM: HO

97. Please refer to Scenario 5.1. Which of the three evaluation methods used by Coop Credit Union would be most effective to measure training?

- a. reaction
- b. results
- c. behaviour
- d. learning

ANS: C PTS: 1 REF: 167 OBJ: 1

BLM: HO

Scenario 5.2 Customer Complaint about Counter Crew

RJ's Fastfoods is a quick service restaurant. All new employees are required to provide certificates or transcripts showing that they received over 30 hours of training in server intervention and have a food safety certificate. All employees receive the company orientation DVD and accompanying booklet. The manager was continuing to receive a growing number of customer complaints about the slow service of the Counter Crew.

98. Please refer to Scenario 5.2. What is an initial step that the manager could take to resolve this customer service problem?

- a. provide training to the counter crew around the importance of serving customers cheerfully, courteously and efficiently
- b. provide training to the counter crew on good organization and multi-tasking skills
- c. conduct an informal needs assessment
- d. provide the counter crew information on RJ's customer service policies and procedures

ANS: A PTS: 1 REF: 158 OBJ: 1|2

BLM: HO

99. Please refer to Scenario 5.2. What is an effective approach to solving this problem?

- a. provide customer service training to the counter crew
- b. ensure that the counter crew are keeping their food safety certificates current
- c. provide "Serve it Right" training to the counter crew
- d. conduct a needs assessment

ANS: D PTS: 1 REF: 158 OBJ:
1|2
BLM: HO

100. Please refer to Scenario 5.2. How might the manager gather a more complete picture of the potential training needs?

- a. conduct organization, task, and job analyses
- b. conduct a needs analysis by meeting with the counter crew employees
- c. design and evaluate a customer service training program
- d. establish customer service training objectives

ANS: A PTS: 1 REF: 158 OBJ:
1|2
BLM: HO

101. Please refer to Scenario 5.2. The manager discovered that the customer complaints were only concerning a few of the Drive Thru Counter Crew. What levels of training analysis would be most helpful to the manager?

- a. organization and task analyses
- b. organization and person analyses
- c. task and person analyses
- d. organization and job analyses

ANS: C PTS: 1 REF: 158 OBJ:
2
BLM: HO

102. Please refer to Scenario 5.2. The manager decided to provide customer service training which would involve a large behavioural component so as to improve the counter crew's customer service behaviour and communication. What training method would be most effective?

- a. on-the-job training
- b. role playing
- c. job rotation
- d. vestibule training

ANS: B PTS: 1 REF: 167 OBJ:
3|4
BLM: HO

103. Please refer to Scenario 5.2. What is an approach the manager can take to maximize the transfer of training back to the job?

- a. feature broad elements of the job in the actual training
- b. focus on a few specific principles that can be adapted to fit all work environments
- c. establish a climate for transfer with the manager being supportive and ensuring that the employee uses the new skills
- d. ensure there is continued financial support for training back to the job

ANS: C PTS: 1 REF: 168 OBJ:

3/4

BLM: HO

104. Please refer to Scenario 5.2. What is the best step the manager could take to improve RJ's orientation?

- a. provide a two hour workshop with a DVD
- b. focus the DVD training on specific "serve it right" skill development
- c. ensure that the orientation is a continuous process
- d. ensure the DVD training covers RJ's specific food service policies and procedures

ANS: C PTS: 1 REF: 176 OBJ:

5

BLM: HO

Scenario 5.3 Wearing Helmets on the Mountain

WhiteRock is a four season resort that offers a variety of activities from hiking and biking to skiing and snowboarding. The resort's mission is to continually strive to exceed their guests' expectations and to create memories as their best mountain experience. Kyleen Mye is the Media Relations & Social Media Strategist who oversees the Social Media Interns. These positions are unpaid full-time internships that come with a free skiing and riding pass. The goal of this social media marketing team is to strive for social media domination. The interns are responsible for driving visits to various WhiteRock channels—such as Facebook, Twitter and Foursquare—by posting, monitoring, and updating WhiteRock's social media channels and responding when necessary. The interns take frequent pictures and basic video of current mountain and village “new-snow” events to post on social media channels. Safety is a priority at WhiteRock and they recommend wearing helmets for skiing and riding to customers. The social media interns, as well as all WhiteRock employees, are required to wear helmets when they ski or board on the hill not only for their own safety but as a way to educate the public about the importance of helmet usage. You have received information from the ski patrol association that Ryan, one of the social interns, was boarding very fast through a sign posted “slow zone” without a helmet. When you approached Ryan, he was unruffled about your concerns and stated that it is not cool to wear a helmet, it is not required by law, and that it occurred on his day off from work. He further explained that all the other interns feel that their helmets get in the way when trying to take quality videos on the steep slopes. He also mentioned that, even with his strong computer skills, he is struggling with the newer Foursquare online computer application. He apologized about not respecting the “slow zone” but stated that he felt it was not really a concern as it was at the end of the day and no one was on the hill.

105. Please refer to Scenario 5.3. What most important first step would you suggest Kyleen, the Media Relations & Social Media Strategist, take to resolve this problem?

- a. provide training to the interns around the importance of helmet use
- b. provide the interns with WhiteRock's employee safety policies
- c. conduct an informal needs assessment
- d. provide “on the hill” coaching to the interns on how to effectively take video clips on steep slopes while wearing a helmet and other restricting clothing and equipment

ANS: C PTS: 1 REF: 158 OBJ:
2
BLM: HO

106. Please refer to Scenario 5.3. Kyleen sits down with Ryan to talk about his performance and the areas which require improvement so that they can jointly determine the training approaches that will have maximum benefit to him. What is this an example of?

- a. needs assessment
- b. training design
- c. training delivery
- d. evaluation

ANS: A PTS: 1 REF: 158 OBJ:
2

BLM: HO

107. Please refer to Scenario 5.3. Kyleen sits down with the social intern team to talk about their training computer needs, such as Foursquare, so that they could jointly determine the training approaches that will benefit them. What level of needs analysis is this an example of?

- a. organizational
- b. job
- c. individual
- d. team

ANS: B PTS: 1 REF: 158 OBJ:
2

BLM: HO

108. Please refer to Scenario 5.3. Of the several performance issues Ryan is challenged by, which issue suggests a training intervention?

- a. Ryan requires strong computer skills in the Foursquare online application.
- b. Ryan requires the ability to work independently and under pressure.
- c. Ryan requires information on respecting “slow zones”.
- d. Ryan requires time management skills.

ANS: A PTS: 1 REF: 158 OBJ:
2

BLM: HO

109. Please refer to Scenario 5.3. How might Kyleen gather a more complete picture of the social media interns’ training needs?

- a. conduct organization and task analyses

- b. conduct organization and person analyses
- c. conduct task and person analyses
- d. conduct organization and job analyses

ANS: C PTS: 1 REF: 158 OBJ:
2
BLM: HO

110. Please refer to Scenario 5.3. Which phase of the systems approach to training would this information about Ryan's behaviour be of particular use?

- a. needs assessment
- b. training design
- c. training delivery
- d. evaluation

ANS: A PTS: 1 REF: 158 OBJ:
1|2
BLM: HO

111. Please refer to Scenario 5.3. If Kyleen decides to design a training initiative, what two related issues should be the focus during the training design phase?

- a. principles of learning and implementation
- b. characteristics of instructors and needs analysis
- c. instructional objectives, and trainee readiness and motivation
- d. trainee skills, and conducting skill training

ANS: C PTS: 1 REF: 160 OBJ:
1|3
BLM: HO

112. Please refer to Scenario 5.3. If Kyleen decides to deliver a training initiative, what two related issues should be the focus during the training delivery phase?

- a. principles of learning and implementation
- b. characteristics of instructors, and needs analysis
- c. instructional objectives, and trainee readiness and motivation
- d. training methods, and conducting training

ANS: D PTS: 1 REF: 165 OBJ:
4
BLM: HO

113. Please refer to Scenario 5.3. Which of Ryan's performance issues suggests that other interventions may be more effective than training?

- a. performance issues due to skill and motivation problems
- b. performance issues due to policy clarification and implementation problems
- c. performance issues due to competency and ability problems
- d. performance issues due to knowledge and attitude problems

ANS: B PTS: 1 REF: 158 OBJ:

1|3

BLM: HO

114. Please refer to Scenario 5.3. After discussions with the social media interns, Kyleen discovers that the interns need to become more competent in their skills in communicating and interacting with the public. Providing more in-depth customer service training would involve a large behavioural component so as to improve the interns' customer service behaviour and communication. What training method would be most effective?

- a. on-the-job training
- b. role playing
- c. job rotation
- d. vestibule training

ANS: B PTS: 1 REF: 167 OBJ:

4

BLM: HO

115. Please refer to Scenario 5.3. After discussions with the social media interns, Kyleen discovers that the interns did not remember a significant amount of the information covered in the orientation training. What would be the best step Kyleen could take to improve the interns' orientation?

- a. provide a backup DVD on the two hour orientation workshop
- b. focus the orientation on specific job skill training
- c. ensure that the orientation is an ongoing process
- d. ensure the orientation includes all the policies and procedures

ANS: B PTS: 1 REF: 170 OBJ:

5

BLM: HO

TRUE/FALSE

1. Organizations must approach orientation, training and development needs in a systematic way.

ANS: T PTS: 1 REF: 154 OBJ:
1

2. The supervisor plays a minor role in ensuring that the training and development efforts are appropriate, as this is primarily the responsibility of the HR department.

ANS: F PTS: 1 REF: 154 OBJ:
1

3. Many organizations never make the connection between their strategic objectives and their training programs.

ANS: T PTS: 1 REF: 154 OBJ:
1

4. Since many new employees come equipped with the skills and capabilities needed to start work, it is not necessary to spend money on training for these individuals.

ANS: F PTS: 1 REF: 154 OBJ:
1

5. The systems approach to training and development involves three distinct phases.

ANS: F PTS: 1 REF: 154 OBJ:
1

6. Development involves the acquisition of skills, behaviours, and abilities to perform current work.

ANS: F PTS: 1 REF: 154 OBJ:
1

7. Training involves the acquisition of skills, behaviours, and abilities to perform current work.

ANS: T PTS: 1 REF: 154 OBJ:
1

8. Learning refers to an ongoing change in behaviour and thinking.

ANS: T PTS: 1 REF: 154 OBJ:
2

9. There is no significant distinction between the terms training and development.

ANS: F PTS: 1 REF: 154 OBJ:
1

10. Training tends to be more narrowly focused than development.

ANS: T PTS: 1 REF: 155 OBJ:
1

11. According to the Conference Board of Canada survey, Canadian businesses spend about \$650 per employee each year on formal training.

ANS: T PTS: 1 REF: 155 OBJ:
1

12. Training programs do not have to take into account the overall organizational goals.

ANS: F PTS: 1 REF: 155 OBJ:
1

13. Improperly planned and implemented training programs will have little or no direct effect on the organization's bottom line.

ANS: F PTS: 1 REF: 155 OBJ:
1

14. Organizations have increased the annual number of hours of training provided per employee over the last five years.

ANS: F PTS: 1 REF: 155 OBJ:
1

15. A recent study by the Hay Group indicated that, in recessionary times, it is essential to cut back on training programs and shift the focus to job security.

ANS: F PTS: 1 REF: 155 OBJ:
1

16. Systematic needs assessment requires managers to utilize organization analysis, task analysis, and person analysis.

ANS: T PTS: 1 REF: 158 OBJ:
2

17. Organization analysis is an examination of activities of the work to determine the competencies needed.

ANS: F PTS: 1 REF: 158 OBJ:
3

18. A gap that exists between the KSAs that employees have (actual) and the ones they need (desired) is a training need.

ANS: T PTS: 1 REF: 158 OBJ:
2

19. If Bill is not performing up to standard and a review of his poor performance reveals that the reason is due to his lack of motivation, a training program will likely solve this problem.

ANS: F PTS: 1 REF: 158 OBJ:
2

20. A clear statement of instructional objectives is not necessary for choosing training methods and for selecting the means for assessing the success of the training program.

ANS: F PTS: 1 REF: 159 OBJ:
1

21. The two preconditions for learning are employee readiness and motivation.

ANS: T PTS: 1 REF: 160 OBJ:
2

22. Trainee readiness refers to both maturity and experience factors in a trainee's background.

ANS: T PTS: 1 REF: 160 OBJ:
2

23. Managers should focus on the training topic, rather than the trainee, to create an optimal training environment that is conducive to learning.

ANS: F PTS: 1 REF: 160 OBJ:
2

24. In order to increase the motivation of trainees, the training objectives must be clearly related to trainees' individual goals or needs.

ANS: T PTS: 1 REF: 160 OBJ:
2

25. Psychological principles of learning refer to the characteristics of training programs that help employees grasp new material, make sense of it in their own lives, and transfer it back to the job.

ANS: T PTS: 1 REF: 160 OBJ:
3

26. All training methods or techniques utilize the principles of learning to the same degree.

ANS: F PTS: 1 REF: 160 OBJ:
3

27. Explaining the goals and objectives of the training program to trainees has little impact on the interest, understanding, and effort they direct towards the training.

ANS: F PTS: 1 REF: 160 OBJ:
3

28. Employees learn much more easily by trying to do something themselves rather than by watching someone else do it.

ANS: T PTS: 1 REF: 160 OBJ:
3

29. Trainees are better able to learn if they can connect the new material with things that are already familiar to them.

ANS: T PTS: 1 REF: 161 OBJ:
3

30. It has been found that, in most cases, concentrating training over a short period of time will result in faster learning and longer retention.

ANS: F PTS: 1 REF: 161 OBJ:
3

31. The success of any training effort depends more upon the content of the program than on the teaching skills and personal characteristics of those conducting the training.

ANS: F PTS: 1 REF: 161 OBJ:
3

32. Good trainers need to be knowledgeable about the subject, be well prepared, have good communication skills and be enthusiastic with a sense of humour.

ANS: T PTS: 1 REF: 161 OBJ:
3

33. The method by which employees are given hands-on experience with instruction from their supervisor or trainer is known as “on-the-job training”.

ANS: T PTS: 1 REF: 165 OBJ:
4

34. A major advantage of the on-the-job training method is that it provides hands-on experience under normal working conditions.

ANS: T PTS: 1 REF: 165 OBJ:
4

35. The system of training in which a worker who is entering the skilled trades is given thorough instruction and experience, both on and off the job in all aspects of the work, is known as trades training.

ANS: F PTS: 1 REF: 165 OBJ:
4

36. Cooperative training methods combines practical on-the-job experience with all the characteristics of self-directed learning.

ANS: F PTS: 1 REF: 163 OBJ:
4

37. The best method to use in the training of air pilots is simulation.

ANS: T PTS: 1 REF: 164 OBJ:
4

38. The Internet has the potential to provide continuously updated training material, thereby making it easier and cheaper to revise training programs.

ANS: T PTS: 1 REF: 164 OBJ:
4

39. On-the-job experience presents managers with the opportunities to perform under pressure while avoiding the possibility of making mistakes.

ANS: F PTS: 1 REF: 165 OBJ:
4

40. Coaching involves a continuing flow of instructions, comments, and suggestions from the manager to the subordinate.

ANS: T PTS: 1 REF: 165 OBJ:
4

41. The managerial on-the-job training experience that gives managers release time to work full-time on projects with others in the organization is known as action learning.

ANS: T PTS: 1 REF: 165 OBJ:
4

42. Case studies are seldom used to supplement classroom instruction to help students understand and integrate information covered in a text.

ANS: F PTS: 1 REF: 166 OBJ:
4

43. When analytic, problem-solving, and critical thinking skills are the most important skills in a training program; the case study method would prove appropriate.

ANS: T PTS: 1 REF: 166 OBJ:
4

44. The training method that could help managers learn how to handle employee issues related to absenteeism, performance appraisal, and conflict situations is understudy assignments.

ANS: F PTS: 1 REF: 166 OBJ:
4

45. Subjective reactions of trainers and trainees are not used often enough to make conclusions about training programs.

ANS: F PTS: 1 REF: 167 OBJ:
1

46. Transfer of training refers to the successful application of knowledge, skills and abilities learned to what is required on the job.

ANS: T PTS: 1 REF: 168 OBJ:
1

47. When a training program is successfully implemented in several departments within an organization, the training program has a high degree of transfer of training.

ANS: F PTS: 1 REF: 168 OBJ:
1

48. Transfer of training is more likely to occur when the training includes identical elements of the job.

ANS: T PTS: 1 REF: 168 OBJ:
1

49. The real issue in evaluating training is whether training efforts translate to changes in job performance and have an impact on the bottom line of the organization.

ANS: T PTS: 1 REF: 168 OBJ:
1

50. To use benchmarking successfully, managers must clearly define the measures of competency and performance.

ANS: T PTS: 1 REF: 169 OBJ:
1

51. Orientation is the formal process of familiarizing new employees with the organization.

ANS: T PTS: 1 REF: 170 OBJ:
5

52. Orientation should be conducted and completed on the first day of work.

ANS: F PTS: 1 REF: 170 OBJ:
5

53. Employees tend to feel they receive more benefits from an orientation program that is formalized.

ANS: T PTS: 1 REF: 170 OBJ:
5

54. It is NOT necessary for line managers to become involved in orientation as HRM can cover all topics adequately.

ANS: F PTS: 1 REF: 171 OBJ:
5

55. It is NOT necessary to evaluate the orientation program since research shows that orientation programs have proven to be beneficial.

ANS: F PTS: 1 REF: 171 OBJ:
5

56. Traditional basic skills training techniques are as effective with adults as they are with school children.

ANS: F PTS: 1 REF: 174 OBJ:
6

57. One of the keys to developing a successful basic skills program is to use a task-centred or problem-centred approach so that participants can “learn by doing”.

ANS: T PTS: 1 REF: 174 OBJ:
6

58. The most important aspect of team functioning is the contribution of each of the individual members of the team.

ANS: F PTS: 1 REF: 174 OBJ:
6

59. Team development is always a linear sequence of forming, storming, norming, and performing.

ANS: F PTS: 1 REF: 174 OBJ:
6

60. The two types of diversity training are awareness building and tolerance building.

ANS: F PTS: 1 REF: 176 OBJ:
6

61. A common approach to establishing a career development program is to integrate it with the existing HR functions and structures in the organization.

ANS: T PTS: 1 REF: 178 OBJ:
7

62. Individual employees are responsible for initiating their own career planning.

ANS: T PTS: 1 REF: 177 OBJ:
7

63. Job rotation, transfers, and promotions can aid employee development.

ANS: T PTS: 1 REF: 178 OBJ:
7

64. If career development is to succeed, it must receive the complete support of top management.

ANS: T PTS: 1 REF: 178 OBJ:
7

65. A transfer is the placement of an employee in another job for which the duties, responsibilities, status, and remuneration are greater than those of the previous job.

ANS: F PTS: 1 REF: 178 OBJ:
7

66. A promotion is the placement of an employee in another job for which the duties, responsibilities, status, and remuneration are approximately equal to those of the previous job.

ANS: F PTS: 1 REF: 178 OBJ:
7

67. The principal criteria for determining promotions are seniority and merit.

ANS: T PTS: 1 REF: 178 OBJ:
7

68. The practice of establishing formal programs that assign an executive to employees who are supposed to be coached, advised and encouraged to acquire skills in order to prepare them for upward movement is known as mentoring.

ANS: T PTS: 1 REF: 179 OBJ:
8

69. A good mentorship is a reciprocal relationship with both the mentee and the mentor learning from each other.

ANS: T PTS: 1 REF: 179 OBJ:
8

70. The managers and executives who coach, advise and encourage employees of lesser rank are called evaluators.

ANS: F PTS: 1 REF: 179 OBJ:
8

71. Today, some organizations offer extensive career development programs for specialized groups such as women, dual-career couples, and minorities.

ANS: T PTS: 1 REF: 181 OBJ:
8

72. There is an increased pressure on Canadian training managers to show that their programs produce bottom-line results.

ANS: T PTS: 1 REF: 167 OBJ:
1

73. Most Canadian organizations do not assess whether behaviour on the job changes as a result of training.

ANS: T PTS: 1 REF: 167 OBJ:
1

74. Everything learned during training programs is transferred and utilized on the job.

ANS: F PTS: 1 REF: 167 OBJ:
1

75. Positive reactions to the training experience are no guarantee that the training has been successful.

ANS: T PTS: 1 REF: 167 OBJ:
1

ESSAY

1. Briefly describe the four phases of the systems approach to training and development.

ANS:

Phase 1 Needs Assessment—Managers and HR professionals must constantly monitor both the internal and external environments for signs that the organization is currently or may in the future experience a gap between its intended and actual performance. The purpose of a systematic needs assessment is to discover the real causes of these gaps and determine if training is a possible solution. Assessments are generally performed on 3 levels—organizational, task and person.

Phase 2 Design of the Training Program—Now that we have identified that training is the solution, our next step is to prepare specific and measurable instructional objectives that will define the skills and knowledge the employee will acquire and/or change as a result of the training. During this phase, we will take into consideration many factors that will enhance the learning experience for the employee—including but not limited to trainee readiness and motivation, principles of learning and the characteristics a good trainer should possess.

Phase 3 Implementing the Training Program—One of our primary concerns in this phase is to be aware of the many types of training methods that are available, how they work, and which type of learning they are best suited for, and to take advantage of their strengths to create the best learning experience possible.

Phase 4 Evaluating the Training program—Organizations view training as an investment in their people that will help them to better contribute to the success of the organization. However, the only way we will know for certain that the training is working is to measure the very same criteria that prompted the training in the first place to ascertain the extent to which the problem has been solved and the bottom line of the organization has benefited. We also evaluate the training process itself to determine if we can make it more effective. The four levels of evaluation are reaction, learning, behaviour and results.

PTS: 1 REF: 155 OBJ: 1

2. CONEXUS is the largest credit union in Saskatchewan with assets of \$1.1 billion. Its training and development budget for its 465 employees is 6% of payroll. Three percent is spent on university education, and the other 3% is spent on training. Its largest training program is one that develops financial service representatives. The training consists of several steps and each is evaluated. In-house and classroom-based modules teach content, such as computer literacy, cash duties, and introduction to CONEXUS's products and services, and progresses through to more advanced training, such as consumer lending practices, estates, and minimal mortgage lending. Each three- to five-day module is followed by a work period of three to 12 months, so that employees can apply their knowledge. "Smile sheets" are completed by each participant at the end of the classroom training, exams are given after each module and the results are fed back to the employees and managers, employee performance reviews are conducted on the job-specific competencies learned during the training. After a number of the financial planning modules, performance is tracked by the number of call-outs to customers and the number of sales.

CONEXUS uses several measures to evaluate the effectiveness of its training. List the levels of evaluation used and what is being measured at each level. Are there other ways that CONEXUS could ensure that the training and development expenditures are worthwhile?

ANS:

Reaction: "Smile sheets" are completed by each participant at the end of the classroom training, addressing questions such as "What did you get from this session?"

Learning: Exams that test learning are given after each module.

Behaviour: Employee Performance reviews are conducted on job-specific competencies learned during the training.

Results: After modules, the performance is tracked by the number of call-outs to customers and the number of sales.

PTS: 1 REF: 167 OBJ: 1

3. Briefly describe the three different types of analysis that can enable managers to systematically approach needs assessment.

ANS:

1) Organizational Analysis:

Examination of the environment, strategies, and resources of the organization to determine where training emphasis should be placed. Issues of importance that must be looked at include: economic and public policy; strategic initiatives of the organization; technological changes; globalization; re-engineering; total quality management; and empowerment.

2) Task Analysis:

Process of determining what the content of a training program should be on the basis of the tasks and duties of the job. Such an analysis will determine the set of skills and knowledge (competencies) that employees need in order to effectively perform the tasks, particularly for decision-oriented and knowledge-intensive jobs.

3) Person Analysis:

Determining which employees require training and which do not. Performance appraisals/reviews are usually used to identify trainees—these are the employees who do not have the required knowledge and skills to effectively perform the job.

PTS: 1 REF: 158 OBJ: 2

4. List the four questions that can be asked when conducting a needs assessment?

ANS:

- 1) How important is this issue to the success of the organization? If it is important, then proceed to answer the next three questions: Questions 2, 3, and 4.
- 2) What competencies or knowledge, skills, and abilities do employees *need*?
- 3) What competencies or knowledge, skills, and abilities do the employees currently *have*?
- 4) What is the gap between the desired (need) and the actual (have)?

Once answers have been determined, then specific action plans can be developed to address the gap.

PTS: 1 REF: 158 OBJ: 2

5. Describe how you would conduct a training needs assessment.

ANS:

- 1) Gather together a group of people with similar jobs into a room with white boards and/or flip charts; have another individual (not part of the group) to act as facilitator.
- 2) Individually, ask each person to write down their 10 specific training needs. Be sure that the need is specific—such as “how to give feedback to colleagues” and not general like “team building.”
- 3) Individually, each person will tell the whole group what the 10 training needs are. The facilitator will list each need on the whiteboard. Do not list any duplicates. (Note: The facilitator may need to ask clarifying questions to ensure that it is a duplicate.)
- 4) The group will use some type of voting process to determine the top five training needs. This can be done by giving each participant 10 sticky dots and asking that they vote for no more than three training needs by putting one or more dots by the need. The needs with the most dots would then be the highest-rated ones.
- 5) Depending on the organization, the group could determine how the training needs will be implemented or the facilitator could use a brainstorming process to identify goals or outcomes for the top five training needs.
- 6) The facilitator will ensure that notes are taken of the session and that the top one or two needs of each person are recorded. This can be useful for the supervisor to work one-on-one with the employee to build appropriate training opportunities into the employee’s performance plan.

PTS: 1 REF: 159 OBJ: 2

6. Explain three of the basic principles of learning and how they facilitate training and learning.

ANS:

One principle of learning, meaningfulness of presentation, suggests that material to be learned should be presented in as meaningful a manner as possible. The material should be arranged so that each experience builds upon preceding ones. In addition to meaningfulness of presentation, goal setting is a second principle of learning. When trainers take the time to explain the goals and objectives to trainees, or when trainees are encouraged to set goals on their own, the level of interest, understanding, and effort directed toward the training is likely to increase. A third principle of learning is feedback and reinforcement. Anything that strengthens the trainee’s response is called reinforcement. Reinforcement is generally most effective when it occurs immediately after a task has been performed. It may be in the form of approval from the trainer or the feeling of accomplishment that follows the performance.

Note: There are five other principles of learning discussed in the text. These are:

- 1) whole-versus-part learning;
- 2) modelling;
- 3) individual differences;
- 4) active practice and repetition; *and*
- 5) massed-versus-distributed learning

PTS: 1 REF: 160 OBJ: 3

7. On-the-job experiences are used most commonly by organizations to develop executives. Briefly discuss three methods of providing on-the-job experiences.

ANS:

There are nine on-the-job experiences discussed in the text. Coaching involves a continuous flow of instructions, comments, and suggestions from the superior to the subordinate. Understudy assignment grooms an individual to take over the supervisor's job by giving him or her experience in handling important functions of the job. Job rotation provides, through a variety of work experiences, the broadened knowledge and understanding required to manage more effectively. Lateral transfer involves horizontal movement through different departments along with upward movement in the organization. Project and committee assignments provide an opportunity to become involved in the study of current organizational problems and in planning and decision-making activities. Staff meetings enable participants to become more familiar with problems occurring outside their immediate area by exposing them to the ideas and thinking of other managers. Planned career progressions utilize all these different methods to provide employees with the training and development necessary to progress through a series of jobs in the organization. Mentoring is another method of providing on-the-job experience. It involves an informal relationship in which an executive coaches, advises and encourages a junior employee. Some organizations use the action learning method which gives managers release time to work full-time on projects with others in the organization.

PTS: 1 REF: 162 OBJ: 4

8. The City of Moncton, with a workforce of over 600 employees, determined that Grade 12 was a minimum requirement. However, many of its employees had been hired prior to that requirement and, through a needs assessment, the City determined that there needed to be upgrading for many of its employees. The City discovered that writing, basic math, reading, and computer skills were needed at a level higher than some of its employees had. To bridge the gap, specialized literacy training programs were developed.

What are some of the benefits for the City of Moncton to invest in basic literacy training?

ANS:

Benefits may include: employees have enhanced their basic computer skills; can better communicate ideas; have increased mobility within the municipality; and some may earn their Grade 12 diploma.

PTS: 1 REF: 174 OBJ: 6

9. Vecima Networks, a small electronics manufacturer in Victoria, B.C., identified that the real issue for its training focus was on the employees who actually work the assembly lines. Since many of the people on the assembly lines had dropped out of school, more than technical training was required. Employees stated that they didn't understand the engineers' instructions even when written in very basic language. Many of the workers in the lower skilled jobs could not read the safety signs. To improve the situation, Vecima partnered with a not-for-profit community literacy organization to design and deliver literacy workshops for many of their employees at a cost of \$50,000.

What are some of the benefits for Vecima Networks to invest in basic literacy training?

ANS:

Benefits may include; safer workplace, less accidents, improved productivity, and enhanced overall skill level of its employees.

PTS: 1 REF: 174 OBJ: 6

10. Describe two basic conditions that must be present if a career development program is to be successful.

ANS:

If career development is to succeed, it must receive complete management support. In addition, managerial personnel at all levels must be trained in the fundamentals of job design, performance appraisal, career planning, and counseling for a program to be effective.

Individuals must have a clear understanding of the organization's immediate goals. Without this, individuals may plan for personal change and growth without knowing if or how their own goals match those of the organization.

PTS: 1 DIF: Understanding/Application REF:
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OBJ: 7

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