

## CHAPTER ONE: TRAINING IN ORGANIZATIONS

### MULTIPLE CHOICE

1. Training is
  - A) an isolated program of activity that tries to continuously improve employees.
  - B) a set of processes aimed at improving organizational systems and employees.
  - C) an isolated set of programs aimed at continuously improving employees and organizational systems, including training itself.
  - D) a process aimed at providing an opportunity for employees to learn KSAs for current or future jobs. (easy; p. 14)**
  - E) a set of emergency procedures that tries to improve employees and organizational systems, including training itself.
  
2. Demographic shifts have occurred as a result of
  - A) higher birth rates.
  - B) the aging population. (easy; p.9)**
  - C) reduced diversity of ethnic and cultural makeup.
  - D) overlapping values of the newer generation employees.
  
3. Which of the following statements is NOT true. The advancement of technology has allowed for:
  - A) many employees to be able to work outside company walls
  - B) new workflow systems
  - C) less requirement for worker knowledge (moderate; p.10)**
  - D) both A & B
  - E) all of the above
  
4. What is ISO 9000?
  - A) A series of standards to assure consistency in product quality. (easy; p.11)**
  - B) An HR software package.
  - C) A quality standard set by the Japanese.
  - D) A strategic quality forecasting model.
  - E) All of the above.

5. ISO certified companies
- A) have lower than normal training costs.
  - B) are six times less likely to experience bankruptcy.
  - C) have 36 percent less bureaucracy within their company strategy.
  - D) both B & C. (moderate; p.11)**
  - E) all of the above.
6. 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. (easy; p.12)**
  - D) both B & C.
  - E) all of the above.
7. Learning is defined as
- A) a temporary change in cognition that results from experience and may influence behaviour.
  - B) a relatively permanent change in understanding and thinking that results from experience and directly influences behaviour. (easy; p.12)**
  - C) a relatively permanent change in understanding and thinking that models behaviour.
  - D) a temporary change in understanding and thinking.
  - E) a relatively permanent change in cognition that results from self-efficacy and indirectly influences behaviour.
8. The Authors use the acronym KSA to refer to what?
- A) Keep, simple, and attitude
  - B) Knowledge, skills, and abilities
  - C) Knowledge, skills, and attitudes (easy; p.4)**
  - D) Knowledge, strategy, and aptitude
  - E) Know, strategy, always
9. 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 (moderate; p.14)**
  - B) test
  - C) job analysis
  - D) strategy
  - E) skill set

10. Linking competencies to a set of behaviours 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. (easy; p.14)**
11. \_\_\_\_\_ are the foundations for competencies.
- A) Tests
  - B) **KSAs (moderate, p;14)**
  - C) Strengths
  - D) Motivation
  - E) Skill sets
12. 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 (easy; p.14)**
  - D) education; development
  - E) none of the above
13. Strategic planning is best defined as the
- A) development of a relatively long-term mission.
  - B) development of relatively short-term objectives and plans for pursuing an organization's mission.
  - C) **development of relatively long-term objectives and plans for pursuing an organization's mission. (challenging; p.15)**
  - D) development of values and ideals of the organization.
14. Strategic planning is a
- A) reactive process.
  - B) **proactive process. (easy; p.15)**
  - C) process to become more organic.
  - D) process of reducing levels in the organization.
15. HRD should be involved in strategic planning by
- A) helping shape strategy.
  - B) influencing the HR strategy.
  - C) developing its own strategy in line with the strategic plan.
  - D) both B & C.
  - E) **all of the above. (moderate; p.16)**

16. The Defender market positioning strategy is also referred to as
- A) Differentiator
  - B) Innovator
  - C) **Cost leader (moderate; p.18)**
  - D) Market leader
  - E) Market follower
17. An organization's competitive strategy includes
- A) Tactics and procedures
  - B) **Mission, strengths, weaknesses, opportunities, and threats (easy; p.15)**
  - C) Employee objectives, tactics and evaluation
  - D) B & C
18. Of those countries surveyed by the ASTD, \_\_\_\_\_ spends the most per employee on training and \_\_\_\_\_ spends the least.
- A) Europe; the United States
  - B) the United States; Canada
  - C) Canada; United States
  - D) **Europe; Canada (moderate; p.8)**
  - E) the United States; Europe
19. The routine technology label is not applied to tasks that have
- A) well structured and defined solutions to occurring problems.
  - B) few problems.
  - C) **problems that occur often and unexpectedly. (easy; p.18)**
  - D) a high degree of predictability.
  - E) all of the above.
20. You would typically associate routine technology with which of the following?
- A) Those with market leader strategies
  - B) A low degree of predictability of outcomes or results
  - C) No defined solutions when problems do occur
  - D) **Highly specialized technologies (easy; p.18)**
  - E) All of the above are associated with routine technologies
21. Organizational design refers to
- A) the type of technology used.
  - B) the type and style of decision-making used.
  - C) how the division of labour is set up.
  - D) both B & C.
  - E) **none of the above. (moderate; p.18)**

22. A mechanistic design is best applied in which of the following situations?
- A) Non-routine technologies
  - B) An organic design is always the most appropriate
  - C) **High volume assembly lines (easy; p.19)**
  - D) When decision autonomy is high
  - E) When the decision making is decentralized
23. Which of the following statements is correct?
- A) Although there is no evidence that effective HR strategies impact the bottom line, most agree intuitively that they do.
  - B) **HRD contributes to the organization's competitive strategy by identifying and assisting in the removal of barriers to effective performance. (moderate; p.20-22)**
  - C) OD uses a closed system analysis to determine the response to competition
  - D) HRD is not needed if the strategic decision is to import the competencies from the outside, as the new employee will already have the skills needed.
24. Organizational development is best defined as
- A) a profession that deals with reacting to changes in external environment.
  - B) **a profession and field of study that creates and implements planned change in organizations. (easy; p.21)**
  - C) a profession and field of study that deals with creating and implementing new ideas in the organization.
  - D) a field of study and profession that deals with explaining serendipitous events.
25. Which of the following is not a step in the generic planned change model?
- A) **Goals are developed and handed down by a centralized top management team. (challenging; p.22)**
  - B) A compelling need for change is established.
  - C) The results of the approach are evaluated.
  - D) An approach to addressing the cause is selected.
  - E) All of the above are steps in a generic planned change model.

26. Select the statement that is not true. When internal change is planned in organizations what should be addressed in the plan?
- A) The structure and design must be examined to ensure that work is allocated appropriately and organizational systems are supportive of the change
  - B) Groups and their interrelationships
  - C) Individuals within groups
  - D) Both B & C
  - E) **All of the above are true (moderate; p.22)**
27. What can be done to reduce resistance to change?
- A) Focus on changing one level (organizational, group, and individual) at a time.
  - B) **Involve employees. (challenging; p.23)**
  - C) Let those who are satisfied with the status quo lead the way.
  - D) Both A & B.
  - E) All of the above.
28. Which of the following is not a source of conflict and disagreement between OD and training professionals?
- A) The difference between their perceived role and power base.
  - B) The nature of OD practices challenge assumptions underlying organizational practices.
  - C) **OD principals interfere with the implementation of effective training programs. (challenging; p.24/27)**
  - D) OD professionals are more likely to be guided by data than training professionals.
  - E) Companies typically organize around their functional areas.
29. A set of planned activities to systematically change the way an organization operates to better match the conditions it faces is called
- A) training.
  - B) an open system.
  - C) **organizational development. (moderate; p.21)**
  - D) human resource strategy.
  - E) the evaluative process.

30. OD interventions could be implemented more successfully if they included training where employees
- A) developed a common knowledge and skill base in the area of the intervention.
  - B) understood group dynamics and became skilled at working within groups.
  - C) understood and became skilled at using a common problem-solving model.
  - D) both A & C.
  - E) **all of the above. (moderate; p.25)**
31. Which of the following statements regarding organizational development and training is not true?
- A) **Training practitioners must only be concerned with the delivery of a set of KSAs. (easy; p.25)**
  - B) OD is a set of planned activities to systematically change the way an organization operates to better match the condition it faces.
  - C) Effective training practitioners are also OD practitioners.
  - D) There is a large amount of overlap between OD goals and activities and those of training.
32. Which of the following statements is true?
- A) **Most often, when organizational change is necessary, a change in attitudes is also necessary. (challenging; p.23)**
  - B) Training is responsible for those employees entering the organization, not those leaving the organization.
  - C) In large companies the entry-level position in an HR department is usually a generalist.
  - D) Even small companies of 100 people or less always have an HR department as employees always require some sort of training.
33. In an open system model which of the following statements is NOT true?
- A) Open systems have a dynamic relationship with their environment.
  - B) **In an open system the inputs are obtained from the process. (moderate; p.4)**
  - C) The system is open to influences from its environment.
  - D) Inputs are transformed into outputs through a process.
  - E) All of the above are true.

34. 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 (easy; p.4)**
35. In the training model a triggering event is
- A) **an organizational performance gap. (easy; p.6)**
  - B) a signal that training has been successful.
  - C) a type of behavioural based evaluation.
  - D) input into the development phase of training.
  - E) none of the above.
36. Input into the developmental phase of the training model comes from
- A) needs analysis.
  - B) design.
  - C) evaluation.
  - D) **both B & C. (challenging; p.7)**
  - E) none of the above.
37. In the training process model, evaluation occurs at which point?
- A) After the design phase
  - B) After the implementation phase
  - C) After the development phase
  - D) **All of the above (moderate; p.7)**
38. All aspects of the training program come together in the
- A) design phase.
  - B) evaluation phase.
  - C) development phase.
  - D) analysis phase.
  - E) **none of the above. (challenging; p.7)**
39. When evaluating training, the major type of evaluation to consider is
- A) process evaluation.
  - B) analysis evaluation.
  - C) outcome evaluation.
  - D) **both A & C. (easy; p.7)**
  - E) both B & C.



40. A reason HRD and OD have problems getting along is that the OD practitioner
- A) has a more tactical approach.
  - B) tends to be more analytical. (moderate; p.24)**
  - C) deals with mostly middle management.
  - D) both A & B.
  - E) both A & C.

### TRUE AND FALSE

41. \_\_\_ An open system has three parts; input, process, and output. (T; p.4)
42. \_\_\_ Both open and closed systems receive their inputs from the environment. (F; p.4)
43. \_\_\_ One of the roles OD has is to improve the effectiveness of the organization. (T; p.22)
44. \_\_\_ Higher birth rates are one of the reasons for the changing demographics in North America. (F; p.9)
45. \_\_\_ Viewing training as a subsystem of the organization, the “Inputs” are analysis and design of training. (F; p.5)
46. \_\_\_ The triggering event signals a need for a TNA. (T; p.6)
47. \_\_\_ HRD strategies are a set of tactics used to support the HR strategies. (T; p.16)
48. \_\_\_ For most companies, the most important strategy is positioning itself in the market place (their competitive strategy). (T; p.17)
50. \_\_\_ The main activity associated with producing an organization's principle products and services is often called the core technology. (T; p.18)
51. \_\_\_ Organizational design refers to the way the work is divided and organized. (F; p.18)
52. \_\_\_ HR issues should not have a significant influence on the strategic direction taken by an organization. (F; p.19)
53. \_\_\_ Trainers and OD practitioners have problems getting along because trainers tend to be more strategic and more overly analytical than OD practitioners. (F; p.27)

### SHORT ANSWER QUESTIONS

54. What are the differences between OD practitioners and trainers that make it so difficult to get along, given they are both working toward the same goal, organizational effectiveness.

- **Table 1-2 summarizes the answer (p.24)**

55. 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 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**

56. 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 performance deficiencies are identified, the cause must be determined. If the deficiency is caused by inadequate deficiencies, then training can be utilized to satisfy the need. 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. 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.
- **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.
- **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 behaviour 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.