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## Chapter 7 Training

### True/False Questions

7-1. On average, U.S. firms spend less than half of what Japanese firms spend on training.

Ans: T

Difficulty: M

Page 208

LO1

7-2. Continuous learning does not require employees to understand how their job connects to the entire work system.

Ans: F

Difficulty: H

Page 209

LO1

7-3. Training refers to any planned effort by a firm to facilitate the learning of job-related knowledge, skills, or behavior by employees.

Ans: T

Difficulty: M

Page 208

LO1

7-4. The last step in the instructional design process is to conduct a needs assessment.

Ans: F

Difficulty: M

Page 211; Table 7.2



LO3

7-5. The task analysis phase of needs assessment includes determining employees' readiness for training.

Ans: F

Difficulty: M

Page 212

LO3 & 4

7-6. Training is the best solution for organizations that have the presence of "pressure points" such as performance problems or employees' lack of skills.

Ans: F

Difficulty: M

Page 211-212

LO1

7-7. If a company chooses to identify employees who are computer literate by using tests and work samples to reassign employees who do not have computer skills, this suggests that the company has chosen a strategy of selection and placement rather than training.

Ans: T

Difficulty: M

Page 215

LO1

7-8. Task analysis helps the manager identify whether training is appropriate and which employees need training.

Ans: F

Difficulty: E

Page 216

LO1

7-9. Motivation to learn is related to knowledge gain, behavior change, or skill acquisition in training programs.

Ans: T

Difficulty: E

p.220

LO2

7-10. Letting employees choose which training programs to attend can have detrimental effects on motivation to learn.

Ans: F

Difficulty: M

Page 221

LO2

7-11. Situational constraints to training refer to managers' and peers' willingness to provide feedback and reinforcement.

Ans: F

Difficulty: M

Page 221

LO2

7-12. If the reading level of trainees does not match the reading level required by the training materials, the best option is to determine whether the job can be redesigned to accommodate employees' reading levels.

Ans: F

Difficulty: H

Page 223

LO4



7-13. Overlearning helps the trainee become more comfortable using new knowledge and skills and increases the length of time. the trainee will retain the knowledge, skill, or behavior.

Ans: T

Difficulty: E

Page 225

LO2, 7

7-14. Distributed practice sessions have been shown to result in more efficient learning of skills than continuous practice.

Ans: T

Difficulty: M

Page 226

LO2, 7

7-15. The use of knowledge, skills, and behaviors learned in the training environment on the job describes the concept of self-efficacy.

Ans: F

Difficulty: M

Page 228

LO4

7-16. Technology in training often results in higher delivery costs and inflexibility in delivery.

Ans: F

Difficulty: E

Page 232

LO6

7-17. Apprenticeship programs are used more widely in the United States than in Western European countries such as Germany or Denmark.

Ans: F

Difficulty: E  
Page 236  
LO5

7-18. One of the advantages of apprenticeships is the guarantee of a job upon completion of the program.

Ans: F  
Difficulty: E  
Page 237  
LO5

7-19. Simulations are used to teach production and process skills as well as management and interpersonal skills.

Ans: T  
Difficulty: E  
Page 237  
LO5

7-20. Behavior-based training programs have had more positive results than other approaches to diversity training.

Ans: T  
Difficulty: E  
Page 256  
LO10

7-21. Adventure learning focuses on developing creativity through the use of video games.

Ans: F  
Difficulty: M  
Page 241  
LO5

7-22. Evaluation designs without pretesting or comparison groups are most appropriate when the manager is interested in identifying if a specific level of performance has been achieved.

Ans: T

Difficulty: M

Page 246

LO8

7-23. Cost-benefit analysis is the process of determining the economic benefits of a training program using accounting methods.

Ans: T

Difficulty: E

Page 247

LO8

7-24. One method for identifying the benefits of training is to check the technical, academic, and/or practitioner literature.

Ans: T

Difficulty: E

Page 248

LO8

7-25. Cross-cultural preparation involves educating employees only who are being sent to a foreign country.

Ans: T

Difficulty: E

Page 252

LO9

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## Multiple Choice Questions

7-26. Which of the following is not true of high-leverage training?

- a. It benchmarks the company's training programs with other company's programs.
- b. It is linked to strategic business goals and objectives.
- c. It relies on an instructional design process.
- d. It uses the video-teleconferencing training techniques.

Ans: d

Difficulty: E

Page 209

LO1

7-27. When performing a needs assessment, which type of analysis should be performed last?

- a. Task analysis
- b. Organizational analysis
- c. Person analysis
- d. High-leverage analysis

Ans: a

Difficulty: M

Page 211, Table 7.2

LO3

7-28. Which of the following is *not a feature* of a learning organization?

- a. Needs analysis
- b. Information sharing
- c. Flexibility and risk taking
- d. Continuous learning

Ans: a

Difficulty: M

Page 209, Table 7.1

LO1

7-29. Which of the following is *not* a factor involved in the decision to choose training as a solution to a pressure point?

- a. Firm's strategic direction
- b. Support of managers and peers for training activities
- c. Training technique to be used
- d. Training resources available

Ans: c

Difficulty: M

Page 212

LO2

7-30. The first step in the instructional design process is

- a. creating a learning environment.
- b. conducting a needs analysis.
- c. selecting training methods.
- d. ensuring employees' readiness for training.

Ans: b

Difficulty: M

Page 211

LO3

7-31. Which of the following was *not* identified as a training pressure point to consider during the needs assessment process?

- a. Performance problems
- b. New training techniques available
- c. Job redesign
- d. New legislation

Ans: b

Difficulty: M

Page 211-212, Figure 7.1

LO3

7-32. Which of the following is *not* a training implication for an organization following a business



strategy of concentration?

- a. Cross training
- b. Team building
- c. Conflict negotiation skills
- d. Interpersonal skill training

Ans: c

Difficulty: H

Page 213; Table 7.3

LO1

7-33. Which of the following is *not* a training implication for an organization following a business strategy of internal growth?

- a. Cross training
- b. Cultural training
- c. Conflict negotiation skills
- d. Technical competence in jobs

Ans: a

Difficulty: H

Page 213; Table 7.3

LO1

7-34. Which of the following is *not* a training implication for an organization following a business strategy of external growth (acquisition)?

- a. Integrate training systems
- b. Team building
- c. Determine capabilities of employees in acquired firms
- d. On-the-job training

Ans: d

Difficulty: H

Page 213; Table 7.3

LO1

7-35. Which of the following is *not* a training implication for an organization following a business strategy of disinvestment?

- a. Leadership training
- b. Job search skills training
- c. Interpersonal communications
- d. Technical competence in jobs

Ans: d

Difficulty: H

Page 213; Table 7.3

LO1

7-36. Which of the following is *false* about task analysis?

- a. Results in a description of work activities, including tasks performed and skills, knowledge, and abilities required to successfully complete the tasks
- b. Develops preliminary list of tasks by interviewing and observing expert employees
- c. Used to assess employees' readiness for training
- d. The importance of the tasks are verified using task inventories and/or expert committees

Ans: c

Difficulty: H

Page 212

LO3

7-37. Self-efficacy is

- a. the employee's belief that he or she can successfully learn the content of the training program.
- b. the desire of the trainee to learn the content of the training program.
- c. the willingness by managers and peers to provide feedback and reinforcement.
- d. a statement of an employee's work activity in a specific job.

Ans: a

Difficulty: E

Page 220

LO4

7-38. Managers can increase employees' self-efficacy levels by

- a. letting employees know that the training is designed to improve performance, not identify where they are incompetent.
- b. keeping employees open-minded to training by not discussing the training and its purpose prior to

the actual training.

- c. avoiding comparing employees to their peers who went through the training successfully.
- d. letting employees pick what training programs they want to attend.

Ans: a

Difficulty: M

Page 220

LO4

7-39. To ensure that the work environment enhances trainees' motivation to learn, managers need to do all the following except

- a. provide materials, time, and other work aids necessary for employees to use new skills or behaviors before participating in training programs.
- b. speak positively about the company's training programs.
- c. let employees know they are doing a good job when they are using the training in their work.
- d. make sure training uses the newest state-of-the-art techniques so that employees don't lose interest during training.

Ans: d

Difficulty: M

Page 221

LO2

7-40. Which type of basic skills training is not among the most common?

- a. Problem solving skills
- b. Writing skills
- c. English as a second language skills
- d. Basic math skills

Ans: a

Difficulty: E

Page 221

LO1

7-41. "After training, the employee will be able to express concern to all irate customers by a brief apology" is an example of

- a. a criterion training objective.
- b. a conditional training objective.
- c. a performance training objective.
- d. none of the above.

Ans: c

Difficulty: M

Page 224

LO8

7-42. When practicing skills learned in training,

- a. continuous practice typically results in more efficient learning than distributed practice.
- b. overlearning happens when practice sessions are too long and trainees become bored.
- c. it is probably best to use both whole and part practice in a training session.
- d. continuous practice is best for difficult factual material.

Ans: c

Difficulty: M

Page 226

LO2

7-43. Which of the following is *not* a way managers can ensure that instruction does not exceed employee's short or long term memory capacity when explaining a lengthy procedure or process?

- a. Use visual images
- b. Deliver instruction from beginning to end without dividing it over days
- c. Automatize task
- d. Deliver instruction in short sessions

Ans: b

Difficulty: M

Page 225

LO2

7-44. Behavior modeling training is best for improving

- a. technical skills.
- b. interpersonal skills.
- c. conceptual skills.

d. all of the above.

Ans: b

Difficulty: M

Page 238

LO5

7-45. Which of the following is not a pretraining program coordination activity?

- a. Distribute preprogram worksheets and/or registration materials
- b. Training rooms and equipment should be reserved
- c. Communication of training program place and purpose
- d. Credit given to participants for program participation

Ans: d

Difficulty: E

Page 227

LO2

7-46. Which of the following is not a self-management technique to enhance transfer of training?

- a. Set goals related to the use of the skills or behaviors on the job
- b. Identify the positive and negative consequences of using the new skills or behaviors
- c. Understand that it is natural to “relapse” into the old skill patterns or behaviors after training
- d. All of the above are effective self-management techniques

Ans: d

Difficulty: M

Page 231

LO2

7-47. Which training technique is not one of the most frequently used?

- a. Computer simulations
- b. Videotapes
- c. Lecture
- d. Role plays

Ans: a

Difficulty: E

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Page 232, Figure 7.5

LO5

7-48. Presentation training techniques are most effective for

- a. developing specific skills or dealing with interpersonal issues on the Job.
- b. teaching new facts or alternative problem solving solutions.
- c. continuously attempting to learn new things to apply for quality improvements.
- d. sharing ideas and experiences and getting to know one's strengths and weaknesses.

Ans: b

Difficulty: M

Page 233

LO5

7-49. One of the disadvantages of traditional classroom instruction as a training method is

- a. the relatively high expense to conduct the training.
- b. the amount of time required to conduct the training
- c. the inability to use it for providing information about specific topics.
- d. the lack of active participation.

Ans: d

Difficulty: E

Page 233

LO5

7-50. Which of the following is *false* about video teleconferencing?

- a. Savings on travel costs are realized.
- b. The interaction between the trainer and trainees is automatically built into the technique
- c. It allows "experts" to get to geographically diverse locations.
- d. There is the ability to broadcast courses for college credit or job certification purposes.

Ans: b

Difficulty: M

Page 234

LO5

7-51. Which of the following is *not* an advantage to the use of video in training?

- a. The trainer has the flexibility to customize the session.
- b. It does not need to be used in conjunction with any other training method.
- c. Trainees can be exposed to equipment, problems, and events that cannot be easily demonstrated.
- d. Trainees are provided with consistent instruction.

Ans: b

Difficulty: M

Page 234

LO5

7-52. Hands-on training techniques are most effective for

- a. developing specific skills or dealing with interpersonal issues on the job.
- b. teaching new facts or alternative problem-solving solutions.
- c. continuously attempting to learn new things to apply for quality improvements.
- d. sharing ideas and experiences and getting to know one's strengths and weaknesses.

Ans: a

Difficulty: M

Page 234

LO5

7-53. Compared to formal off-the-job training programs, companies spend

- a. half the amount of money on informal on-the-job training programs.
- b. about the same amount of money on informal on-the-job training programs.
- c. one to two times more money on informal on-the-job training programs.
- d. three to six times more money on informal on-the-job training programs.

Ans: d

Difficulty: H

Page 234

LO5

7-54. Having employees take responsibility for all aspects of learning is called

- a. hands-on techniques.
- b. simulations.

- c. self-directed learning.
- d. apprenticeships.

Ans: c

Difficulty: E

Page 235

LO5

7-55. Which of the following is not an advantage of self-directed learning?

- a. Encourages active involvement by trainees
- b. Allows flexibility in finding time for training
- c. Employee start-up time in the new jobs is increased
- d. Peer evaluation motivates employees to complete the questions correctly

Ans: c

Difficulty: M

Page 235

LO5

7-56. Which of the following are the components found in a Apical behavior modeling session?

- a. Presentation of the key behaviors, videotape of a model, practice opportunities, and a planning session
- b. Videotape of a model, planning session, one-on-one coaching, and practice opportunities
- c. Presentation of key behaviors, videotape of a model, participation in a case study group, and planning session
- d. Lecture, videotape of a model, on-the-job coaching, and practice opportunities

Ans: a

Difficulty: M

Page 238

LO5

7-57. Interactive video is primarily used to teach

- a. teamwork and leadership skills.
- b. decision-making and judgment skills.
- c. leadership and decision-making skills.
- d. technical procedures and interpersonal skills.



Ans: d

Difficulty: M

Page 239

LO5

7-58. Which of the following is *not* an advantage of interactive video training

- a. Training is individualized.
- b. Development and equipment costs are relatively low.
- c. Employees receive immediate feedback about their performance.
- d. Convenience of scheduling training for employees and employers.

Ans: b

Difficulty: M

Page 239

LO5

7-59. Group-building training techniques are most effective for

- a. developing specific skills or dealing with interpersonal issues on the job.
- b. teaching new facts or alternative problem-solving solutions.
- c. continuously attempting to learn new things to apply for quality improvements.
- d. sharing ideas and experiences and getting to know one's strengths and weaknesses.

Ans: d

Difficulty: M

Page 241

LO5

7-60. Training that includes strenuous, challenging physical activities is called

- a. team training.
- b. behavior modeling.
- c. adventure learning.
- d. business games.

Ans: c

Difficulty: E

Page 241



LO5

7-61. Coordinating the performance of individuals who work together to achieve a common goal describes

- a. adventure learning.
- b. self-directed learning.
- c. action learning.
- d. team training.

Ans: d

Difficulty: M

Page 242

LO5

7-62. Giving teams or work groups an actual problem, having them work on solving it and commit to an action plan, and holding them accountable for carrying out the plan describes

- a. adventure learning.
- b. self-directed learning.
- c. action learning.
- d. team training.

Ans: c

Difficulty: M

Page 243

LO5

7-63. Training evaluation that measures what trainees thought of the training content and instructors is called

- a. cognitive outcomes.
- b. results outcomes.
- c. content outcomes.
- d. affective outcomes.

Ans: d

Difficulty: M

Page 244

LO8

7-64. Training evaluation that measures how familiar trainees are with training content including techniques or skills presented is called

- a. cognitive outcomes.
- b. results outcomes.
- c. content outcomes.
- d. affective outcomes.

Ans: a

Difficulty: M

Page 243

LO8

7-65. Training evaluation that measures the extent to which trainees' behavior changes on the job due to training is called

- a. cognitive outcomes.
- b. results outcomes.
- c. content outcomes.
- d. skill-based outcomes

Ans: d

Difficulty: E

Page 244

LO8

7-66. Evaluating whether training has led to reduced costs or increased customer service for the organization is an example of

- a. cognitive outcomes.
- b. results outcomes.
- c. content outcomes.
- d. affective outcomes.

Ans: b

Difficulty: E

Page 244

LO8

- 7-67. Training evaluation that uses the observation of a trainee to provide ratings of the frequency with which trainees exhibit behaviors emphasized in the training program is an example of
- skill-based outcomes.
  - results outcomes.
  - affective outcomes.
  - cognitive outcomes.

Ans: a

Difficulty: M

Page 244

LO8

- 7-68. Transfer of training is best assessed by which types of training evaluation?
- Affective and content outcomes
  - Cognitive and behavior outcomes
  - Results and learning outcomes
  - Skill-based and results outcomes

Ans: d

Difficulty: H

Page 245

LO8

- 7-69. Being unable to rule out the effects of business conditions or other factors as explanations for change is a disadvantage of the
- pretest/posttest evaluation design.
  - time series evaluation design.
  - pretest/posttest comparison group evaluation design.
  - pretest only with comparison group evaluation design.

Ans: a

Difficulty: M

Page 245-246

LO8

7-70. An appropriate design to be used when trainees can be expected to have similar levels of skills or knowledge prior to training is

- a. Pretest/posttest evaluation design.
- b. time series evaluation design.
- c. Pretest/posttest comparison group evaluation design.
- d. posttest only evaluation design.

Ans: d

Difficulty: M

Page 246

LO8

7-71. When training outcome measures are collected at periodic intervals before and after training, which of the following evaluation designs is being used?

- a. Pretest/posttest evaluation design
- b. Time series evaluation design
- c. Pretest/posttest comparison group evaluation design
- d. Pretest only with comparison group evaluation design

Ans: b

Difficulty: M

Page 246

LO8

7-72. Which of the following is not a factor to be considered in choosing an evaluation design?

- a. Experience level of the trainer
- b. Size of the training program
- c. Purpose of training
- d. Implications if a training program doesn't work

Ans: a

Difficulty: H

Page 246

LO8

7-73. What type of evaluation design is necessary if a manager wants to compare the effect of two training programs?

- a. Pretest/posttest evaluation design
- b. Time series evaluation design
- c. Pretest/posttest comparison group evaluation design
- d. Pretest only with comparison group evaluation design

Ans: c

Difficulty: H

Page 246

LO8

7-74. Which of the following is an indirect cost of training?

- a. Salaries of trainees
- b. Benefits for the employees who design the training program
- c. Cost of travel for trainees and trainers
- d. Administrative and staff support salaries

Ans: d

Difficulty: M

Page 247

LO8

7-75. The long-term success of diversity programs is characterized by

- a. unstructured programs
- b. managers are rewarded for meeting diversity goals
- c. manager involvement that is voluntary
- d. emphasis on awareness training

Ans: b

Difficulty: H

Page 257

LO10

## Essay Questions

7-76. Discuss several ways that training helps companies gain a competitive advantage.

Ans: -Increases employee's knowledge of foreign competitors and cultures, which is critical for success in foreign markets  
Helps ensure that employees have the basic skills to work with new technology, such as robots and computer-assisted manufacturing process  
Helps employees understand how to work effectively in teams to contribute to product and service quality  
Ensures that the company's culture emphasizes innovation, creativity, and learning  
Ensures employment security by providing new ways for employees to contribute to the company when their jobs change, their interests change, or their skills become obsolete

-Prepares employees to accept and work more effectively with each other, particularly with minorities and women

Difficulty: M

Page 208

LO1

7-77. Discuss high-leverage training, including the characteristics of a high-leverage training strategy and how it can be linked to continuous learning and learning organizations.

Ans: Training that has been reconfigured in order to gain competitive advantage is referred to as high-leverage training. It

1. is linked to strategic business goals and objectives

2. is supported by top management

3. relies on an instructional design model to ensure the quality of training and to contain costs is compared or benchmarked to programs in other organizations

High-leverage training practices help create working conditions that encourage continuous learning. Continuous learning requires employees to understand the relationship between their jobs, their work units, and the company and to be familiar with the company's business goals. Employees are expected to teach and learn from other employees.

High-leverage training can also help to create a learning organization. A learning organization is one whose employees are continuously attempting to learn new things and apply what they learn to improve product or service quality.

In high-leverage training, critical thinking and evaluation of process and services are of key importance.

Difficulty: H

Page 208-210

LO1

7-78. Discuss the organizational analysis step in the needs assessment process, including the three factors managers must consider before choosing training as a solution.

Ans: A needs assessment helps determine whether training is necessary, in part by examining "pressure points." Organizational analysis involves determining the appropriateness of training, given the

company's business strategy, its resources available for training, and support by managers and peers for training activities.

1. Support of managers and peers for training activities Key Actors to success are a. positive attitude among peers and managers about participation in training activities b. managers' and peers' willingness to provide information to trainees about how they can more effectively use knowledge, skill, or behaviors learned in training on the job c. the availability of opportunities for the trainees to use training content in their job

2. Training and company strategy Managers need to identify the prevailing business strategy in order to ensure they are allocating enough of their budget to training activities, that employees are receiving training on relevant topics, and that employees are receiving the right amount of training. The four business strategies companies may be using are a. Concentration—key issues are skill currency and development of the existing work force; therefore, training implications include team building, cross training, specialized programs, interpersonal skill training, and on-the-job training b. Internal growth—key issues are creating new jobs and tasks and innovation; therefore, training implications include support or promote high-quality communication of product value, cultural training, help in development of organizational culture that values creative thinking and analysis, technical competence in jobs, manager training in feedback and communication, and conflict negotiation skills c. External growth—key issues are integration, redundancy, and restructuring; therefore, training implications include: determine capabilities of employees in acquired firms; integrate training systems, methods, and procedures of combined firms; team building d. Disinvestment—the key issue is efficiency; therefore, training implications include motivation, goal setting, time management, stress management, cross training, leadership training, interpersonal communications, outplacement assistance, and job search skills training

3. Training resources—necessary to determine if the company has the necessary budget, time, and expertise for training. Three choices for training are: a. Use internal consultants b. Identify employees who have the skills and reassign employees who do not c. Purchase training from an outside consultant

Difficulty: H

Page 210-216

LO3

7-79. Discuss the person analysis step in the needs assessment process, including the questions managers should consider when deciding whether performance deficiencies can be corrected by training.

Ans: The person analysis step in the needs assessment process includes:

1. Determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work-design issue
2. Identifying who needs training
3. Determining employees' readiness for training

Should consider the following questions:

1. What is the performance discrepancy?



2. Is the performance discrepancy important?
3. Is the performance discrepancy caused by a basic skills problem or a knowledge problem?
4. If the performance discrepancy is not caused by a problem in skills or knowledge, why are employees not performing up to standards?
5. If the performance discrepancy is caused by a skills or knowledge problem, how can that be solved?
6. Have employees received prior training in the skills or knowledge that appears to be deficient?
7. What is the most effective course of action to correct the performance discrepancy in terms of the company's goals and objectives?

From the organization's perspective, training should be considered if any of the following is true:

1. The performance discrepancy could cost the company a lot of money from lost productivity or customers
2. Employees do not know how to perform correctly due to inadequate previous instruction
3. Employees cannot demonstrate the correct knowledge or behavior because they were trained awhile ago but are just now trying to utilize the skill
4. Performance expectations are clear, there are no obstacles to performance, and nonperformers are not rewarded in some way
5. Other options besides training are too expensive or unrealistic
6. Training will best suit the long-term interests of the firm

Difficulty: M

Page 216-217

LO3

12-80. Explain what "motivation to learn" means in connection with framing. Discuss what a manager can do to help influence an employee's motivation to learn.

Ans: Motivation to learn is the desire of the trainee to learn the content of the training program. Motivation is related to knowledge gain, behavior change, or skill acquisition in training programs. Managers need to ensure that employees' motivation to learn is as high as possible. They can do this by ensuring employee's self-efficacy; understanding the benefits of training; being aware of training needs, career interests, and goals; understanding work environment characteristics; and ensuring employees' basic skill levels.

Self-efficacy—employees' belief that they can successfully learn the content of the training program. Managers can increase employees' self-efficacy level by

—Letting employees know that training is to improve performance, not identify incompetence areas

—Providing as much information as possible about training prior to starting

—Showing employees peers in similar jobs who had training success

Understanding the benefits of training—communicate potential job-related, personal, and career benefits in as realistic a manner as possible

Awareness of training needs, career interests, and goals—managers must let employees know why they are being asked to attend training and the link between training and improvement of some of their weaknesses

Work environment characteristics—important that employees perceive a lack of situational constraints (e.g., lack of proper tools, time, etc.) and good social support (managers' and peers' willingness to provide feedback and reinforcement)

Basic skills—need the necessary reading, writing, and communication skills to understand the training program. Managers may need to conduct a literacy audit to determine employees' basic skill levels. The training program should contain the following: —Purpose of training explained —Basic skill instruction integrated into the

training —Tasks, work contexts, materials, and procedures in training taken from the jobs for which trainees' are being trained —Content of the training program should build on employees' current knowledge —Reading level of materials should not exceed that required for the job

Difficulty: M

Page 220-224

LO4

7-81. Discuss four of the six conditions necessary to create a learning environment.

Ans: 1. Employees need to know why they should learn—need training objectives that contain a statement of what the employee is expected to do, the quality or level of performance that is acceptable, and the conditions under which the trainee is expected to perform.

2. Employees need to use their own experiences as a basis for learning—it must be meaningful and can be enhanced by presenting it using concepts, terms, and examples familiar to trainees.

3. Employees need to have opportunities to practice—to be effective, it needs to actively involve the trainee, include overlearning (repeated practice), take the appropriate amount of time, and include the appropriate unit of learning. Distributed practice sessions have been shown to result in more efficient learning of skills than continuous practice. This is particularly true with factual information, less meaningful material, and material of greater length or difficulty.

4. Employees need feedback—feedback should focus on specific behaviors and be provided as soon as possible after the trainees' behavior. Positive trainee behavior should be praised or reinforced.

5. Employees learn by observing others— observing and imitating the actions of significant others (behavior modeling).

6. Employees need the training program to be properly coordinated and arranged— before, during, and after, including room comfort, prework material for preparation purposes, and program evaluation.

Difficulty: E

Page 224-227

LO2

7-82. Describe distance learning and apprenticeship training techniques, including when you would likely use the techniques and any associated advantages and disadvantages.

Ans: Distance learning—used by geographically dispersed companies to quickly provide information about new policies or procedures to field locations. Usually includes a telephone link so that trainees can call in questions and comments to the trainer. Satellite networks allow companies to link up with industry-specific and educational courses to receive college credit and job certification. Advantages—company can save on travel costs. Gives employees in geographically dispersed locations access to expert trainers that might not otherwise be possible. Disadvantage—lack of interaction between the trainer and the audience.

Apprenticeships—a work-study training method with both on-the-job training and classroom instruction. The majority of apprenticeships are in the skilled trades. Advantages—learners can earn pay while they learn, with their wages automatically increasing as their skills improve. Apprenticeships are usually effective because they involve learning why and how a task is performed. Disadvantages—minorities' and women's access to these programs has been restricted because of unions' and employers' choice of men and whites for entry-level jobs. Also, there is no guarantee jobs will be available upon program completion.

Difficulty: H

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LO5

7-83. Describe the four categories of training outcomes. Which one (if any) is best?

Ans: 1. Affective—what trainees thought of the program. A brief survey on facilities, trainers, content—the most frequently used method of evaluating training; useful for identifying what trainees thought was successful and what inhibited learning.

2. Cognitive—familiarity with principles, facts, techniques, skills or processes presented; typically, tests used to assess learning (could be role playing or simulation if training technique was a hands-on approach), typically collected before leaving training, therefore doesn't help assess transfer of training (nor does reaction).

3. Skill-based—extent to which the trainees' behavior changes on the job as a result of participation in training. Assessment usually involves having trainees' managers or peers provide ratings.

4. Results—used to determine the payoff the training program had for the company.

The “best” method depends on the training objectives. Behavior and results are the only two that can determine the extent to which training has resulted in a change on the job (transfer of training).

Difficulty: E

Page 243, 244

LO8

7-84. Discuss the different types of training evaluation designs that might be utilized. What factors should be considered in choosing an evaluation design?

Ans: 1. Pretest-posttest comparison groups—one group receives training; the other does not and the two groups are compared. Outcome measures are collected from both groups both before and after training.

2. Pretest-posttest—similar to number 1 above, but with no comparison group. This makes it difficult to rule out the effects of business conditions or other factors as explanations for changes.

3. Posttest only—only training outcomes are collected. This design is strengthened with the addition of comparison groups. This design is appropriate when trainees can be expected to have similar levels of knowledge, behavior, or results outcomes prior to training.

4. Time series—training outcomes are collected at periodic intervals before and after training. A comparison group can be used. An advantage of this design is that it allows an analysis of the stability of training outcomes over time. There is no one appropriate evaluation design. Several factors to consider in choosing a design are —The size of the training program —The purpose of training —The implications if a training program does not work —The company norms regarding evaluation —The costs of designing and conducting an evaluation —The need for speed in obtaining program effectiveness information

Difficulty: H

Page 245-247

LO8

7-85. Describe the types of training situations that might occur that could make an employer vulnerable to legal actions. What can managers do to help avoid legal problems?

Ans: 1. Employee injury during a training activity—managers should ensure that employees are warned of potential dangers from incorrectly using equipment and ensure that safety equipment is used. In the case of adventure learning experiences, employees should be asked to sign injury waivers or provide proof of a recent physical exam before being allowed to participate.

2. Employee or other injury outside the classroom—managers should ensure that trainees have the necessary level of competence before they are allowed to operate equipment or interact with customers.

3. Breach of confidentiality or defamation— managers should ensure that information placed in employees' files regarding performance in training is accurate. Managers should tell trainees if training performance information will be used for promotion or salary increases or discussed with other employees.

4. Reproducing and using copyrighted material in training classes without permission—managers should ensure that all training materials are purchased from the vendor or consultant who developed them or that permission to reproduce materials has been obtained.

5. Exclusion of minorities, women and other protected groups from training programs—this is illegal. Managers should ensure that women and minorities are not denied access to training through communicating available training opportunities to all employees.

6. Requiring employees to attend programs that may be offensive. Managers need to monitor content for potential difficulties.

Difficulty: M

