Managing Performance through Training and Development (Canadian) 8th edition Saks Test Bank

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TRUE/FALSE

1 : When a behaviour has been learned it can be thought of as a skill.
A : true
B : false

Correct Answer : A

2 : According to Robert Gagné, learning outcomes associated with training can be classified into five general categories: declarative knowledge, intellectual skills, cognitive strategies, motor skills, and procedural knowledge.
A : true
B : false

Correct Answer : B

3 : Kurt Kraiger and colleagues developed a classification scheme for learning outcomes that includes cognitive outcomes, skill-based outcomes, and affective outcomes.
A : true
B : false

Correct Answer : A

4 : According to the “resource allocation theory,” performance of a new task is determined by individual differences in attentional and cognitive resources, the level of complexity of the task, and external environmental factors used to allocate attention across tasks.
A : true
B : false

Correct Answer : B

5 : In the third and final stage of learning, performance is said to be independent of the level of attention paid by the trainee in performing the task.
A : true
B : false

Correct Answer : A

6 : Given that individuals have learning style preferences, better learning outcomes take place when only preferred learning styles are used in the learning process.
A : true
B : false

Correct Answer : B

7 : Skinner and the behaviourist school of psychology believe that learning is a result of reward and punishment contingencies that follow a response to a stimulus.
A : true
B : false

Correct Answer : A

8 : Conditioning theory suggests that trainees should be encouraged and reinforced throughout the training process.
A : true
B : false

Correct Answer : A

9 : Marie, a recent graduate from an automotive college, believes she can rebuild a car engine without much difficulty. Marie's belief in her ability to complete the task successfully is referred to as "generalized transfer of learning."
A : true
B : false

Correct Answer : B

10 : Social cognitive theory involves three key components: observation, self-efficacy, and feedback.
A : true
B : false

Correct Answer : B

11 : "Adult learning" should be self-directed and problem centred and should take into account the learner's existing knowledge and experience.
A : true
B : false

Correct Answer : A

12 : Workplace learning refers to the process of acquiring job-related knowledge and skills through formal training programs and informal social interactions among employees.
A : true
B : false

Correct Answer : A

13 : The 70-20-10 model states that 70 percent of workplace learning comes from on-the-job experiences, 20 percent comes from education, and 10 percent from formal learning activities and events.
A : true
B : false

Correct Answer : B

14 : It has been reported that 70 to 90 percent of what employees learn and know about their jobs is learned through formal processes rather than through informal programs
A : true
B : false

Correct Answer : B

15 : Email is the most used method for informal learning followed by accessing information from the organization's intranet.

A : true
B : false

Correct Answer : A

16 : There are two types of goal orientations, including a mastery or learning goal orientation and a performance goal orientation.
A : true
B : false

Correct Answer : A

17 : Training motivation predicts learning and training outcomes and is influenced by environmental and individual factors.
A : true
B : false

Correct Answer : A

18 : Training motivation predicts training outcomes but NOT beyond the effects of cognitive ability.
A : true
B : false

Correct Answer : B

19 : Peter will be able to graduate from university in four years if he takes 40 university-level courses. This type of goal should be classified as a proximal goal.
A : true
B : false

Correct Answer : B

20 : Learning goals are “process-oriented” and focus on the learning process. Performance goals, on the other hand, are “outcome-oriented goals,” thus focusing attention on the achievement of specific performance outcomes.
A : true
B : false

Correct Answer : A

21 : A trainee’s cognitive abilities influence how much and how quickly a trainee will learn, impacting actual job performance.
A : true
B : false

Correct Answer : A

22 : Core self-evaluation is a personality variable that represents an individual’s self-appraisal of his worthiness, competence, and capability as a person.
A : true
B : false

Correct Answer : A

23 : According to Fleming, an individual's learning style is a function of how she gathers information and how she processes information.
A : true
B : false

Correct Answer : B

24 : According to Kolb, learning style is an individual's preferred ways of gathering, organizing, and thinking about information.
A : true
B : false

Correct Answer : B

25 : Self-regulation prompts ask trainees questions about their preferred style of learning.
A : true
B : false

Correct Answer : B

SHORT RESPONSE

26 : List and briefly describe the five general categories of learning outcomes identified by Gagné. Provide an example of each.

Correct Answer : The five categories are(1) verbal information – facts, knowledge, principles, and information, also called declarative knowledge;(2) intellectual skills – learning concepts, rules, and procedures, also called procedural knowledge;(3) cognitive strategies – application of information and techniques and knowing how and when to use them;(4) motor skills – physical movement that involves the use of muscles; and(5) attitudes – preferences and internal states as a result of our beliefs and feelings.

27 : a) Define locus of control. Differentiate between internal and external locus of control, and explain the impact of locus of control on training motivation.b) Postulate why those with an internal locus of control might have higher training motivation.

Correct Answer : a) Locus of control refers to people's beliefs about whether their behaviour is controlled mainly by internal or external forces. People with an internal locus of control believe that they can control their own behaviour, while those with an external locus of control believe that their behaviour is determined by outside forces. Locus of control is an important factor of training motivation, because those with an internal locus of control have higher training motivation.b) Students may have different views toward this answer as the textbook is silent on this issue. Possible answers may include the notion that if the trainee is ultimately responsible for his/her motivation level, he/she may in fact commit greater effort toward learning and effort is linked to training motivation.

28 : a) List and briefly describe the four characteristics goals must have in order to be motivational.b) An important characteristic of goals is the notion of "goal orientation." Identify two general types of goal orientations and provide a brief example of each.

Correct Answer : a) In order for a goal to be motivational, it must be specific in terms of its level and time frame, challenging enough to be difficult but not impossible to achieve, and accompanied by feedback in order to know whether or not progress is being made; finally, there must be a commitment to achieving the goal.b) Learning goals are process-oriented and focus on the learning process. They enhance understanding of the task and the use of task strategies. Performance goals are outcome-oriented goals that focus attention on the achievement of specific performance outcomes. Many possible answers offer examples of learning goals and performance goals. For example, a sales person learning a five-step sales process wants to understand the linkages between each step in the sales process (learning orientation). The same sales person wants to attain the highest score on a sales class final exam (performance orientation).

29 : Compare and contrast Kolb's and Fleming's models of learning styles.

Correct Answer : Kolb's learning styles have to do with the way that people gather information and process and evaluate it. Some people prefer to learn by reading while others prefer to learn by actually doing something. There are two modes that people use to gather information and two modes that people use to process and evaluate information. When you combine each mode for gathering information with each mode for processing and evaluating information, you have four learning styles. A converging learning style combines abstract conceptualization and active experimentation (thinking and doing). A diverging learning style combines concrete experience and reflective observation (feeling and watching). An assimilating style combines abstract conceptualization and reflective observation (thinking and watching). An accommodating learning style combines concrete experience and active experimentation (feeling and doing).Fleming's learning style has to do with an individual's preferred ways of gathering, organizing, and thinking about information. There are four different perceptual preferences for how people prefer to learn. VARK is an acronym for the four different perceptual preferences or learning styles (visual, aural/auditory, read/write, and kinesthetic). The VARK model is based on how individuals prefer to receive information through four sensory modalities

30 : Contrast the learning needs of children vs. the learning needs of adults in terms of personality, motivation, roles, openness and barriers to change, experience, and orientation to learning.Now that you have contrasted the learning needs of children vs. adults, identify how an instructor could use those differences to enhance the learning experience of students.

Correct Answer : Children have a dependent personality, while adults have independent personalities. Children are extrinsically motivated and adults are intrinsically motivated. Children have few roles (student, child), while adults have many roles (employee, parent, spouse, citizen, etc.). Children are open to change, while adults have ingrained habits and attitudes. While children have few barriers to change, adults have many including the possibility of a negative self-concept, limited opportunities and time, and being exposed to inappropriate teaching methods. Children have limited experience to draw on, while adults have vast experience. The orientation to learning is subject-centred for children, and problem-centred for adults.Look for students to link each of the variables above with a specific pre/during class activity that would support learning for children and adults.

31 : Describe four ways in which organizations can encourage informal learning. Briefly discuss the role that informal learning plays in workplace learning.

Correct Answer : See The Trainer's Notebook 2.1.• Encourage employees to foster informal learning in organizations.• Form casual discussion groups of employees with similar projects and tasks.• Create meeting areas that can be used by employees to congregate and

communicate.• Remove physical barriers that prevent employees from communicating.• Create overlaps in shifts.• Create small teams with a specialized focus.• Allow groups to break for their routines for team discussions.• Provide autonomy to modify work processes.• Eliminate barriers to communication and give employees authority to take training on themselves.• Condense office space and make room for an open gathering area.• Match new hires with seasoned employees.Informal means of learning, such as employees teaching each other their tips and tricks for performing tasks, account for more than half of all workplace learning, so it is very important that it be encouraged and supported in a systematic way.

32 : Compare and contrast andragogy and pedagogy and describe the six core assumptions about the adult learner.

Correct Answer : Andragogy refers to an adult-oriented approach to learning that takes into account the differences between adult and child learners. Pedagogy refers to the more traditional approach of learning used to educate children and youth. Pedagogy assigns full responsibility to the instructor for making decisions about what, how, and when something will be learned and if it has been learned.Andragogy makes six core assumptions about the adult learner: need to know, learner self-concept, learner's experience, readiness to learn, orientation to learning, and motivation to learn. Adults need to know why they must learn something before they learn it. Adults have a self-concept of themselves that they are responsible for their own life decisions. Adults have acquired a great deal of experience in their lives and they differ from children and youth in terms of both the quantity and quality of experiences. Adults are ready to learn when there are things they need to know to improve and manage aspects of their life or to perform a task. Children and youth's orientation to learning is subject oriented while adults' orientation to learning is life-centred and focused on task performance and solving problems. Adults respond positively to external motivators such as promotions and pay raises but they are primarily motivated by internal motivators such as self-esteem and opportunities for growth and development.

MULTIPLE CHOICE

33 : Which of the following points is NOT supported by material in the textbook?
A : Training is simply the means for accomplishing the goal.
B : Training is the process of acquiring knowledge and skills.
C : Training occurs when a new behaviour has been learned and it can be thought of as a skill.
D : Training is the distal goal of training and development.

Correct Answer : D

34 : According to Robert Gagné, which of the following is generally related to the learning outcomes associated with intellectual skills?
A : being able recall the capital of Argentina
B : being able to remember the last three Stanley Cup winners
C : being able to recite the alphabet
D : being able to operate a tractor

Correct Answer : D

35 : Drawing on Gagné's classification scheme, Kurt Kraiger and colleagues developed a multidimensional classification scheme of learning outcomes. What outcomes would Kraiger and colleagues include under their "affective outcomes" scheme?

A : knowledge organization and declarative knowledge outcomes
B : attitudinal and motivational outcomes
C : technical or motor skills and compilation outcomes
D : cognitive and declarative outcomes

Correct Answer : B

36 : John Anderson's ACT theory describes learning as a process across three stages. Which of these stages is NOT part of the ACT theory?
A : declarative knowledge
B : knowledge compilation
C : adaptive knowledge
D : procedural knowledge

Correct Answer : C

37 : What is the first stage of the ACT theory?
A : knowledge compilation
B : declarative knowledge
C : procedural knowledge
D : knowledge acquisition

Correct Answer : B

38 : What conclusions would you draw from the adaptive character of thought theory (ACT theory)?
A : It suggests that motivational interventions might be more or less effective depending on the stage of learning.
B : It recognizes that learning is a stage-like process that involves four important stages.
C : It indicates that similar types of learning take place at different stages throughout the learning process.
D : It relies on a complete assessment of the training needs of the participants prior to designing the training event.

Correct Answer : A

39 : Which of the following is NOT an implication you would draw from understanding Kolb's learning styles theory?
A : trainees differ in the way they prefer to learn
B : training methods should be aligned with the trainee's learning preferences
C : a trainee's learning style is related to how trainees acquire knowledge in training and how they use information on the job
D : training design should consider so-called learning modes

Correct Answer : C

40 : Which psychologist's theories support the following statement: "Learning is a relatively permanent change in behaviour in response to a particular stimulus or set of stimuli"?
A : David Kolb
b.
B : F. Skinner
C : Robert Gagné
D : Neil Fleming

Correct Answer : B

41 : The conditioning process includes three distinct yet connected concepts. Under which concept would a trainer reward each step as the trainee masters it in completing a complex task?
A : shaping
B : generalization
C : chaining and generalization
D : shaping and chaining

Correct Answer : A

42 : You have been asked to write a short report highlighting key points on how conditioning theory principles may be used in training. Which of the following points is NOT likely to be included in your report?
A : training material should be broken up into logical parts
B : trainees should be rewarded and encouraged throughout the training process
C : generalization means that the conditioned response occurs in circumstances different from those in the training environment
D : trainees should only be rewarded when they are able to generalize concepts learned in the training process

Correct Answer : D

43 : Which of the following best describes the conditioning theory concept known as generalization?
A : the conditioned response occurs in circumstances different from those during learning
B : the reinforcement of each step in a process until it is mastered
C : the reinforcement of entire sequences of a task
D : the desired behaviour that is associated with a learning outcome

Correct Answer : A

44 : John, a novice sky diver, is told by his close friends that given the level of training he has received he should be able to perform his first jump “without any problems.” From a training and motivation perspective, what are John’s friends trying to do?
A : increase John’s self-awareness
B : increase John’s chaining ability
C : increase John’s self-efficacy
D : increase John’s self-regulation

Correct Answer : C

45 : Observational learning requires four key elements: attention, retention, reproduction, and reinforcement. What type of activity is associated with reproduction?
A : employees must be aware and observe the behaviour
B : employees must observe and encode the behaviour
C : employees must practise and rehearse the behaviour
D : employees must continue to apply the behaviour

Correct Answer : C

46 : What additional input must be incorporated into social cognitive theory for observed behaviours to be attempted?
A : self-motivation
B : self-assessment

C : self-regulation
D : self-efficacy

Correct Answer : D

47 : You just found out you are going to lead a training class made up primarily of adult learners. You recall from a previous training and development class that significant differences exist in the design and delivery of training programs geared toward adults versus children. Which of the following statements about how you should approach the training is NOT congruent with adult learning theory?
A : develop training content around theoretical frameworks versus work-related needs and interests
B : include the trainees in the design and delivery of the training program
C : include the trainees in the needs analysis process
D : attempt to explain the value of the training program and, when possible, incorporate the experiences of the trainees and use them as examples

Correct Answer : A

48 : Which of the following characteristics are congruent with the notion of informal learning?
A : spontaneous, immediate, and task-specific
B : strategic, goal-oriented, and long-term focused
C : structured, group-focused, and unplanned
D : defined, organization-wide, and explicit

Correct Answer : A

49 : Which of the following is a factor that differentiates formal and informal learning?
A : culture
B : climate
C : management style
D : process driven

Correct Answer : D

50 : According to the textbook, what are the two most used methods for informal learning?
A : face-to-face interactions and email communication
B : social networking and Internet searches
C : structured mentoring and coaching sessions
D : email communications and intranet sites

Correct Answer : D

51 : The textbook identifies several reasons that informal learning is becoming more prevalent in organizations when compared to formal learning. Which of the following is NOT a reason supported by the material in the textbook?
A : Organizations are finding time constraints impact their ability to deliver formal learning.
B : What is learned tends to be used on the job immediately when informal learning methods are used.
C : Informal learning has been found to deliver consistent learning outcomes.
D : Informal learning has a significant effect on performance.

Correct Answer : C

52 : You have been asked to do a short presentation to your class describing the differences

between formal and informal learning. Which of the following points is NOT likely to be included in your presentation?
A : Unlike formal learning, informal learning tends to be highly unstructured.
B : Control over learning outcomes rests with the organization under formal learning processes.
C : Formal learning tends to be tailored to individuals' learning needs much more so than informal learning.
D : Formal learning processes often create time gaps between learning and application on the job.

Correct Answer : C

53 : Why is the concept of informal learning receiving so much attention from managers?
A : because of the need to reduce expenditures in training and development
B : because of the speed of change and demographic realities
C : because of the level of attention the topic of informal learning has received from academics and management gurus
D : because it requires fewer resources and management attention

Correct Answer : B

54 : According to goal-setting theory, goals can be motivational if they have some specific characteristic. Which of the following would NOT be considered one of those characteristics?
A : time-bound
B : challenging
C : proximal in design
D : supported with feedback

Correct Answer : C

55 : John wants to be a member of Canada's Olympic hockey team in ten years. What kind of goal is John pursuing?
A : mastery
B : distal
C : proximal
D : performance

Correct Answer : B

56 : How is the concept of training motivation defined?
A : trainees' beliefs about how their behaviour is controlled
B : the direction, intensity, and persistence of learning-directed behaviour
C : the motivation that stems from a direct relationship between a worker and the task
D : the relationship between worker, task, and valence

Correct Answer : B

57 : Training motivation is synonymous with which of the following?
A : motivation to learn
B : motivation to train
C : motivation to perform
D : motivation to change

Correct Answer : A

58 : What training conclusions can be drawn for individuals with an internal locus of control?

A : they tend to have lower self-efficacy for training
B : they tend to have higher training motivation
C : they tend to have higher anxiety about training
D : they tend to make a weaker link between effort and training

Correct Answer : B

59 : Which of the following statements is correct in relation to goal orientation?
A : mastery goals are needs-oriented and focus on learning processes
B : mastery or performance goals have no impact on learning outcomes
C : goal orientation may influence task performance as well as cognitive, affective, and motivational processes
D : when learning to perform a new task, setting a difficult performance outcome goal has been found to be detrimental for performance

Correct Answer : C

60 : Training leads to declarative knowledge, the acquisition of skills and abilities, and the retention of both over time. According to the model of training effectiveness, what other factor does NOT impact a trainee's ability to learn and retain information and knowledge?
A : a trainee's attitude toward his/her job
B : a trainee's "self-belief"
C : a trainee's mental ability
D : organizational effectiveness

Correct Answer : D

61 : Marie, a fourth-year human resource student, is able to comprehend and summarize Chapter 2 of the textbook to a very high standard. What is Marie demonstrating?
A : intellectual capital
B : human capital
C : cognitive ability
D : psychomotor ability

Correct Answer : C

62 : Which of the following is NOT considered to be part of core self-evaluations?
A : self-esteem
B : conscientiousness
C : general self-efficacy
D : locus of control

Correct Answer : B

63 : You are a senior human resource manager with a Canadian organization. On your way back home from a business trip, you stumble across an article praising the effectiveness of informal learning. You decide your organization should facilitate a work environment that promotes informal learning. Which of the following is NOT likely to be an action you will take?
A : creating work processes that require team involvement by members from different parts of the organization
B : removing physical barriers so as to facilitate regular contact between management and employees
C : providing work teams with less autonomy so as to ensure quality control over outcomes
D : condensing office spaces and making room for an open gathering area for coffee breaks and socializing

Correct Answer : C

64 : Where does workplace learning come from according to the 70-20-10 model?
A : 70 percent from relationships and interactions with others, 20 percent from on-the-job experiences and assignments, and 10 percent from formal learning activities and events
B : 70 percent from on-the-job experiences and assignments, 20 percent from formal learning activities and events, and 10 percent from relationships and interactions with others
C : 70 percent from on-the-job experiences and assignments, 20 percent from relationships and interactions with others, and 10 percent from formal learning activities and events
D : 70 percent from formal learning activities and events, 20 from on-the-job experiences and assignments, and 10 percent from relationships and interactions with others

Correct Answer : C

65 : If a trainer wants to ensure that she is following the 70-20-10 model, how much formal training should she be providing to employees?
A : 70 percent
B : 20 percent
C : 10 percent
D : 30 percent

Correct Answer : C

66 : If a trainer wants to make sure that a training program is appropriate for trainees' learning styles and most of the trainees prefer concrete experience and reflective observation, what learning style should the trainer focus on?
A : converging
B : accommodating
C : assimilating
D : diverging

Correct Answer : D

67 : If a trainer wants to use Fleming's model and make use of all four learning styles, then which of the following should be included in the training program?
A : visual, aural/auditory, read/write, and knowledge
B : **visual, aural/auditory, read/write, and kinesthetic**
C : abstract conceptualization, active experimentation, concrete experience, and reflective observation
D : converging, diverging, assimilating, accommodating

Correct Answer : B