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TEST BANK
CHAPTER ONE: TRAINING IN ORGANIZATIONS

MULTIPLE-CHOICE QUESTIONS

1. Why do companies continue to invest in training, even in difficult times?
   A) Higher net sales per employee
   B) Higher gross profits per employee
   C) Higher employee engagement
   D) Both A & B
   E) All of the above
   Ans: D
   Difficulty: Easy
   Page Ref: 2

2. Which of the following statements is true
   A) The majority of companies are able to find qualified people for entry level positions, but not higher level.
   B) The nature of work is becoming more complex.
   C) In today's environment training will be an important ingredient in creating an effective workforce.
   D) B & C
   E) All of the above are true
   Answer D
   Difficulty Moderate
   Page Ref: 2

3. In an open system model which of the following statements is <u>not</u> true?
   A) Open systems have a dynamic relationship with their environment.
   B) Open systems may exist as part of another open system.
   C) The system is open to influences from its environment.
   D) Outputs will not be able to influence future inputs.
   E) All of the above are true.
   Ans: D
   Difficulty: Moderate
   Page Ref: 3

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4. 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.
   Ans: E
   Difficulty: Easy
   Page Ref: 6

5. In the training model a triggering event is
   A) An organizational performance gap.
   B) A signal that training has been successful.
   C) A type of behavioral-based evaluation.
   D) Input into the development phase of training.
   E) None of the above.
   Ans: A
   Difficulty: Easy
   Page Ref: 4-7

6. Which of the phases of the ADDIE model includes an Input, Process and Output
   A) Needs Analysis
   B) Design
   C) Evaluation
   D) A & C
   E) All phases
   Answer E
   Difficulty Easy
   Page Ref: 5 (Figure 1.3)

7. Input into the development phase of the training model comes from
   A) Needs analysis.
   B) Design.
   C) Evaluation.
   D) Both B & C.
   E) None of the above.
   Ans: D
   Difficulty: Challenging
   Page Ref: 5 (Figure 1.3)

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8. In the evaluation of training, a determination of how well the trainer actually covered all aspects of the training as it was designed is called
   A) Phase evaluation.
   B) Process evaluation.
   C) Procedural evaluation.
   D) Outcome evaluation.
   E) Outcome.
   Ans: B
   Difficulty: Moderate
   Page Ref: 6

9. Which of the following is NOT true of outcome evaluation
   A) It uses training objectives as its criteria for success
   B) It provide an understanding of how well the trainer followed the time allocation for modules.
   C) It is conducted at the end of training
   D) All of the above are true
   Ans: B
   Difficulty: Moderate
   Page Ref: 6

10. Which of the following is a source of information for the needs analysis process?
   A) The organization's performance
   B) The future needs of the organization
   C) The people within the operational areas
   D) Both B & C
   E) All of the above
   Ans: E
   Difficulty: Challenging
   Page Ref: 5

11. The dry run occurs in the
   A) Implementation phase.
   B) Development phase.
   C) Analysis phase.
   D) Design phase.
   E) Evaluation phase.
   Ans: A
   Difficulty: Moderate
   Page Ref: 6

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12. When evaluating training, a major type of evaluation to consider is
    A) Process evaluation.
    B) Analysis evaluation.
    C) Outcome evaluation.
    D) Both A & C.
    E) Both B & C.
    Ans: D
    Difficulty: Easy
    Page Ref: 6

13. The ADDIE and SAM models are different in that the ADDIE model
    A) Has an analysis phase
    B) Has an implementation phase
    C) Is a quicker method for identifying training needs
    D) A& B
    E) All of the above
    Answer D
    Difficulty Moderate
    Page Ref: 7 & 8

14. Learning is defined as
    A) A temporary change in cognition that results from experience and may influence behavior.
    B) A relatively permanent change in understanding and thinking that results from experience and directly influences behavior.
    C) A relatively permanent change in understanding and thinking that models behavior.
    D) A temporary change in understanding and thinking.
    E) A relatively permanent change in cognition that results from self-efficacy and indirectly influences behavior.
    Ans: B
    Difficulty: Moderate
    Page Ref: 9

15. The authors use the acronym KSA to refer to what?
    A) Keep it Simple, and have the right Attitude
    B) Knowledge, Skills, and Attitudes
    C) Knowledge, Strategy, and Aptitude
    D) Knowledge Skills and Abilities
    Ans: B
    Difficulty: Moderate
    Page Ref: 9

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16. The authors use of attitudes rather than abilities as one of the three types of learning outcomes is based on
A) their bias toward attitudes.
B) the fact that abilities and attitudes are fairly similar.
C) the fact that abilities are redundant with knowledge and skills.
D) The fact that abilities are not learned.
Ans: C
Difficulty: Easy
Page Ref: 11

17. Knowledge is composed of which three interrelated types?
A) Declarative, procedural, and strategic
B) Declarative, practical, and strategic
C) Declarative, practical, and skill
D) Compilation, automatic, and strategic
E) None of the above
Ans: A
Difficulty: Easy
Page Ref: 9-10& Figure 1.5

18. The highest level of knowledge is
A) Strategic
B) Cognitive
C) Aptitude
D) Procedural
E) Innate
Answer A
Difficulty Easy
Page Ref. 10

19. A person's store of factual information about a subject matter is called
A) Procedural knowledge.
B) Strategic knowledge.
C) Declarative knowledge.
D) Innate knowledge.
Ans: C
Difficulty: Easy
Page Ref: 10

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20. A person's understanding about how and when to apply the facts that have been learned is called
A) Process knowledge.
B) Declarative knowledge.
C) Practical knowledge.
D) Perpetual knowledge.
E) Procedural knowledge.
Ans: E
Difficulty: Easy
Page Ref: 10

21. Compilation is
A) Listing the levels of understanding a trainee has
B) A method of learning an attitude
C) The lower level of skill acquisition
D) A training method
E) The lowest level of a competency
Ans: C
Difficulty: Easy
Page Ref: 10

22. When a person is able to perform a skill without thinking about what they are doing, they are at which level of skill acquisition?
A) Mastery
B) Automaticity
C) Compilation
D) Responsive
E) Reactive
Ans: B
Difficulty: Easy
Page Ref: 10

23. 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) Test.
B) Competency
C) Job analysis.
D) Strategy.
E) Skill set.
Ans: B
Difficulty: Moderate
Page Ref: 11

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24. Linking competencies to a set of behaviors 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.
Ans: E
Difficulty: Moderate
Page Ref: 11

25. _____ is (are) the foundations for competencies.
A) Tests
B) KSAs
C) Strengths
D) Motivation
E) Skill sets
Ans: B
Difficulty: Moderate
Page Ref: 11

26. 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
D) Education; development
E) None of the above
Ans: C
Difficulty: moderate
Page Ref: 12

27. Which of the following statements is true?
A Training probably has a positive effect on the bottom line, but it can't really be measured.
B Most training managers don't realize that alignment of training with the business strategy is important.
C Worker knowledge has been shown to provide a competitive advantage.
D Alignment of training with the business strategy is not difficult to do.
Ans: C
Difficulty: Moderate
Page Ref: 13

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28. Aligning training with the business strategy is a high priority of HR managers because
A) training has been shown to impact the bottom line
B) of the rapidly changing business environment
C) training has been shown to improve performance
D) A & C
E) All of the above
Ans: E
Difficulty: moderate
Page Ref: 13

29. Which of the following statements is true?
A) Twitter and Facebook have shown to be ineffective as enhancements to training.
B) Social networking can be used to support "on the job" training.
C) The number of females in the workforce has reached 38 percent.
D) There are now 6 different generations in the workforce.
E) Both C & D are true.
Ans: B
Difficulty: Difficult
Page Ref: 13

30. Which of the following statements is true in the USA?
A) Baby boomers are still the largest generation
B) Millennials are now the largest generation
C) Generation X is the youngest generation in the workforce
D) Women make up almost 40 percent of the workforce
E) Women only make up about 20 percent of the Fortune 500 CEOs
Ans: B
Difficulty: Moderate
Page Ref: 14-15

31. Which of these steps is part of the continuous improvement model?
A) Gap analysis
B) Preaudit
C) Process mapping
D) Higher productivity
E) None of the above
Ans: A
Difficulty: Easy
Page Ref: 15

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32. Which of the following statements is true regarding the continuous improvement process?
A) To be effective it needs to be used in conjunction with the ADDIE model
B) It is very similar to the ADDIE model
C) There is no relationship between the two
D) The ADDIE model is superior to it
Ans: B
Difficulty Level: Easy
Page Ref: 15-16

33. What is the focus of the ISO standards?
A) A series of standards to assure consistency in product quality
B) An HR software package to assure legal compliance
C) A quality standard set by the Japanese
D) A strategic quality forecasting model
E) A method designed to improve productivity
Ans: A
Difficulty: Moderate
Page Ref: 15-16

34. Companies with ISO certification have seen which of the following advantages?
A) Reduced costs
B) Improved competitiveness
C) Higher productivity
D) A & B
E) All of the Above
Ans: E
Difficulty Level: Moderate
Page Ref: 15-16

35. ISO certified companies
A) Have lower than normal training costs.
B) Improved internal communication
C) No difference in terms of customer preference .
D) All of the above.
Ans: B
Difficulty: Moderate
Page Ref: 18

36. Employers are less likely to be required to pay damages in a harassment suit if they have demonstrated a good faith effort to prevent such harassment by
A) Provide training to prevent such activity

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B) Having a policy and procedures in place to address harassment when it occurs
C) Having females on the board of directors
D) A & B
E) All the above
Ans: D
Difficulty: Moderate
Page Ref: 16

37. Which of the following are the three competencies suggested in the text that will help someone develop the more advanced competencies necessary to become a training professional?
A) Coaching, managing, & communication
B) Technology, coaching & managing
C) Communication, coaching, & interpersonal skills
D) Interpersonal skills, communication, & technology
E) Performance improvement, communication & technology
Ans: D
Difficulty Level: Difficult
Page ref: 20

38. Which of the following career paths best prepares a trainer in a large organization for a supervisory or coordinator position?
A) Several years' experience in a specific function
B) Working in a line position
C) Rotation through various specialist positions
D) None of the above
E) All of the above
Ans: C
Difficulty: Moderate
Page Ref: 20

TRUE/FALSE QUESTIONS

39. ___An open system has three parts input, process, and output. (T; p. 3& Fig. 1.1)
40. ___The ADDIE model is a quicker system when compared to SAM (F; p. 8)
41. ___Higher birth rates is identified as one of the reasons for the changing demographics in North America. (F; p. 14)
42. Generation X is the youngest of the generations in the workforce. (F; p. 14)
43. Legal requirements for hiring would constitute declarative knowledge. (T; p. 10)
44. Knowledge is a prerequisite for learning a skill. (T p. 10)
45. In general, the smaller the organization, the fewer responsibilities each HRD employee will have. (F; p. 18)

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46. ___The triggering event signals a need for a TNA. (T; p. 5)
47. ___Compilation is the highest level of skill acquisition. (F; p. 10)
48. ___The highest level of knowledge is termed strategic knowledge. (T; p. 10)
49. Although many are retiring, Baby Boomers are still the largest generation in America. (F p. 14)
50. To file an age discrimination suit you must be over 65. (F p. 17)

SHORT-ANSWER QUESTIONS

51. Define KSAs and explain the different levels of each. Use a diagram if you like.

The K is for knowledge, and there are three levels, declarative, procedural, and strategic. Each in the order mentioned is more complex than the previous. Declarative knowledge refers to knowing facts. Procedural knowledge involves knowing how and when to apply those facts and strategic knowledge is the ability to plan, monitor, and revise goal-directed behavior.

S is for skills, which has two levels, compilation and automaticity. Compilation is the basic level of learning of a skill, where you still need to think about what you are doing. Automaticity refers to a skill level where you no longer need to think about what you are doing, as it is automatic.

A is for attitude. These are beliefs and opinions a person has that either support or inhibit behaviors. Figure 1-5 can be used to describe these.

52. Explain, with the use of a diagram, the key concepts of the "open systems model."

A complete answer should include the following points

- **The diagram should be similar to Figure 1-1**
- **Open systems have a dynamic relationship with their environment, each influencing the other.**
-
- **The system depends on the input from the environment**
- **The system takes environmental input and through processes transforms that into outputs back into the environment.**
- **The system's outputs may or may not influence future inputs**

ESSAY QUESTION

53. Describe how the ADDIE model of training 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)

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- **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 a performance gap is identified, the cause must be determined. If the gap is caused by inadequate KSAs, then training can be utilized to satisfy the need. If the gap is caused by something other than inadequate KSAs, then appropriate non training interventions need to take place 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. At this point 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.**

- **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.**

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- **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 behavior 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.**

- **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.**

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CHAPTER 1

EXERCISES

Training Needs in The Student Registration Office

1. *Assume that you were hired to develop a training program for these CSRs. Write down what you believe are the four most important KSAs your training must address and your reasoning for selecting these. If done as a group exercise, allow each member of the group to share the KSAs they identified, and their reasoning. Then reach a group consensus as to the four most important KSAs and your rationale for including each KSA. Each group will then report to the rest of the class.*

Tips: The primary goal of the exercise is to see if students are able to distinguish between knowledge, skills, and attitudes. The CSRs do not need training in the correct procedures to use. Many however, need to improve the skill with which they are able to apply the procedures. Thus, answers that identified skills in the area of problem solving or conflict resolution would be appropriate. Some CSRs have attitudes that are contradictory to the desired behavior. To determine if training can be developed to change the attitudes one would have to identify the cause of the attitude. In this case it is probably the belief that "using the correct procedures wasn't important." However, this is not certain; thus, answers that indicated that more information was necessary before attitudinal training could be developed would be preferred over answers that focused on training directed at attitude change.

2. *In small groups, discuss the training responsibilities of supervisors and managers who are **not** a part of the HRD department. Prepare a list of what the responsibilities might be and a rationale for your choices.*

Tips: The goal of this exercise is to get students to see that training plays a part in almost any career. To achieve career goals, employees must attend training. Supervisors and managers are responsible for identifying the training needs of their subordinates, helping to identify and evaluate the training they receive, engaging in some training activities as a trainer, and taking an active role in determining their own training. It is intended as an in-class, small group exercise in which the small group arrives at a consensus about the issue and reports their ideas to the class at large. This exercise can be especially interesting when you have students who are working full time. In such cases it is useful for them to use their own experience. Another idea is to have those working compare their information with those who are not working which leads to a comparison of what individuals believe would happen and what actually happens.

3. *Identify two organizations with different environments and core technologies. Describe what these differences are. Indicate how the HRD strategies of these companies might be similar or different. Provide a rationale for your conclusions based on concepts in the chapter.*

Tips: This question is sort of a trick question, so do not assign it unless you are willing to address that fact that this HRD strategy is not discussed in any depth until Chapter 2. We sometimes use this question to get students to discuss HRD strategy and its relation to business strategy prior to reading the text. We are not looking for in depth answers here, just a discussion of the major concepts such as

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environment and technology and how these help to shape the organization's competitive strategy, which in turn influences the strategy developed by HRD to support the competitive strategy.

4. *Conduct an interview with a small business owner or manager. Get a good understanding of how they approach training in their company. What differences do you see in how this company approaches training and what has been described in this chapter? What are the reasons for this?*

Tips: This is the most difficult exercise of the four, both in terms of the work and the level of analysis required. The purpose of the exercise is to help students understand the differences between larger and smaller organizations in terms of budget, people, time, and expertise allocated to formal and informal training activities. Ideally, students will be able to recognize the similar levels of importance placed on training by the different-sized organizations, as well as the increased amount of flexibility, innovation, and adaptability required of the smaller firms in providing employees with the competencies necessary to perform effectively. Class discussions of what the students have discovered are typically very attention getting and result in a great deal of participation. Because of the extra effort and higher level of analysis required, we recommend that it be given a higher weight relative to any of the other exercises in this chapter. Depending on the extensiveness of this information, it is sometimes useful to continue to refer to it as you go through the various chapters and discuss the implications of the various chapters to the small business. This hands-on material can become very meaningful to the students.

QUESTIONS FOR REVIEW

1. Describe the relationship between HR and HRD functions in a large organization. How might a small organization handle the responsibilities of these two areas?

In large organizations the HRD function is a subsystem of the HR function, which is a subsystem of the whole organization. The organization's mission, strategies, etc. all represent sources of input into the training subsystem that are filtered through the HR function. These inputs are translated by the training subsystem into useable input (organizational and employee needs, training budgets, etc.). This input is then used to produce the outputs of the training system. The training function is typically staffed with specialists, has layers of management, and has greater coordination difficulties between different parts of the training process.

Typically, in smaller organizations these two functions will be combined into one function. Smaller organizations can operate effectively with a less formal and systematic approach to training than larger organizations.

2. *Consider the following problem-solving model. Based on the discussion in this chapter, describe how the training process model is or is not consistent with this model?*

Problem Solving Model

A. Define and understand the problem
B. Determine the cause of the problem
C. Identify potential solutions to the problem
D. Select the solution providing the most benefits for the least costs
E. Develop an action plan
F. Implement the action plan
G. Evaluate and, if necessary, modify the solutions

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Training Process Model

The needs analysis (organization, operations, and person) phase of the training process model (TPM) involves steps A and B of the problem-solving model. The process phase of the TNA identifies problems the organization faces and determines which of these is caused by a lack of KSAs and which are due to other causes. At this point the problem-solving model and the TPM are the same. From this point on, however, the training process model focuses only on problems caused by the lack of KSAs (training needs). The problem-solving model is not limited to a particular type of cause.

The Design Phase of the training process model identifies and examines the alternative methods for meeting the training needs. The first step in this process is determining the objectives for the training (reaction, learning, transfer, and organizational outcomes). The second step is identifying the factors that will be necessary to facilitate achieving the objectives and the constraints that the training solution must operate within. This closely parallels step C in the problem-solving model.

The Development Phase of the TPM is where the instructional strategy is formulated. Method(s) for meeting the training objectives are evaluated and those providing the best likelihood of achieving the objectives within the constraints are included in the strategy. Likewise, the design factors are examined and ways of providing those factors necessary to meet the objectives (facilities, equipment, and such) within the constraints are identified and incorporated into the plan. This parallels steps D and E in the problem-solving model.

The Implementation Phase in the TPM is carrying out the plan. This is essentially the same thing as step F of the problem-solving model.
The Evaluation Phase is again a very similar process in both models. However, in the TPM the evaluation component also includes process evaluation. This means that each phase in the TPM is evaluated in terms of how well their outcomes met the needs of the next phase. There is no similar component in the problem-solving model.

3. ***What are the significant legal issues that the training unit must take into consideration when conducting training activities? Describe how these issues might create challenges for HRD.***

Laws related to equal employment opportunity, affirmative action, and sexual harassment, have placed legal requirements on businesses that affect how training is managed. Training that has an impact on employment decisions such as promotion or job placement must demonstrate a clear relationship to job requirements if there are disproportional effects related to gender, age, and other protected classes. In addition to the training that is provided to prevent sexual harassment and show "good faith effort", the training environment for all training programs must be free of any forms of harassment. Certain types of training are required by regulatory agencies such as OSHA and state agencies responsible for health and safety. HRD units must understand the company's liability for any illness or injury that trainees sustain as a result of training or improper training. Training where the use of dangerous chemicals or situations where safety may be put at risk pose problems for HRD. Training to put out a fire for example if the trainee is injured because they did something wrong could be damaging to HRD. HRD needs to be especially diligent when using outside vendors. The company is still liable for any harm that may come to an employee being taught by a vendor. Likewise, employers are also liable for injuries to non-employees resulting from a poorly or incorrectly trained employee.

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HRD must also conform to confidentiality regulations and to copyright law. Care that employee performance does not become common knowledge is also important. If word got out that an employee did poorly their test at the end of training HRD could be in trouble as that type of information is confidential. Finally, there is a lot of training material on the internet and available in other places. Care must be taken to assure HRD is not using copyrighted material in their training without proper permission. Although a lot of training material is not copyrighted those materials that are must not be used without permission.

The student should provide examples of how these legal issues can impact training.

4. ***What are the ways in which training units can go about meeting the challenges they face, which were described in this chapter. Provide a rationale for your answers.***

Examples of Opportunities for Aligning HRD Activities with Business Strategy

- Closer tie to business results
- More strategic role for HRD

HRD opportunities can be realized through:

1. Development of systems/programs that help HRD staff align their activities to strategic goals. This is particularly important for training activities and reward systems.
2. Programs that assist in determining the ROI of HRD activities.
3. Proposals for training should describe the deliverable outcomes, how they link to the business strategy, the anticipated ROI and the process for measuring outcomes.

Some HRD Opportunities Related to Managing Talent Due to Changing Demographics

- Better retention
- More attractive work place for labor pool

HRD opportunities can be realized through:

1. Programs supportive of diversity.
2. Programs helping employees understand the legal and organizational policy requirements and sanctions relating to discrimination and harassment.
3. Programs helping companies use technology to assist in meeting the lifestyle needs of the younger generations by allowing more employees to work outside company walls. These new work arrangements will require new workflow systems and management processes, and training will be a key tool in this change process.
4. Programs helping companies develop mentoring and coaching programs to fill the knowledge and leadership gaps created by retirements.
5. Programs that focus on the recruiting and selection process
6. Programs that improve retention of knowledge workers
7. Programs that assess and track job requirements and employee competencies (HRIS systems)

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8. Development of innovative knowledge delivery systems that create more knowledgeable workers more quickly.

Some HR Opportunities Related to Quality and Continuous Improvement

- HR becomes central to the development of competencies required for key operations.
- HR activities become characterized by their quality and continuous improvement.

HR opportunities can be realized through:

1. Programs helping companies with continuous improvement systems (e.g., lean manufacturing, Kaisen, etc.).
2. Programs helping companies achieve and maintain certification.
3. Programs helping companies integrate training into continuous improvement systems.
4. Programs helping companies integrate quality and continuous improvement into their HR units.
5. Partnerships with academic institutions.

Legal issues have been discussed in the previous question.

5. ***Define and provide an example that was not used in the text for each of the following:***
   - ***a) Each of the three types of knowledge***
   - ***b) Each of the two levels of skills***
   - ***c) An attitude***

Knowledge (3 types)

Declarative Knowledge: A person's store of factual information about a subject matter. Examples would be knowledge of the legal requirements for hiring, the safety rules in a plant, and the names and titles of a company's executives.

Procedural Knowledge: A person's understanding about how and when to apply the facts they have learned. Examples of this type of knowledge are

- Understanding of the order and conditions under which the steps in machine trouble-shooting are performed
- Understanding how motivation and knowledge are related to human performance
- Knowledge of stress reduction techniques and their advantages and disadvantages

Strategic Knowledge: The highest form of knowledge, this knowledge consists of the person's understanding of what she knows and the rules or cues she uses to determine whether and how that information is related to other information (e.g., a problem or decision she faces). This type of information is used for planning, monitoring, and modifying the person's goal-directed activity. While we engage in this type of learning frequently it is difficult to give examples, because it is essentially learning how to learn. Thus, its effects on behavior are more indirect than direct. However, some examples might be learning how to

manage a department or learning how to invest money to achieve a particular lifestyle upon retirement.

Skill (two levels)

Compilation (skill): A person's level of proficiency at something during the time in which they are acquiring the skill, have recently acquired it, or have not used it for a long period of time. It is characterized by the person consciously thinking about what they are doing while they are performing the skill. Examples of skill development at the compilation level consist of any behavior that is first being learned, such a driving an automobile, riding a bicycle, typing, etc.

Automaticity (skill): A person's ability to perform the skill without really thinking about what they are doing. This is also referred to as skill mastery. Any set of behaviors that has been so well learned that the person doesn't have to think about them can be said to have been developed to the automaticity level. For example, the typical person in driver's education can be said to drive a passenger automobile at the compilation level. A professional stock car racer can be said to drive the same automobile at the automaticity level.

Attitude

Attitude: Attitudes reflect the employee's beliefs and opinions that support or inhibit behavior. For example, employee beliefs about management, unions, and training programs.