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| 1. Coaching is NOT considered an aspect of human resource development.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Introduction | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-01 - Define human resource development (HRD) | | *ACCREDITING STANDARDS:* | BUSPROG: Communication DISC: HRM | | *TOPICS:* | Define human resource development (HRD) | | *OTHER:* | Bloom's: Remember | |

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| 2. Using the apprenticeship model, a person apprenticing in a law office could practice law after passing a state-supervised examination as late as the 1920s.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 3. The core of all HRD efforts is reading.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Introduction | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-01 - Define human resource development (HRD) | | *TOPICS:* | Define human resource development (HRD) | | *OTHER:* | Bloom's: Remember | |

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| 4. The human relations movement began as an “anti-factory” movement due to poor working conditions in many factories.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 5. During World War II, many industry-based companies cut their training programs to save money and time during the war effort.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 6. It is estimated that U.S. organizations spent $83 billion on employee learning and development in 2019.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Introduction | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-01 - Define human resource development (HRD) | | *TOPICS:* | Define human resource development (HRD) | | *OTHER:* | Bloom's: Remember | |

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| 7. The definition of human resource development includes training for both past and present job skills.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Introduction | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-01 - Define human resource development (HRD) | | *TOPICS:* | Define human resource development (HRD) | | *OTHER:* | Bloom's: Remember | |

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| 8. Yeomanries were the forerunners of modern labor unions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 9. Scientific management principles recognized that people are more important in efficient production than are machines.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 10. The first documented factory school began at Hoe and Company in 1872.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 11. The show, tell, do, and check training method began during World War I and is still in use today.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 12. ASTD stands for the American Society for Training & Development.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 13. In 2020, ATD had over 35,000 members in over 120 countries.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 14. Once new employees have become proficient in their jobs, HRD activities should focus on coaching and counseling.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Remember | |

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| 15. Staff authority is given to organizational units that advise and consult line units.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Relationship between Human Resource Management and HRD/Training | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-03 - Distinguish between HRD and human resource management (HRM) | | *TOPICS:* | Distinguish between HRD and human resource management (HRM) | | *OTHER:* | Bloom's: Remember | |

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| 16. Traditionally, HRM functional units had line authority that superseded staff authority.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Relationship between Human Resource Management and HRD/Training | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-03 - Distinguish between HRD and human resource management (HRM) | | *TOPICS:* | Distinguish between HRD and human resource management (HRM) | | *OTHER:* | Bloom's: Understand | |

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| 17. The original “learning and performance wheel” identified four primary HRD functions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Remember | |

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| 18. According to Bernthal’s lear ning and performance wheel, business strategy should be at the center of all HRD efforts.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-05 - Describe how HRD can be linked to the goals and strategies of an organization | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Remember | |

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| 19. External and upward alignments are needed in order to more fully integrate HRM with the strategic needs of an organization.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-05 - Describe how HRD can be linked to the goals and strategies of an organization | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Understand | |

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| 20. HRD executives should contribute ideas, information, and recommendations during strategy formulation.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-05 - Describe how HRD can be linked to the goals and strategies of an organization | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Remember | |

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| 21. The learning strategist focuses on entry-level employee training.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Remember | |

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| 22. In the organization change agent role, the HRD manager advises management in the design and implementation of change strategies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-05 - Describe how HRD can be linked to the goals and strategies of an organization | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Understand | |

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| 23. Over the past 25 years, the HRD profession has become less connected to the academic community.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Remember | |

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| 24. Increasing diversity in the workplace means racial, ethnic, gender, and age diversity.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Understand | |

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| 25. Diversity is always a catalyst for improved organizational performance.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Remember | |

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| 26. In the United States, only about 20 percent of the jobs require at least a high school education.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Remember | |

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| 27. HRD professionals need to develop a solid understanding of learning theory.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Remember | |

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| 28. ASTD has not yet developed a code of ethics.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Remember | |

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| 29. Evaluation is an important phase of the HRD process but is often overemphasized.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Remember | |

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| 30. Specific training objectives are normally developed in the needs assessment phase.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | True / False | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Remember | |

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| 31. A mechanism in shaping individual and group values and beliefs and skilling through learning-related activities to support the desired performance of the host system or organization is called:   |  |  |  | | --- | --- | --- | |  | a. | organization design. | |  | b. | organization development. | |  | c. | human resource development. | |  | d. | human resource planning. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Introduction | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-01 - Define human resource development (HRD) | | *TOPICS:* | Define human resource development (HRD) | | *OTHER:* | Bloom's: Remember | |

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| 32.  \_\_\_\_\_ is at the core of all HRD efforts.   |  |  |  | | --- | --- | --- | |  | a. | Recruitment | |  | b. | Learning | |  | c. | Communication | |  | d. | Policy and procedure |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Introduction | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-01 - Define human resource development (HRD) | | *TOPICS:* | Define human resource development (HRD) | | *OTHER:* | Bloom's: Remember | |

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| 33. The leading HRD professional organization is:   |  |  |  | | --- | --- | --- | |  | a. | IPMA. | |  | b. | TDAPHR. | |  | c. | SHRM. | |  | d. | ATD. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Introduction | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-01 - Define human resource development (HRD) | | *TOPICS:* | Define human resource development (HRD) | | *OTHER:* | Bloom's: Remember | |

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| 34. The origins of HRD can be traced to which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Factory schools | |  | b. | Universities | |  | c. | Apprenticeship training programs | |  | d. | Boston's first technical school |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 35. A yeoman is a person who:   |  |  |  | | --- | --- | --- | |  | a. | sails a ship. | |  | b. | has not been admitted to an apprentice program as yet. | |  | c. | has mastered a few skills. | |  | d. | has mastered all the apprentice skills. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.12.2 - HRM HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 36. The first privately funded vocational school in the United States was founded by:   |  |  |  | | --- | --- | --- | |  | a. | Jon Werner. | |  | b. | DeWitt Clinton. | |  | c. | George Washington. | |  | d. | Donald Kirkpatrick. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 37. The first privately funded vocational school in the United States was founded to:   |  |  |  | | --- | --- | --- | |  | a. | train university graduates in a skill. | |  | b. | train the sons of wealthy people. | |  | c. | train new managers in machine operation. | |  | d. | provide occupational training to young people who were unemployed or had criminal records. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 38. A main distinction between training and development is that developmental activities are generally:   |  |  |  | | --- | --- | --- | |  | a. | more focused on specific job skills. | |  | b. | less expensive than training activities. | |  | c. | becoming less common as organizations deal with their changing business environment. | |  | d. | more focused on long-term or future responsibilities. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Understand | |

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| 39. The first privately funded vocational school in the United States was founded in:   |  |  |  | | --- | --- | --- | |  | a. | 1809. | |  | b. | 1917. | |  | c. | 1872. | |  | d. | 1907. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 40. The first documented factory school was founded in:   |  |  |  | | --- | --- | --- | |  | a. | 1809. | |  | b. | 1917. | |  | c. | 1872. | |  | d. | 1907. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 41. An ongoing process where an individual progresses through a series of stages, with each stage addressing unique issues, themes, and tasks, is the description of:   |  |  |  | | --- | --- | --- | |  | a. | human resource intervention. | |  | b. | tactical career planning. | |  | c. | career development. | |  | d. | career planning. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Remember | |

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| 42. The introduction of the Model T assembly line impacted training in what way?   |  |  |  | | --- | --- | --- | |  | a. | It made it less important. | |  | b. | It did not have an impact. | |  | c. | Work on an assembly line was an easy job that did not require any training. | |  | d. | It increased the need for training of unskilled and semiskilled workers. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 43. The Smith-Hughes Act of 1917 granted funds to the states to:   |  |  |  | | --- | --- | --- | |  | a. | build highways. | |  | b. | train managers. | |  | c. | build new universities. | |  | d. | train people in agriculture, home economics, industry, and teacher training. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 44. How did the introduction of the Ford Model T and the events of World War I impact the training of unskilled and semiskilled workers?   |  |  |  | | --- | --- | --- | |  | a. | There were more training opportunities for both unskilled and semiskilled workers. | |  | b. | Semiskilled workers were retrained while unskilled workers were fired. | |  | c. | Workers had to pass a skill evaluation to qualify for training. | |  | d. | Most workers were able to learn the new processes without additional training. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 45. Which of the following is NOT a function included in the learning and performance wheel of an HRD department?   |  |  |  | | --- | --- | --- | |  | a. | Training and development | |  | b. | Career development | |  | c. | Organization development | |  | d. | Compensation and benefits |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | LO4 | | *OTHER:* | Bloom's: Remember | |

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| 46. The HRCI offers which of the following designations upon passing a written exam and having the required years of exempt-level HR experience?   |  |  |  | | --- | --- | --- | |  | a. | PHR, Professional in Human Resources | |  | b. | HRDP, Human Resource Development Professional | |  | c. | HRE, Human Resources Executive | |  | d. | AHR, Administrator in HR |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.12.1 - Communication HUMA.WERN.12.2 - HRM | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Remember | |

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| 47. Diversity in the workforce includes which groups of employees?   |  |  |  | | --- | --- | --- | |  | a. | Older workers | |  | b. | Women | |  | c. | Workers of different ethnic and racial backgrounds | |  | d. | All of these are considered diverse groups. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.12.1 - Communication HUMA.WERN.12.2 - HRM | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Understand | |

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| 48. A four-step, sequential process used to design HRD interventions is called:   |  |  |  | | --- | --- | --- | |  | a. | PDAC (plan, do, act, check). | |  | b. | PDCA (plan, design, check, assess). | |  | c. | ADImE (assess, design, implement, evaluate). | |  | d. | SADIE (survey, access, develop, implement, evaluate). |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Remember | |

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| 49. The Smith-Hughes bill was passed in:   |  |  |  | | --- | --- | --- | |  | a. | 1809. | |  | b. | 1917. | |  | c. | 1872. | |  | d. | 1907. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 50. The four-step instructional training method of "show, tell, do, and check" introduced in World War I was later named:   |  |  |  | | --- | --- | --- | |  | a. | repetitive job evaluation. | |  | b. | evaluative performance initiative. | |  | c. | job instruction training (JIT). | |  | d. | instructional training management. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 51. During World War II, the Training Within Industry (TWI) Service was established by:   |  |  |  | | --- | --- | --- | |  | a. | the federal government. | |  | b. | the state of New York. | |  | c. | the U.S. Chamber of Commerce. | |  | d. | General Electric. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 52. An undesirable by-product of the factory system was:   |  |  |  | | --- | --- | --- | |  | a. | higher taxes for the factory owners. | |  | b. | abuse of unskilled workers and children. | |  | c. | the creation of labor unions. | |  | d. | lack of strong government regulation. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 53. The human relations movement began in the:   |  |  |  | | --- | --- | --- | |  | a. | late 1930s. | |  | b. | late 1890s. | |  | c. | late 1940s. | |  | d. | 1950s at Harvard. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 54. In the 1970s, ASTD renamed itself:   |  |  |  | | --- | --- | --- | |  | a. | The Alaskan Society for Training & Development. | |  | b. | The American Society for Training & Development. | |  | c. | The American Society for Teaching Drama. | |  | d. | The American Society for Technical Development. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 55. Which of the following would NOT be included in the career development function of HRD?   |  |  |  | | --- | --- | --- | |  | a. | Skills evaluation | |  | b. | Career management | |  | c. | Counseling | |  | d. | Management training and development |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Remember | |

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| 56. A staff organizational unit generally:   |  |  |  | | --- | --- | --- | |  | a. | gives direct orders to workers. | |  | b. | advises and consults. | |  | c. | directly produces goods and services. | |  | d. | does not include the HR department. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Relationship between Human Resource Management and HRD/Training | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-03 - Distinguish between HRD and human resource management (HRM) | | *TOPICS:* | Distinguish between HRD and human resource management (HRM) | | *OTHER:* | Bloom's: Understand | |

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| 57.  Which of the following is NOT a typical T&D  function?   |  |  |  | | --- | --- | --- | |  | a. | Employee discipline | |  | b. | Employee orientation | |  | c. | Technical training | |  | d. | Coaching |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Understand | |

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| 58. Strategic management involves all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | strategy formulation. | |  | b. | control. | |  | c. | strategy recording. | |  | d. | strategy implementation |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-05 - Describe how HRD can be linked to the goals and strategies of an organization | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Remember | |

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| 59. A challenge currently facing the HRD field is:   |  |  |  | | --- | --- | --- | |  | a. | addressing workforce diversity and inclusion. | |  | b. | competing in a global economy. | |  | c. | eliminating the skills gap. | |  | d. | All of these choices are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Remember | |

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| 60. The trend in today's workforce is:   |  |  |  | | --- | --- | --- | |  | a. | employees are getting younger. | |  | b. | employees’ average ages have not changed over the last decade. | |  | c. | employees are getting older. | |  | d. | there is no accurate way to determine employee trends. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Remember | |

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| 61. According to the Bernthal’s learning and performance wheel, what is true about business strategy?   |  |  |  | | --- | --- | --- | |  | a. | It should be at the hub or center of HRD efforts. | |  | b. | It should not be a part of the wheel. | |  | c. | It is included in the "upper right spokes." | |  | d. | It is included in the "lower left spokes." |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Remember | |

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| 62. In the needs assessment phase, the identified gaps can be attributed to:   |  |  |  | | --- | --- | --- | |  | a. | current deficiencies. | |  | b. | new challenges that demand change. | |  | c. | both current deficiencies and new challenges that demand change. | |  | d. | none of these choices. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Understand | |

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| 63. What is the goal of the assessment and design phases of effective HRD interventions?   |  |  |  | | --- | --- | --- | |  | a. | Learning development | |  | b. | Evaluation | |  | c. | Restructuring | |  | d. | Implementation |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Remember | |

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| 64. Which of the following is true of apprenticeship training?   |  |  |  | | --- | --- | --- | |  | a. | It began in the 1920s. | |  | b. | It has been used to train skilled workers and even physicians. | |  | c. | It has been used only for a small group of skilled trades. | |  | d. | It is no longer used to train workers. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 65. Training semiskilled workers to use machines after the Industrial Revolution was done by:   |  |  |  | | --- | --- | --- | |  | a. | factory schools. | |  | b. | corporate universities. | |  | c. | yeoman training. | |  | d. | apprentice programs. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 66. In which of the following roles does the HRD professional help transform organizations by advising management in the design and implementation of change strategies that can result in more efficient work teams?   |  |  |  | | --- | --- | --- | |  | a. | HR strategic advisor | |  | b. | HR systems designer and developer | |  | c. | Organization change agent | |  | d. | Learning program specialist |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Understand | |

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| 67. The human relations movement highlighted:   |  |  |  | | --- | --- | --- | |  | a. | the need for more factory schools. | |  | b. | the importance of machine efficiency. | |  | c. | the importance of well-trained managers. | |  | d. | the importance of human behavior on the job. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 68. In Chester Barnard*’*s book *The Functions of the Executive,* he emphasized the integration of:   |  |  |  | | --- | --- | --- | |  | a. | machines and efficiency. | |  | b. | traditional management and behavioral science applications. | |  | c. | efficiency and employee training. | |  | d. | training and development. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 69. Since the 1990s, ASTD*’*s focus has been on:   |  |  |  | | --- | --- | --- | |  | a. | strengthening the strategic role of HRD. | |  | b. | performance improvement programs. | |  | c. | high-performing work systems. | |  | d. | All of these choices are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | The Progression toward a Field of Human Resource Development | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Relate the major historical events leading up to the establishment of HRD as a profession | | *OTHER:* | Bloom's: Remember | |

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| 70. Which of the following is true of the training function of T&D?   |  |  |  | | --- | --- | --- | |  | a. | Providing employees with the knowledge needed to do a particular task or job | |  | b. | Providing employees with the skills needed to do a particular task or job | |  | c. | Pursuing attitude changes within the work environment | |  | d. | All of these choices are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.12.2 - HRM HUMA.WERN.22.01-04 - Identify and describe each of the major HRD functions | | *TOPICS:* | Identify and describe each of the major HRD functions | | *OTHER:* | Bloom's: Understand | |

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| 71. Which of the following is true about organizational development?   |  |  |  | | --- | --- | --- | |  | a. | It emphasizes macro changes. | |  | b. | It emphasizes micro changes. | |  | c. | In OD, the HRD professional functions as a change agent. | |  | d. | All of these choices are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-02 - Relate the major historical events leading up to the establishment of HRD as a profession | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Remember | |

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| 72. For HRD professionals to play a more important role in the strategic plan of an organization, all of the following are necessary EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | they must contribute ideas and information to strategy formulation. | |  | b. | they must provide education and training programs that support effective strategic management. | |  | c. | they must provide training that is budget conscious. | |  | d. | they must ensure that all training efforts are linked to the organization*’*s goals and strategies. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Human Resource Development Functions | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.12.2 - HRM HUMA.WERN.22.01-05 - Describe how HRD can be linked to the goals and strategies of an organization | | *TOPICS:* | Describe how HRD can be linked to the goals and strategies of an organization | | *OTHER:* | Bloom's: Understand | |

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| 73. The six foundational competencies needed by HRD professionals include all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | personal skills. | |  | b. | team skills. | |  | c. | interpersonal skills. | |  | d. | business skills. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Remember | |

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| 74. A primary role of the HRD Executive/Manager is to:   |  |  |  | | --- | --- | --- | |  | a. | stay within the budget. | |  | b. | create programs desired by trainees. | |  | c. | plan a wide array of programs each year. | |  | d. | promote the value of HRD programs to senior managers. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Understand | |

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| 75. The organization design consultant produces which of the following outputs?   |  |  |  | | --- | --- | --- | |  | a. | Alternative work designs | |  | b. | Lesson plans | |  | c. | Education and training programs | |  | d. | Quality management programs |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Remember | |

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| 76. Certification for HRD professionals is   |  |  |  | | --- | --- | --- | |  | a. | offered by SHRM. | |  | b. | scheduled to begin in 2017. | |  | c. | the Certified Professional in Talent Development. | |  | d. | offered by the U.S. government. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Remember | |

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| 77. The Human Resource Certificate Institute offers all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | Professional in Human Resources. | |  | b. | Master Professional in Human Resources. | |  | c. | Senior Professional in Human Resources. | |  | d. | Global Professional in Human Resources. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Remember | |

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| 78. The link between ASTD and the academic community includes:   |  |  |  | | --- | --- | --- | |  | a. | offering university courses. | |  | b. | offering more academic courses to members. | |  | c. | allowing academics to be certified. | |  | d. | a research journal—the *Human Resource Development Quarterly.* |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Roles and Competencies of an HRD Professional | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-06 - Recognize the various roles and competencies of an HRD professional | | *TOPICS:* | Recognize the various roles and competencies of an HRD professional | | *OTHER:* | Bloom's: Remember | |

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| 79. What is true about the skills gap?   |  |  |  | | --- | --- | --- | |  | a. | Both Germany and Japan have done a better job of teaching basic skills than has the United States. | |  | b. | The United States has done a better job of teaching basic skills than has Japan. | |  | c. | The United States has done a better job of teaching basic skills than has Germany. | |  | d. | There is no skills gap for basic knowledge in the United States |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Remember | |

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| 80. Lifelong learning means:   |  |  |  | | --- | --- | --- | |  | a. | the same learning for all employees. | |  | b. | continuing education for all employees. | |  | c. | skills training for all employees. | |  | d. | different things for different employees. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | Challenges to Organizations and to HRD Professionals | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-07 - Cite contemporary challenges facing HRD professionals | | *TOPICS:* | Cite contemporary challenges facing HRD professionals | | *OTHER:* | Bloom's: Understand | |

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| 81. Identifying training needs involves all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | examining the organization. | |  | b. | looking at educational standards in the local area. | |  | c. | looking at job tasks. | |  | d. | looking at individual employee performance. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Remember | |

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| 82. Which of the following is true of scheduling a training program?   |  |  |  | | --- | --- | --- | |  | a. | Many issues need to be dealt with in order for it to be effective. | |  | b. | It is a simple process. | |  | c. | Scheduling is not an important aspect of a training program. | |  | d. | Scheduling is important if you use an external trainer. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Understand | |

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| 83. Evaluation allows managers to make better decisions about which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Continuing to use a method of training | |  | b. | Continuing to offer a program | |  | c. | How to allocate scarce resources | |  | d. | All of these choices |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | A Framework for the HRD Process | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | HUMA.WERN.22.01-08 - Identify the major phases of the training and HRD process | | *TOPICS:* | Identify the major phases of the training and HRD process | | *OTHER:* | Bloom's: Understand | |