

Assessment

On-the-Job Training

First Edition

The objectives of this book are:

- To explain the benefits of providing effective on-the-job training to new and existing employees
- To help supervisors and managers give new employees a positive experience at the start of their employment
- To explore the right way to do the job and how best to train employees for that job
- To guide trainers in using the *tell and show and do cycle*
- To encourage employees to provide ongoing on-the-job training to create a more flexible, valuable, and motivated workforce

■ CRISP_{series}

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Assessment Questions for On-the-Job Training, First Edition

Select the best response.

1. Which of the following statements is true?
 - A. You can tell much about a new employee from external appearances.
 - B. New employees are an unknown quantity—you cannot know whether they will make you look good or bad.
 - C. It is rare for new employees to start out with the winning combination of skills and attitude.
 - D. All of the above
 - E. B and C

2. An organization may experience turnover as a result of:
 - A. Employee frustration with their own skills
 - B. Employee boredom from doing the same tasks
 - C. Providing little chance for advancement
 - D. All of the above
 - E. B and C

3. It is essential to try to get acquainted and learn something about a new hire before jumping right in to job-related training.
 - A. True
 - B. False

4. Being punctual, wanting to satisfy a customer, taking pride in personal appearance, and being willing to learn are all examples of an employee's:
 - A. Knowledge
 - B. Skills
 - C. Attitude

5. An employee's attitudes and beliefs are often more essential to job success than past experience or preexisting skills.
 - A. True
 - B. False

6. An employee's first day on the job:
 - A. Should consist primarily of filling out forms, learning about benefits, or hearing about the company philosophy
 - B. Is the time for managers and team members to put their best foot forward
 - C. Should be a test of whether an employee will "sink or swim"
 - D. All of the above
 - E. None of the above

7. When conducting a task analysis you should:
 - A. Make yourself conscious of steps you do unconsciously
 - B. Teach how a job *should* be done rather than how it *is* done
 - C. Interview an employee who consistently meets the job's quality and quantity standards
 - D. All of the above
 - E. B and C

8. Hiring should focus on finding people with:
 - A. Poor attitudes/good skills
 - B. Good attitudes/good skills
 - C. Good attitudes/poor skills
 - D. All of the above
 - E. B and C

9. It is much better to have a new employee master one or two specific processes than simply to give an overview on the employee's first day on the job.
 - A. True
 - B. False

10. Which of the following is the better method for training an employee?
- A. Have the new person tag along behind an experienced employee
 - B. Take apart a specific process and divide it into individual tasks
11. As you observe a learner performing a task:
- A. Allow the person to commit a safety-related mistake if it will “teach a lesson”
 - B. Allow the learner the time and opportunity to self-correct
 - C. Have the learner repeat the task, even if he or she was successful at it the first time
 - D. A and B
 - E. B and C
12. You can prepare for the orientation of a new employee by:
- A. Letting other employees know when the new hire is coming in
 - B. Learning how to pronounce the new employee’s name
 - C. Having the person come in a little early or a little late if a shift is really busy
 - D. All of the above
 - E. A and B
13. When providing feedback, you should:
- A. Talk about personality and character traits in addition to job performance
 - B. Talk in generalities such as “you never” and “you always”
 - C. Deliver corrective feedback in public
 - D. All of the above
 - E. None of the above
14. The best time to train an employee is during “rush hour” or crunch time.
- A. True
 - B. False

15. An effective way to develop good employees is to:
- A. Set expectations early
 - B. Set a pace that is both reasonable and challenging
 - C. Place new employees on the jobs nobody else wants
 - D. A and B
 - E. A and C
16. The best way to orient new employees is to take them on a guided tour of the entire job, quickly explaining, pointing to, and demonstrating multiple tasks.
- A. True
 - B. False
17. You should consider doing which of the following *before* hiring a new employee:
- A. Eliminating unnecessary steps from the way a job is currently being done
 - B. Moving tools and supplies that are in inconvenient locations
 - C. Redesigning a job if there are safety issues
 - D. All of the above
 - E. A and C
18. The goal of a successful training program is to get to the point where an employee can do a job correctly without much conscious thought.
- A. True
 - B. False
19. Which of the following describes a *process*?
- A. Making a caffe latte
 - B. Helping customers
 - C. Using the telephone system
 - D. Working in a warehouse
 - E. Accounts payable

20. The *tell and show and do cycle* benefits which type of learner?
- A. Visual
 - B. Auditory
 - C. Kinesthetic
 - D. All of the above
 - E. None of the above
21. A good debrief question is:
- A. “How did it go?”
 - B. “Any problems?”
 - C. “What went well while I was gone?”
 - D. All of the above
22. A job should be designed to be done by the most skilled person likely to be hired for it.
- A. True
 - B. False
23. Cross-training:
- A. Gives managers greater flexibility
 - B. Develops a “that’s not my job” attitude in employees
 - C. Can lead to boredom and performance decline
 - D. All of the above
 - E. None of the above
24. Peer trainers:
- A. Usually have no supervisory authority over the people they are training
 - B. Act as coaches to new employees
 - C. Are selected and prepared to train new employees
 - D. All of the above
 - E. A and C

25. On-the-job training:

- A. Is conducted at the work site
- B. Is conducted in a classroom
- C. Uses the actual equipment, tools, and processes of a specific job
- D. A and C
- E. B and C

**Answer Key for
On-the-Job Training, First Edition**

Recommended response (Corresponding workbook page)

1. E (3)	6. B (15)	11. E (55)	16. B (50)	21. C (71)
2. D (7)	7. D (33)	12. D (18)	17. D (30)	22. B (29)
3. A (19)	8. E (6)	13. E (58)	18. A (66)	23. A (74)
4. C (21)	9. A (31)	14. B (36)	19. A (31)	24. D (38)
5. A (5)	10. B (32)	15. D (23)	20. D (48)	25. D (3)