

QUESTION BANK

Total Quality Management,
Training and Development

AUTHOR

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TOTAL QUALITY MANAGEMENT (TQM)

UNIT - I

One Marks

1. What is the primary objective of Quality Management?
 - a. Cost reduction
 - b. Customer satisfaction
 - c. Employee motivation
 - d. Profit maximization
2. Which of the following is a fundamental aspect of Quality Management?
 - a. Quantity control
 - b. Continuous improvement
 - c. Market expansion
 - d. Short-term goals
3. What is the evolution sequence of Quality Management principles?
 - a. Inspection, Quality Control, Quality Assurance, Total Quality Management
 - b. Total Quality Management, Quality Assurance, Quality Control, Inspection
 - c. Quality Control, Inspection, Total Quality Management, Quality Assurance
 - d. Inspection, Quality Assurance, Quality Control, Total Quality Management

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4. Which planning aspect is essential for ensuring both quantity and quality in production?
- a. Resource planning b. Production planning
 - c. Quality planning d. Inventory planning
5. Statistical Process Control (SPC) is primarily used for:
- a. Batch processing
 - b. Continuous monitoring and control of processes
 - c. Quality testing
 - d. Inventory management
6. What is the purpose of Quality Assurance?
- a. To fix defects in the final product
 - b. To prevent defects in the process
 - c. To increase production speed
 - d. To reduce customer complaints
7. Total Quality Management (TQM) emphasizes:
- a. Short-term gains
 - b. Continuous improvement and customer satisfaction
 - c. Rapid production
 - d. Cost cutting
8. What is the primary focus of Six Sigma methodology?
- a. Customer feedback
 - b. Reducing defects and variations
 - c. Speeding up production

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d. Employee training

9. Which tool is commonly used in Six Sigma for process improvement?

- a. Fishbone diagram b. Pareto chart
- c. Control chart d. Scatter plot

10. What does the term "Kaizen" refer to in the context of Quality Management?

- a. Continuous improvement b. Quality control
- c. Total Quality Management d. Quality assurance

11. Which of the following is not a cost of quality?

- a. Prevention cost b. Appraisal cost
- c. External failure cost d. Production cost

12. What is the purpose of a Pareto chart in Quality Management?

- a. To identify the most significant problems
- b. To track production output
- c. To analyze market trends
- d. To measure customer satisfaction

13. In the DMAIC process of Six Sigma, what does the "M" stand for?

- a. Measurement b. Management
- c. Methodology d. Monitoring

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14. Which of the following is a key principle of Total Quality Management (TQM)?
- a. Short-term focus
 - b. Customer is not a priority
 - c. Employee isolation
 - d. Continuous improvement
15. What does the acronym ISO stand for in the context of quality standards?
- a. International Standards Organization
 - b. Internal Standards Organization
 - c. Industrial Standards Organization
 - d. Inspection Standards Organization
16. Which quality management approach places a strong emphasis on employee involvement and empowerment?
- a. Total Quality Management (TQM)
 - b. Six Sigma
 - c. Lean Manufacturing
 - d. Statistical Process Control (SPC)
17. What is the purpose of a Control Chart in Statistical Process Control (SPC)?
- a. To display data distribution
 - b. To identify process variations
 - c. To analyze market trends
 - d. To measure customer satisfaction

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18. Which of the following is a common tool used for root cause analysis in quality management?
- a. Control chart b. Fishbone diagram
 - c. Pareto chart d. Scatter plot
19. Which quality management approach aims to eliminate waste and improve efficiency?
- a. Total Quality Management (TQM)
 - b. Six Sigma
 - c. Lean Manufacturing
 - d. Statistical Process Control (SPC)
20. What does the term "Just-in-Time" (JIT) refer to in quality management?
- a. Timely delivery of products
 - b. Minimizing inventory levels
 - c. Rapid production
 - d. Customer satisfaction
21. What is the primary purpose of a Histogram in quality management?
- a. To identify process variations
 - b. To display data distribution
 - c. To analyze market trends
 - d. To measure customer satisfaction
22. Which of the following is a cost associated with internal failures in quality management?

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- a. Warranty costs b. Rework costs
 - c. Customer support costs d. Marketing costs
23. What is the primary focus of the Plan-Do-Check-Act (PDCA) cycle?
- a. Continuous improvement b. Cost cutting
 - c. Rapid production d. Customer satisfaction
24. Which of the following is a key element of a Quality Management System (QMS)?
- a. Quality control only
 - b. Customer feedback
 - c. Employee isolation
 - d. Documentation and process control
25. Which of the following is a technique used for process improvement by identifying and eliminating non-value-added activities?
- a. Kaizen b. Value Stream Mapping (VSM)
 - c. Fishbone diagram d. Scatter plot

Answers

1.b, 2.b, 3.a, 4.c, 5.b, 6.b, 7.b, 8.b, 9.c, 10.a, 11.d, 12.a, 13.a, 14.d, 15.a, 16.a, 17.b, 18.b, 19.c, 20.b, 21.b, 22.b, 23.a, 24.d, 25.b.

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Five Mark Questions

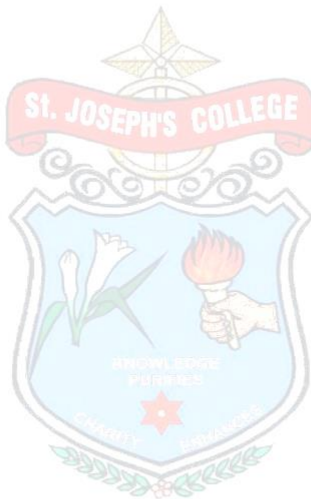
1. Evaluate the impact of poor quality planning on production processes and overall organizational performance. Provide real-world examples of companies facing challenges due to inadequate quality planning.
2. Analyze the core principles of Total Quality Management (TQM) and their influence on organizational culture. How do these principles contribute to achieving excellence in products and services?
3. Explore the role of Statistical Process Control (SPC) in identifying and addressing variations in manufacturing processes. Discuss the implications of ignoring SPC in terms of product quality and customer satisfaction.
4. Examine the relationship between effective Quality Assurance practices and customer satisfaction. Provide examples of companies that have successfully used Quality Assurance to build customer trust.
5. Discuss the challenges organizations may face in implementing Total Quality Management (TQM) and strategies to overcome these challenges. Provide examples of companies that have successfully navigated TQM implementation.

Ten Mark Questions

1. Trace the evolution of Quality Management principles, highlighting the key milestones from the early stages of inspection to the modern era of Total Quality Management (TQM). Discuss how each phase contributed to shaping the current understanding of quality in organizations.
2. Evaluate the impact of effective planning for quantity and quality on organizational success. Discuss the interconnectedness of quantity and quality planning and their role in achieving sustainable business performance.
3. Provide a detailed explanation of Statistical Process Control (SPC), including its core principles and methodologies. Illustrate with examples how SPC contributes to maintaining and improving the quality of manufacturing processes.
4. Analyze the role of Quality Assurance in ensuring overall product and process quality. Explore how a robust Quality Assurance framework contributes to reducing defects, enhancing customer satisfaction, and improving organizational performance.
5. Investigate the challenges and opportunities associated with planning for quantity and quality in production processes. Provide case studies of organizations that successfully navigated these

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challenges, showcasing the positive outcomes of
effective planning.



UNIT - II

1. What is the purpose of a Gantt chart in quality management?
 - a. To display data distribution
 - b. To track project timelines
 - c. To analyze market trends
 - d. To measure customer satisfaction
2. What is the primary goal of a Quality Management System (QMS)?
 - a. Maximize profits
 - b. Continuous improvement
 - c. Minimize employee involvement
 - d. Cost reduction
3. Which of the following is a tool used for prioritizing problems or causes in quality management?
 - a. Histogram
 - b. Pareto chart
 - c. Control chart
 - d. Scatter plot
4. What is the primary focus of a Capability Maturity Model (CMM) in quality management?
 - a. Employee training
 - b. Process improvement maturity
 - c. Customer complaints
 - d. Market expansion

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5. Which of the following is a principle of Lean Manufacturing?
 - a. Maximize inventory levels
 - b. Minimize waste
 - c. Rely on batch processing
 - d. Ignore customer feedback

6. What is the primary purpose of a Run Chart in quality management?
 - a. To identify process variations
 - b. To display data distribution
 - c. To analyze market trends
 - d. To measure customer satisfaction

7. Which of the following is a common metric used in Six Sigma to measure process performance?
 - a. Mean
 - b. Median
 - c. Mode
 - d. Range

8. In the context of quality management, what does the term "5 Whys" refer to?
 - a. A problem-solving technique
 - b. Five common quality issues
 - c. Five key performance indicators
 - d. A statistical method

9. Which of the following is a characteristic of a well-defined process in quality management?

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- a. High variability
- b. Lack of documentation
- c. Consistency and predictability
- d. Frequent changes

10. What is the primary purpose of a Scatter Plot in quality management?

- a. To identify process variations
- b. To display data distribution
- c. To analyze the relationship between two variables
- d. To measure customer satisfaction

11. Which quality management principle emphasizes the importance of understanding and meeting customer expectations?

- a. Quality Control
- b. Quality Assurance
- c. Total Quality Management
- d. Statistical Process Control

12. What is the primary focus of a Failure Mode and Effects Analysis (FMEA) in quality management?

- a. Identifying and prioritizing potential failure modes
- b. Analyzing market trends
- c. Employee motivation
- d. Minimizing production costs

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13. What does the term "Benchmarking" mean in quality management?
- a. Comparing process performance against industry standards
 - b. Setting unrealistic goals
 - c. Ignoring market trends
 - d. Maximizing employee workload
14. In the context of quality management, what is the purpose of a Control Plan?
- a. To measure customer satisfaction
 - b. To identify process variations
 - c. To document and communicate process controls
 - d. To display data distribution
15. Which of the following is a tool used in Total Quality Management (TQM) for problemsolving and decision-making
- a. Control chart
 - b. Ishikawa diagram
 - c. Gantt chart
 - d. Histogram
16. What is the primary goal of Benchmarking in quality management?
- a. Minimize employee involvement
 - b. Set industry standards
 - c. Continuously improve performance

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d. Ignore customer feedback

17. Which phase of the DMAIC process in Six Sigma involves identifying and selecting potential improvement solutions?

- a. Define b. Measure
- c. Analyze d. Improve

18. What is the purpose of a Control Plan in quality management?

- a. To identify process variations
- b. To display data distribution
- c. To document and communicate process controls
- d. To measure customer satisfaction

19. Which of the following is a technique used in Total Quality Management (TQM) for problem identification and resolution?

- a. Benchmarking b. Brainstorming
- c. Value Stream Mapping d. Gantt chart

20. What does the term "Cost of Conformance" refer to in quality management?

- a. The cost of producing defective products
- b. The cost of meeting quality standards
- c. The cost of customer complaints
- d. The cost of employee training

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21. Which of the following is a core principle of Lean Manufacturing?
- a. Maximize waste
 - b. Minimize customer feedback
 - c. Continuously improve efficiency
 - d. Rely on large batch processing
22. What is the primary purpose of a Fishbone Diagram in quality management?
- a. To identify process variations
 - b. To display data distribution
 - c. To analyze market trends
 - d. To identify potential causes of a problem
23. In quality management, what is the primary purpose of a Run Chart?**
- a. To identify process variations
 - b. To display data distribution
 - c. To track process performance over time
 - d. To measure customer satisfaction
24. What is the primary focus of the "5S" methodology in Lean Manufacturing?
- a. Sort, Set, Shine, Standardize, Sustain
 - b. Speed, Safety, Satisfaction, Standardization, Sustainability
 - c. strategy, Structure, System, Synergy, Sustainability

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d. Sampling, Sorting, Shifting, Standardizing,
Sustaining

25. What does the acronym DMAIC stand for in the Six
Sigma methodology?

- a. Define, Measure, Analyze, Implement, Control
- b. Document, Monitor, Assess, Improve, Certify
- c. Design, Modify, Analyze, Integrate, Communicate
- d. Develop, Monitor, Adjust, Implement, Confirm

Answers

1.b, 2.b, 3.b, 4.b, 5.b, 6.a, 7.a, 8.a, 9.c, 10.c, 11.c, 12.a,
13.a, 14.c, 15.b, 16.c, 17.d, 18.c, 19.b, 20.b, 21.c, 22.d,
23.c, 24.a, 25.a.

Five Mark Questions

1. Explain the fundamental objectives of Quality Management and how they have evolved over time. Provide examples to illustrate the evolution of these objectives.
2. Discuss the significance of effective planning for both quantity and quality in production processes. How does strategic planning contribute to achieving organizational goals in terms of quantity and quality?

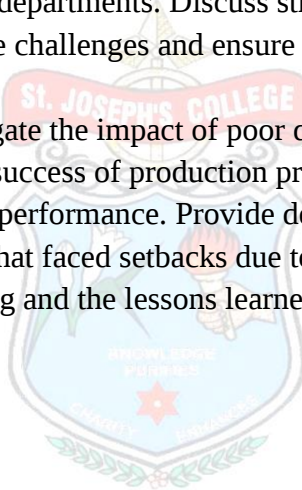
3. Define Statistical Process Control (SPC) and elaborate on its role in maintaining and enhancing the quality of manufacturing processes. Provide specific examples of SPC applications.
4. Explore the concept of Quality Assurance and its importance in ensuring product and process quality. Illustrate with practical examples of Quality Assurance practices implemented by organizations.
5. Describe the evolution of quality processes in organizations, starting from traditional inspection methods to modern approaches like Total Quality Management (TQM). Provide key milestones in this evolution.

Ten Mark Questions

1. Discuss the core principles of Total Quality Management (TQM) and their application in fostering a culture of quality within an organization. Provide examples of companies that have successfully implemented TQM principles and the impact on their overall performance.
2. Explore the statistical tools and techniques used in Statistical Process Control (SPC) for monitoring and controlling processes. Discuss how organizations can leverage these tools to ensure consistency and quality in their manufacturing processes.

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3. Examine the strategic importance of effective Quality Assurance practices in the context of customer satisfaction. Provide detailed examples of how Quality Assurance contributes to building and maintaining strong customer relationships.
4. Evaluate the challenges organizations may face when implementing Total Quality Management (TQM) across various departments. Discuss strategies to overcome these challenges and ensure successful TQM integration.
5. Investigate the impact of poor quality planning on the overall success of production processes and organizational performance. Provide detailed examples of companies that faced setbacks due to inadequate quality planning and the lessons learned from those experiences.



UNIT III

1. What does ISO stand for in the context of ISO 9000 series?

- a. International Service Organization
- b. International Standards Organization
- c. Integrated Systems Organization
- d. Inspection and Standards Organization

2. Which ISO standard provides the criteria for a Quality Management System (QMS)?

- a. ISO 14001
- b. ISO 22000
- c. ISO 9001
- d. ISO 27001

3. In the ISO 9000 series, what does the term "PDCA" refer to?

- a. Process Documentation and Control Approach
- b. Plan-Do-Check-Act
- c. Product Design and Certification Authority
- d. Production Deployment and Customer Analysis

4. Which clause of ISO 9001:2015 focuses on leadership and commitment?

- a. Clause 4
- b. Clause 5
- c. Clause 6
- d. Clause 7

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5. What is the primary purpose of ISO 9004:2018
Quality of an Organization - Managing for the Sustained
Success of an Organization?
- a. Provide guidelines for product quality
 - b. Extend the requirements of ISO 9001 to service industries
 - c. Offer guidance for achieving sustained success beyond the requirements of ISO 9001
 - d. Specify requirements for environmental management
6. Which TQM technique emphasizes the continuous elimination of waste in processes?
- a. Six Sigma
 - b. Kaizen
 - c. Benchmarking
 - d. Taguchi Method
7. What does the acronym "TQM" stand for in the context of Total Quality Management?
- a. Total Quantity Management
 - b. Technical Quality Maintenance
 - c. Total Quality Management
 - d. Theoretical Quality Metrics
8. Which TQM technique involves gathering data on process performance and using statistical methods to eliminate defects?
- a. Kaizen
 - b. Six Sigma
 - c. 5S
 - d. Poka-Yoke

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9. In TQM, what does the term "Poka-Yoke" refer to?
- a. Continuous improvement
 - b. Error-proofing or mistake-proofing
 - c. Benchmarking
 - d. Kanban system
10. Which TQM technique focuses on setting and achieving small, incremental goals to improve processes continuously?
- a. Six Sigma
 - b. Kaizen
 - c. 5S
 - d. Total Productive Maintenance
11. What does the "S" stand for in the 5S concept?
- a. Systematic
 - b. Sorted
 - c. Standardized
 - d. Shine
12. In the 5S concept, what does "Seiketsu" represent?
- a. Sort
 - b. Set in Order
 - c. Shine
 - d. Standardize
13. Which of the following is not one of the 5S concepts?
- a. Sort
 - b. Sweep
 - c. Sustain
 - d. Standardize
14. What is the primary goal of the "Shitsuke" phase in the 5S concept?
- a. Sorting
 - b. Sustaining

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c. Standardizing

d. Setting in Order

15. Which 5S concept involves arranging items in a specific order to enhance efficiency and accessibility?

a. Sort

b. Set in Order

c. Shine

d. Sustain

16. Which of the following is a common tool used in Cause-Effect Analysis?

a. Scatter Diagram

b. Chart

c. Control Chart

d. Histogram

17. In Cause-Effect Analysis, what is the primary purpose of a "Fishbone Diagram" (Ishikawa or Cause-and-Effect Diagram)?

a. Identify and prioritize potential causes of a problem

b. Display data distribution

c. Analyze market trends

d. Measure customer satisfaction

18. Which 7Q tool is often used to identify the most significant problems or causes in a process?

a. Histogram

b. Control Chart

c. Pareto Diagram

d. Scatter Diagram

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19. What does the term "Stratification" mean in the context of Cause-Effect Analysis?
- a. Breaking down data into categories to identify patterns
 - b. Systematically organizing causes in a fishbone diagram
 - c. Analyzing variations in a control chart
 - d. Identifying outliers in a scatter diagram
20. Which 7Q tool is commonly used to display the distribution of data in a process?
- a. Scatter Diagram
 - b. Pie Chart
 - c. Histogram
 - d. Control Chart
21. What is the primary purpose of a Control Chart in Statistical Quality Control (SQC)?
- a. To display data distribution
 - b. To identify potential causes of a problem
 - c. To monitor and control process variations
 - d. To measure customer satisfaction
22. Which of the following is a common type of Control Chart used for monitoring the mean of a process over time?
- a. P Chart
 - b. X-Bar Chart
 - c. R Chart
 - d. Pareto Chart
23. In a Control Chart, what does the "Upper Control Limit" represent?

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- a. The highest data point in the process
- b. The lower threshold for acceptable quality
- c. The upper threshold for acceptable quality
- d. The average value of the process

24. Which statistical measure is commonly used to assess the variability of a process in Control Charts?

- a. Mean
- b. Standard Deviation
- c. Range
- d. Mode

24. What is the primary advantage of using a Control Chart in Statistical Quality Control (SQC)?

- a. Identifying potential causes of a problem
- b. Displaying data distribution
- c. Monitoring and controlling process variations in real-time
- d. Measuring customer satisfaction

25. Which of the following is a common application of a Check Sheet in quality management?

- a. Displaying data distribution
- b. Identifying potential causes of a problem
- c. Monitoring process variations
- d. Recording the frequency of occurrences

26. What is the primary purpose of a Pie Chart in quality management?

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- a. Displaying data distribution
- b. Identifying potential causes of a problem
- c. Analyzing market trends
- d. Representing the proportion of different categories in a whole

27. In a Check Sheet, what does a checkmark typically represent?

- a. A potential cause of a problem
- b. A data point in the process
- c. The completion of a task or occurrence
- d. The upper control limit in a control chart

28. Which of the following is a characteristic feature of a Pie Chart?

- a. Displaying data distribution
- b. Identifying potential causes of a problem
- c. Representing data in a circular format
- d. Analyzing market trends

29. What is the primary limitation of using a Pie Chart?

- a. Difficulty in representing proportions
- b. Inability to display data distribution
- c. Challenges in identifying potential causes of a problem
- d. Limited capacity to represent large datasets

30. In a Scatter Diagram, what is the purpose of plotting two variables against each other?
- a. To display data distribution
 - b. To identify potential causes of a problem
 - c. To analyze the relationship between variables
 - d. To measure customer satisfaction
31. Which of the following best describes the pattern of points in a Scatter Diagram that indicates a positive correlation between two variables?
- a. Points form a straight line sloping upwards
 - b. Points form a straight line sloping downwards
 - c. Points are scattered randomly
 - d. Points form a perfect circle
32. In a Scatter Diagram, what does it suggest if points form a horizontal line with no slope?
- a. Positive correlation
 - b. Negative correlation
 - c. No correlation
 - d. Perfect correlation
33. What is the primary limitation of a Scatter Diagram?
- a. Difficulty in identifying potential causes of a problem
 - b. Challenges in displaying data distribution
 - c. Limited capacity to represent large datasets
 - d. Inability to establish causation between variables

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34. In a Scatter Diagram, what does a trend line represent?
- a. The upper control limit
 - b. The average value of the variables
 - c. The relationship between variables
 - d. The lower control limit
35. What is the primary purpose of the ISO 9000 series?
- a. Provide guidelines for environmental management
 - b. Specify requirements for information security
 - c. Establish criteria for a Quality Management System (QMS)
 - d. Define standards for product safety
37. Which ISO standard focuses on managing for the sustained success of an organization beyond the requirements of ISO 9001?
- a. ISO 9001
 - b. ISO 9004
 - c. ISO 14001
 - d. ISO 27001
38. In the ISO 9000 series, what does "PDCA" stand for?
- a. Process Documentation and Control Approach
 - b. Plan-Do-Check-Act
 - c. Product Design and Certification Authority
 - d. Production Deployment and Customer Analysis
39. Which TQM technique involves continuous improvement through small, incremental changes?

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- a. Six Sigma b. Kaizen
- c. 5S d. Poka-Yoke

40. What is the primary focus of the technique known as "Poka-Yoke" in TQM?

- a. Error-proofing or mistake-proofing
- b. Continuous monitoring of process variations
- c. Setting and achieving incremental goals
- d. Elimination of waste in processes

41. In the 5S concept, what does the "S" stand for in "Seiri"?

- a. Sort b. Set in Order
- c. Shine d. Sustain

42. What is the primary goal of the "Shitsuke" phase in the 5S concept?

- a. Setting in Order b. Sustaining
- c. Standardizing d. Shining

43. Which 7Q tool is commonly used to identify and prioritize potential causes of a problem?

- a. Scatter Diagram b. Pareto Diagram
- c. Control Chart d. Histogram

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44. What is the primary purpose of a "Fishbone Diagram" (Ishikawa or Cause-and-Effect Diagram)?
- Analyzing market trends
 - Identifying and prioritizing potential causes of a problem
 - Measuring customer satisfaction
 - Displaying data distribution
45. What is the primary purpose of a Control Chart in Statistical Quality Control (SQC)?
- To identify potential causes of a problem
 - To display data distribution
 - To monitor and control process variations
 - To measure customer satisfaction
46. Which type of Control Chart is commonly used for monitoring the mean of a process over time?
- P Chart
 - X-Bar Chart
 - R Chart
 - Pareto Chart
47. What is the primary purpose of a Check Sheet in quality management?
- Identifying potential causes of a problem
 - Displaying data distribution
 - Monitoring process variations
 - Recording the frequency of occurrences

48. In a Pie Chart, what does each segment represent?

- a. A potential cause of a problem
- b. A data point in the process
- c. The upper control limit in a control chart
- d. The proportion of different categories in a whole

49. What is the primary purpose of plotting variables against each other in a Scatter Diagram?

- a. To display data distribution
- b. To identify potential causes of a problem
- c. To analyze the relationship between variables
- d. To measure customer satisfaction

50. Which Scatter Diagram pattern indicates a positive correlation between two variables?

- a. Points form a straight line sloping upwards
- b. Points form a straight line sloping downwards
- c. Points are scattered randomly
- d. Points form a perfect circle

Answers

1.b, 2.c, 3.b, 4.a, 5.c, 6.b, 7.c, 8.b, 9.b, 10.b, 11.b, 12.d, 13.b, 14.b, 15.b, 16.a, 17.a, 18.c, 19.a, 20.c, 21.c, 22.b, 23.c, 24.b, 25.c, 26.d, 27.d, 28.c, 29.c, 30.d, 31.c, 32.a, 33.c, 34.d, 35.c, 36.c, 37.b, 38.b, 39.b, 40.a, 41.a, 42.b, 43.b, 44.b, 45.c, 46.b, 47.d, 48.d, 49.c, 50.a.

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Five Mark Questions

1. Explain the key components of a Quality Management System (QMS) as per the ISO 9000 series. How does adherence to these components contribute to organizational success?
2. Discuss the importance of continuous improvement in the context of ISO 9001:2015. How does the Plan-Do-Check-Act (PDCA) cycle support the concept of continuous improvement in a Quality Management System?
3. Elaborate on the significance of Kaizen in Total Quality Management (TQM). Provide examples of how organizations can implement Kaizen to enhance their operational processes.
4. Compare and contrast Six Sigma and Total Quality Management (TQM) in terms of their principles and methodologies. How can organizations integrate both approaches for optimal results?
5. Describe the steps involved in the "Shine" phase of the 5S concept. How does maintaining cleanliness and orderliness contribute to overall process efficiency and quality improvement?
6. Explain the role of the "Sustain" phase in the 5S concept. How can organizations ensure the sustained success of 5S practices in the long term?
7. Discuss the purpose and application of a Pareto diagram in cause-effect analysis. How can organizations

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prioritize issues using the Pareto principle, and what benefits does it offer in quality management?

8. Examine the significance of a Fishbone Diagram (Ishikawa or Cause-and-Effect Diagram) in identifying and addressing the root causes of problems. Provide a step-by-step explanation of how to construct and utilize a Fishbone Diagram effectively.
9. Explain the primary purpose of a Control Chart in Statistical Quality Control (SQC). How does a Control Chart assist in maintaining process stability and ensuring product quality?
10. Discuss the advantages and limitations of using a Check Sheet in quality management. Provide real-world examples of situations where a Check Sheet would be a valuable tool for data collection and analysis.

Ten Mark Questions

1. Evaluate the role of ISO 9000 series in establishing and maintaining a robust Quality Management System (QMS). Discuss how ISO 9001:2015 addresses key components of a QMS and its impact on organizational performance.
2. Examine the evolution of the ISO 9000 series and its adaptation to changing business environments. Discuss the relevance of ISO 9004:2018 in guiding

organizations towards sustained success beyond ISO 9001 compliance.

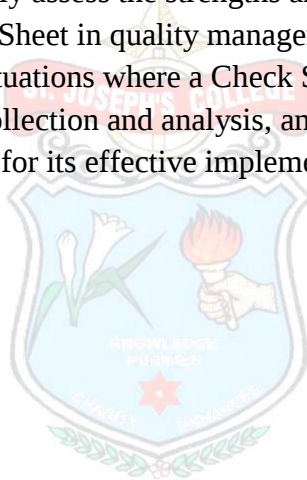
3. Critically analyze the principles and methodologies of Six Sigma in the context of Total Quality Management (TQM). Discuss the potential benefits and challenges organizations may face when implementing Six Sigma as a TQM technique.
4. Explore the concept of Kaizen as a continuous improvement technique in Total Quality Management. Provide examples of how Kaizen principles can be applied to enhance operational efficiency and product quality in organizations.
5. Assess the impact of implementing the 5S concept on organizational culture and operational excellence. Discuss the challenges organizations may encounter during the implementation of each "S" and strategies for overcoming them.
6. Evaluate the sustainability aspect of the 5S concept. Discuss how organizations can ensure the long-term success of 5S practices and integrate them into their daily operations.
7. Analyze the application of a Pareto diagram in cause-effect analysis. Discuss how organizations can use Pareto analysis to prioritize issues and allocate resources effectively for quality improvement.
8. Examine the significance of a Fishbone Diagram (Ishikawa or Cause-and-Effect Diagram) in identifying and resolving root causes of problems. Discuss the steps

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involved in creating a comprehensive Fishbone Diagram and its role in problem-solving.

9. Evaluate the importance of Control Charts in Statistical Quality Control (SQC) for monitoring and maintaining process stability. Discuss the key types of Control Charts and their applications in different industries.

10. Critically assess the strengths and limitations of using a Check Sheet in quality management. Provide examples of situations where a Check Sheet is a suitable tool for data collection and analysis, and discuss considerations for its effective implementation.



UNIT – IV

One Mark Questions

1. What is the primary goal of benchmarking?
 - a. Reducing innovation
 - b. Identifying best practices
 - c. Promoting isolation
 - d. Limiting organizational growth
2. In benchmarking, what does the term "essence" refer to?
 - a. The core principles of benchmarking
 - b. The measurement criteria
 - c. The overall process effectiveness
 - d. The least important aspects to compare
3. Which of the following is a characteristic of effective benchmarking?
 - a. Isolation from external practices
 - b. Continuous improvement
 - c. Avoiding comparisons with industry leaders
 - d. Ignoring technological advancements
4. What is the purpose of benchmarking the essence of processes?
 - a. To identify weaknesses in the process
 - b. To determine the average performance

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- c. To understand the fundamental principles
 - d. To disregard industry standards
5. Which phase of benchmarking involves analyzing the performance gaps and setting improvement goals?
- a. Planning
 - b. Data collection
 - c. Integration
 - d. Action
6. What is a key benefit of benchmarking for organizations?
- a. Stagnation of growth
 - b. Increased competition
 - c. Continuous improvement
 - d. Reduced flexibility
7. Strategic benchmarking primarily focuses on comparing:
- a. Internal processes with external processes
 - b. Overall organizational performance with industry averages
 - c. Specific functions or activities with competitors
 - d. Financial metrics with industry standards
8. How does benchmarking contribute to organizational innovation?
- a. By limiting exposure to external practices
 - b. By promoting complacency
 - c. By encouraging the adoption of best practices

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d. By discouraging change

9. Which aspect is crucial for successful strategic benchmarking?

- a. Isolating from industry trends
- b. Focusing only on internal processes
- c. Collaboration with external organizations
- d. Ignoring customer feedback

10. What is a potential risk associated with strategic benchmarking?

- a. Decreased competitiveness
- b. Limited learning opportunities
- c. Increased operational efficiency
- d. Overemphasis on internal benchmarks

11. Global benchmarking involves comparing an organization's performance with:

- a. Regional competitors
- b. Domestic industry leaders
- c. International counterpart
- d. Local suppliers

12. What is a key challenge in global benchmarking?

- a. Limited access to information
- b. Cultural and contextual differences
- c. Overemphasis on standardized practices
- d. Lack of competition

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13. How can organizations overcome language barriers in global benchmarking?
- a. Avoiding communication with global partners
 - b. Relying solely on written reports
 - c. Emphasizing effective communication channels
 - d. Ignoring the importance of language in benchmarking
14. In global benchmarking, what is the significance of understanding regional regulations?
- a. Limiting exposure to legal issues
 - b. Avoiding collaboration with global partners
 - c. Ensuring compliance with international standards
 - d. Ignoring legal implications
15. What is a potential benefit of global benchmarking for organizations?
- a. Limited perspective on industry trends
 - b. Enhanced adaptability to diverse markets
 - c. Reduced need for innovation
 - d. Isolation from global competitors
16. How does Business Process Re-engineering (BPR) differ from traditional improvement methods?
- a. Focuses on incremental changes
 - b. Emphasizes isolated process enhancements
 - c. Radical redesign of core processes
 - d. Ignores customer feedback

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17. What is the primary objective of Business Process Re-engineering?
- a. Maintaining the status quo
 - b. Incremental improvement
 - c. Achieving fundamental transformation
 - d. Limiting organizational growth
18. In the context of BPR, what does the term "radical redesign" refer to?
- a. Minor adjustments to existing processes
 - b. Incremental improvements over time
 - c. Fundamental changes to core processes
 - d. Temporary fixes to address immediate issues
19. How does BPR contribute to organizational efficiency?
- a. By avoiding changes to existing processes
 - b. By focusing on isolated improvements
 - c. By streamlining and simplifying processes
 - d. By limiting collaboration with external organizations
20. What is a potential challenge in implementing Business Process Re-engineering?
- a. Resistance to change
 - b. Overemphasis on incremental improvement
 - c. Limiting innovation opportunities
 - d. Avoiding external benchmarks

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21. What is the primary purpose of benchmarking in organizational improvement?
- a. To establish rigid standards
 - b. To identify and adopt best practices
 - c. To eliminate competition
 - d. To restrict innovation
22. In benchmarking, what does the "essence" refer to?
- a. The core principles of a specific industry
 - b. The fundamental aspects of benchmarking
 - c. The specific performance metrics
 - d. The essence of a particular organization's processes
23. Which phase of benchmarking involves setting performance improvement goals based on identified best practices?
- a. Planning
 - b. Data collection
 - c. Analysis
 - d. Implementation
24. Why is continuous improvement essential in the context of benchmarking?
- a. To remain stagnant in organizational growth
 - b. To ignore external industry practices
 - c. To avoid changes in processes
 - d. To stay competitive and enhance performance

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25. What is the primary focus of benchmarking the "essence" of processes?
- a. Identifying and adopting best practices
 - b. Setting rigid performance standards
 - c. Ignoring external industry trends
 - d. Limiting the scope of improvement initiatives :
26. How does benchmarking contribute to organizational innovation?
- a. By promoting complacency
 - b. By discouraging change
 - c. By learning and adopting best practices
 - d. By avoiding external comparisons
27. Strategic benchmarking involves comparing an organization's performance with:
- a. Internal processes
 - b. Industry standards
 - c. Competitors or similar functions
 - d. Historical performance data
28. What is a potential benefit of strategic benchmarking for organizations?
- a. Increased isolation from competitors
 - b. Decreased adaptability to industry changes
 - c. Enhanced understanding of external best practices
 - d. Limited exposure to innovative ideas

29. How does strategic benchmarking contribute to organizational adaptability?
- a. By discouraging collaboration with external entities
 - b. By limiting exposure to industry trends
 - c. By learning from the successes of competitors
 - d. By avoiding changes to internal processes
30. What is a potential challenge of strategic benchmarking?
- a. Increased competitiveness
 - b. Limited learning opportunities
 - c. Overemphasis on internal benchmarks
 - d. Continuous improvement focus
31. What distinguishes global benchmarking from other forms of benchmarking?
- a. Focus on industry standards
 - b. Comparison with international counterparts
 - c. Exclusively internal comparisons
 - d. Ignoring external best practices
32. In global benchmarking, what is a key consideration when dealing with cultural differences?
- a. Avoiding communication with global partners
 - b. Relying solely on written reports
 - c. Emphasizing effective communication channels
 - d. Ignoring cultural variations

33. How can organizations overcome language barriers in global benchmarking?
- a. Avoiding communication with global partners
 - b. Relying solely on written reports
 - c. Emphasizing effective communication channels
 - d. Ignoring the importance of language in benchmarking
34. In global benchmarking, understanding regional regulations is crucial for:
- a. Avoiding collaboration with global partners
 - b. Ensuring compliance with international standards
 - c. Limiting exposure to legal issues
 - d. Ignoring legal implications
35. What is a potential benefit of global benchmarking for organizations?
- a. Limited perspective on industry trends
 - b. Enhanced adaptability to diverse markets
 - c. Reduced need for innovation
 - d. Isolation from global competitors
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 - b. Incremental improvement
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 - c. Fundamental changes to core processes
 - d. Temporary fixes to address immediate issues
39. How does BPR contribute to organizational efficiency?
- a. By avoiding changes to existing processes
 - b. By focusing on isolated improvements
 - c. By streamlining and simplifying processes
 - d. By limiting collaboration with external organizations
40. What is a potential challenge in implementing Business Process Re-engineering?
- a. Resistance to change
 - b. Overemphasis on incremental improvement
 - c. Limiting innovation opportunities
 - d. Avoiding external benchmarks

Answers

1.b, 2.a, 3.b, 4.c, 5.d, 6.c, 7.a, 8.c, 9.c, 10.a, 11.c, 12.b,
13.c, 14.c, 15.b, 16.c, 17.c, 18.c, 19.c, 20.a, 21.b, 22.b,
23.d, 24.d, 25.a, 26.c, 27.c, 28.c, 29.c, 30.b, 31.b, 32.c,
33.c, 34.b, 35.b, 36.c, 37.c, 38.c, 39.c, 40.a.

Five Mark Questions

1. Explain the concept of the "essence" of benchmarking. How does understanding the fundamental aspects of benchmarking contribute to its successful implementation?
2. Discuss the significance of continuous improvement in the context of benchmarking. How does the commitment to continuous improvement enhance the effectiveness of benchmarking initiatives?
3. Elaborate on the benefits that organizations can derive from strategic benchmarking. How does strategic benchmarking contribute to long-term competitiveness?
4. Describe the role of strategic benchmarking in fostering innovation within organizations. Provide examples of how innovation can be a direct outcome of strategic benchmarking practices.
5. Examine the challenges associated with cultural differences in the context of global benchmarking. How can organizations navigate and overcome these challenges to ensure meaningful comparisons?

6. Discuss the importance of effective communication channels in global benchmarking. How do language barriers impact benchmarking initiatives, and what strategies can organizations employ to address them?
7. Compare and contrast Business Process Re-engineering (BPR) with traditional improvement methods. What distinguishes BPR, and how does it contribute to organizational transformation?
8. Explain the concept of "radical redesign" in the context of BPR. How does radical redesign differ from incremental changes, and what advantages does it offer to organizations?
9. How can organizations integrate benchmarking and Business Process Re-engineering to drive comprehensive organizational improvement? Provide examples of synergies between these two approaches.
10. Discuss the potential risks associated with overreliance on benchmarking. How can organizations strike a balance between benchmarking practices and fostering internal innovation?

Ten Mark Questions

1. Define the essence of benchmarking and elaborate on its core principles. How does understanding

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the essence guide organizations in the process of continuous improvement?

2. Discuss the role of leadership in embedding the essence of benchmarking within an organizational culture. How can leadership foster a commitment to benchmarking as a strategic tool for improvement?
3. Examine the potential benefits of strategic benchmarking in enhancing organizational performance. Provide examples of how strategic benchmarking can lead to sustainable competitive advantages.
4. Critically evaluate the strategic importance of benchmarking in organizational decisionmaking. How does strategic benchmarking contribute to informed and effective strategic planning?
5. Explore the challenges and opportunities associated with global benchmarking. How can organizations navigate cultural diversity and global variations to derive meaningful insights?
6. Discuss the significance of ethical considerations in the context of global benchmarking. How can organizations ensure ethical practices while engaging in benchmarking on a global scale?
7. Explain the concept of Business Process Re-engineering (BPR) and its potential impact on organizational performance. How does BPR differ from traditional process improvement approaches?

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8. Critically analyze the role of technology in supporting Business Process Re-engineering initiatives. How can organizations leverage technology to facilitate radical process redesign?
9. Discuss how an organization can align its benchmarking efforts with the goals of Business Process Re-engineering. Provide insights into how these two approaches can complement each other for holistic organizational improvement.
10. Examine the potential organizational risks associated with a lack of integration between benchmarking and Business Process Re-engineering. How can organizations proactively address these risks to ensure successful outcomes?



UNIT - V

One Mark Questions

1. What is core competence in the context of business strategy?
 - a. Peripheral skills and knowledge
 - b. Unique capabilities central to a company's success
 - c. Routine operational tasks
 - d. Temporary advantages
2. How can a company leverage its core competence for competitive advantage?
 - a. By outsourcing core functions
 - b. By diversifying into unrelated industries
 - c. By focusing on non-essential tasks
 - d. By aligning core competence with strategic goals
3. What is the primary purpose of forming a strategic alliance?
 - a. Reducing competition
 - b. Sharing risks and resources
 - c. Centralizing decision-making
 - d. Isolating from market trends
4. In a strategic alliance, what is the significance of synergy?
 - a. Promoting competition

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- b. Combining efforts for greater outcomes
- c. Avoiding collaboration with partners
- d. Ignoring mutual benefits

5. How does a strategic alliance contribute to business growth?

- a. By limiting access to resources
- b. By fostering innovation and learning
- c. By avoiding external collaborations
- d. By minimizing market reach

6. What is a key role of Multinational Corporations (MNCs) in the global quality landscape?

- a. Limiting international collaboration
- b. Standardizing local practices
- c. Promoting diversity in quality standards
- d. Setting global quality benchmarks

7. How do MNCs contribute to the dissemination of best quality practices globally?

- a. By isolating from local markets
- b. By imposing rigid standards
- c. By sharing knowledge and expertise
- d. By avoiding technology transfer

8. What impact does the standardization of quality practices by MNCs have on local industries?

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- a. Increased flexibility
- b. Limited innovation
- c. Enhanced adaptability
- d. Accelerated market saturation

9. Why do MNCs often adopt a global approach to quality management?

- a. To limit market reach
- b. To accommodate local variations
- c. To ensure consistency across diverse markets
- d. To discourage international collaboration

10. In the context of MNCs, what is the significance of cultural intelligence for global quality management?

- a. Avoiding cross-cultural interactions
- b. Ignoring cultural nuances
- c. Navigating cultural differences effectively
- d. Imposing a standardized approach

11. What is a common barrier to successful TQM implementation in organizations?

- a. Strong leadership commitment
- b. Employee empowerment
- c. Lack of top management support
- d. Continuous improvement initiatives

12. Why is resistance to change considered a barrier to TQM?

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- a. It encourages innovation
- b. It hinders the adoption of new practices
- c. It fosters a culture of continuous improvement
- d. It aligns with TQM principles

13. What role does employee involvement play in overcoming barriers to TQM?

- a. Reinforcing resistance to change
- b. Hindering communication
- c. Enhancing commitment and buy-in
- d. Isolating employees from improvement initiatives

14. How does a lack of clear communication contribute to barriers in TQM implementation?

- a. Encourages employee engagement
- b. Fosters a culture of transparency
- c. Leads to misunderstandings and confusion
- d. Aligns with open-book management

15. What is a potential consequence of inadequate training and education as a barrier to TQM?

- a. Improved employee skills
- b. Enhanced process efficiency
- c. Increased errors and inefficiencies
- d. Accelerated organizational learning

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16. Why is a short-term focus considered a barrier to sustained TQM success?
- a. It promotes continuous improvement
 - b. It limits the impact of TQM initiatives
 - c. It aligns with organizational goals
 - d. It encourages long-term strategic planning
17. How does a lack of customer focus contribute to barriers in TQM implementation?
- a. Enhances customer satisfaction
 - b. Hinders the understanding of customer needs
 - c. Aligns with TQM principles
 - d. Promotes proactive problem-solving
18. What impact does a rigid organizational culture have on TQM implementation?
- a. Facilitates flexibility and adaptability
 - b. Hinders innovation and continuous improvement
 - c. Promotes employee empowerment
 - d. Encourages collaboration
19. How can a lack of resources act as a barrier to TQM implementation?
- a. Enhancing process efficiency
 - b. Fostering employee engagement
 - c. Limiting the ability to invest in quality improvement initiatives
 - d. Aligning with sustainability goals

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20. What is the role of benchmarking in overcoming barriers to TQM?
- a. Reinforcing resistance to change
 - b. Fostering a closed-loop communication system
 - c. Providing a basis for comparison and improvement
 - d. Encouraging a short-term focus
21. What does core competence refer to in a business context?
- a. Routine tasks within an organization
 - b. Unique capabilities critical to success
 - c. Peripheral skills and knowledge
 - d. Temporary advantages
22. How can a company leverage its core competence for a competitive edge?
- a. Outsourcing core functions
 - b. Focusing on non-essential tasks
 - c. Aligning with strategic goals
 - d. Isolating from market trends
23. What is a primary purpose of forming strategic alliances in business?
- a. Reducing competition
 - b. Sharing risks and resources
 - c. Centralizing decision-making
 - d. Ignoring market dynamics

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24. In strategic alliances, what is the significance of synergy?

- a. Promoting competition
- b. Avoiding collaboration
- c. Combining efforts for greater outcomes
- d. Ignoring mutual benefits

25. How do strategic alliances contribute to business growth?

- a. Minimizing market reach
- b. Fostering innovation and learning
- c. Limiting exposure to global markets
- d. Ignoring collaborative opportunities

26. What is a key role of Multinational Corporations (MNCs) in the global quality landscape? a. Limiting international collaboration

- b. Standardizing local practices
- c. Promoting diversity in quality standards
- d. Setting global quality benchmarks

27. How do MNCs contribute to disseminating best quality practices globally?

- a. Imposing rigid standards
- b. Encouraging isolation from global trends
- c. Sharing knowledge and expertise
- d. Avoiding technology transfer

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28. What impact does standardization of quality practices by MNCs have on local industries?
- a. Increased flexibility
 - b. Limited innovation
 - c. Enhanced adaptability
 - d. Accelerated market saturation
29. Why do MNCs often adopt a global approach to quality management?
- a. To avoid global variations
 - b. To accommodate local nuances
 - c. To ensure consistency across diverse markets
 - d. To discourage international collaboration
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- a. Avoiding cross-cultural interactions
 - b. Ignoring cultural nuances
 - c. Navigating cultural differences effectively
 - d. Imposing a standardized approach
31. What is a common barrier to successful TQM implementation in organizations?
- a. Strong leadership commitment
 - b. Employee empowerment
 - c. Lack of top management support
 - d. Continuous improvement initiatives

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32. Why is resistance to change considered a barrier to TQM?
- a. It encourages innovation
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 - d. It aligns with TQM principles
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- a. Reinforcing resistance to change
 - b. Hindering communication
 - c. Enhancing commitment and buy-in
 - d. Isolating employees from improvement initiatives
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- a. Encourages employee engagement
 - b. Fosters a culture of transparency
 - c. Leads to misunderstandings and confusion
 - d. Aligns with open-book management
35. What is a potential consequence of inadequate training and education as a barrier to TQM?
- a. Improved employee skills
 - b. Enhanced process efficiency
 - c. Increased errors and inefficiencies
 - d. Accelerated organizational learning

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36. Why is a short-term focus considered a barrier to sustained TQM success?
- a. It promotes continuous improvement
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 - d. It encourages long-term strategic planning
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- a. Facilitates flexibility and adaptability
 - b. Hinders innovation and continuous improvement
 - c. Promotes employee empowerment
 - d. Encourages collaboration
39. How can a lack of resources act as a barrier to TQM implementation?
- a. Enhancing process efficiency
 - b. Fostering employee engagement
 - c. Limiting the ability to invest in quality improvement initiatives

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d. Aligning with sustainability goals

40. What is the role of benchmarking in overcoming barriers to TQM?

- a. Reinforcing resistance to change
- b. Fostering a closed-loop communication system
- c. Providing a basis for comparison and improvement
- d. Encouraging a short-term focus

Answers

1.b, 2.d, 3.b, 4.b, 5.b, 6.d, 7.c, 8.b, 9.c, 10.c, 11.c, 12.b, 13.c, 14.c, 15.c, 16.b, 17.b, 18.b, 19.c, 20.c, 21.b, 22.c, 23.b, 24.c, 25.b, 26.d, 27.c, 28.b, 29.c, 30.c, 31.c, 32.b, 33.c, 34.c, 35.c, 36.b, 37.b, 38.b, 39.c, 40.c.

Five Mark Questions

1. Explain the concept of core competence and how it contributes to a company's competitive advantage.
2. Discuss the significance of aligning core competence with strategic goals for organizational success.
3. Outline the role of Multinational Corporations (MNCs) in setting global quality benchmarks.
4. Examine how MNCs contribute to disseminating best quality practices globally and their impact on local industries

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5. Discuss the role of top management support in overcoming barriers to TQM implementation.
6. Explain how resistance to change acts as a barrier to the successful implementation of TQM and propose strategies to address it.
7. Explore the potential synergy between core competence and strategic alliances for ensuring quality.
8. How can MNCs leverage strategic alliances to enhance the global quality standards of the industries they operate in?
9. Discuss how cultural intelligence plays a crucial role in the global quality management efforts of MNCs.
10. Examine the interconnectedness between barriers to TQM and the role of MNCs in shaping global quality standards. (5 marks)

Ten Marks Questions

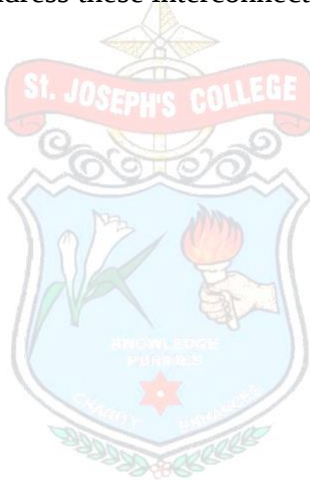
1. Elaborate on the concept of core competence and its strategic significance in sustaining a competitive advantage.
2. Discuss the challenges organizations might face in aligning their core competencies with overarching strategic goals. Provide examples to illustrate your points.

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3. Examine how Multinational Corporations (MNCs) play a pivotal role in setting and influencing global quality standards. Provide insights into the impact of this role on various industries.
4. Critically analyze the ethical considerations associated with the role of MNCs in shaping global quality standards. Discuss potential strategies for MNCs to balance global consistency with local variations. (10 marks)
5. Evaluate the importance of top management support in overcoming barriers to successful TQM implementation. Discuss specific actions that top management can take to foster a TQM culture.
6. Explain how organizational culture can act as both a facilitator and a barrier to TQM initiatives. Provide examples of organizational cultures that support or hinder TQM.
7. Explore the interplay between core competence and strategic alliances in the context of ensuring and enhancing quality. Provide a comprehensive analysis of how these elements can be integrated for organizational success.
8. Discuss the potential risks and benefits associated with the reliance on MNCs for setting global quality standards. How can organizations navigate these complexities for mutual benefit?

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9. Examine the role of cultural intelligence in the global operations of MNCs, particularly in the context of ensuring and maintaining high-quality standards across diverse markets.
10. Provide a holistic analysis of the relationships between barriers to TQM and the influence of MNCs on global quality standards. How can organizations strategically address these interconnected challenges?



TRAINING AND DEVELOPMENT

UNIT - I

1. What is the primary goal of training and development in an organization?
 - a. Employee retention
 - b. Cost reduction
 - c. Performance improvement
 - d. Workplace competition

2. In the context of training, what does "development" typically refer to?
 - a. Short-term skill enhancement
 - b. Long-term career growth
 - c. Employee discipline
 - d. Immediate task completion

3. How does training contribute to employee satisfaction?
 - a. By reducing workload
 - b. By fostering a learning culture
 - c. By limiting career opportunities
 - d. By ignoring skill development

4. What is the purpose of cross-training in an organization?
 - a. Specialization in one task
 - b. Developing expertise in a single area
 - c. Gaining proficiency in multiple tasks

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d. Avoiding skill diversification

5. Which training method focuses on learning by doing and is often used for technical skills?

- a. Classroom training b. On-the-job training
- c. Lecture-based training d. E-learning

6. What is a common method for identifying training needs in employees?

- a. Ignoring employee feedback
- b. Conducting performance appraisals
- c. Avoiding skill assessments
- d. Limiting communication channels

7. How does employee feedback contribute to identifying training needs?

- a. By hindering communication
- b. By promoting a closed-door policy
- c. By providing insights into skill gaps
- d. By avoiding employee involvement

8. Which factor is crucial for the success of a training needs analysis process?

- a. Ignoring organizational goals
- b. Alignment with business objectives
- c. Avoiding employee engagement
- d. Limited understanding of industry trends

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9. What is the purpose of conducting surveys and interviews as part of a training needs assessment?
- a. To limit employee engagement
 - b. To avoid feedback collection
 - c. To gather insights into employee perspectives
 - d. To discourage open communication
10. How can performance gaps in employees be identified for training needs?
- a. By overlooking job responsibilities
 - b. By avoiding skill assessments
 - c. By comparing actual performance to desired performance
 - d. By disregarding individual capabilities
11. What type of training focuses on enhancing interpersonal skills, communication, and leadership abilities?
- a. Technical training
 - b. Soft skills training
 - c. On-the-job training
 - d. E-learning
12. Which training type is best suited for teaching specific technical skills or procedures?
- a. Classroom training
 - b. On-the-job training
 - c. Cross-training
 - d. Simulation-based training
13. What is the primary advantage of e-learning as a training method?

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- a. Limited accessibility
 - b. Real-time interaction
 - c. Avoiding flexibility
 - d. Ignoring technology advancements
14. Which training type is beneficial for improving teamwork and collaboration among employees?
- a. Technical training
 - b. On-the-job training
 - c. Team-building training
 - d. Cross-training
15. What is the purpose of diversity training in organizations?
- a. Promoting discrimination
 - b. Limiting employee perspectives
 - c. Fostering an inclusive and respectful workplace
 - d. Avoiding cultural awareness
16. What is the primary objective of a Training Department within an organization?
- a. Avoiding employee development
 - b. Limiting communication channels
 - c. Enhancing employee skills and knowledge
 - d. Ignoring organizational goals
17. How does a centralized training function benefit an organization?
- a. By limiting accessibility

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- b. By promoting individual silos
- c. By ensuring consistency in training standards
- d. By avoiding organizational goals

18. What is a common structure for a Training Department within an organization?

- a. Ignoring communication channels
- b. Decentralized with no coordination
- c. Centralized with clear coordination
- d. Promoting isolated training initiatives

19. What is a key function of a Training Department in an organization?

- a. Limiting employee engagement
- b. Ignoring skill development
- c. Conducting performance appraisals
- d. Identifying and addressing training needs

20. Why is aligning training programs with organizational objectives important?

- a. To avoid employee engagement
- b. To foster a learning culture
- c. To limit collaboration
- d. To promote isolation

21. What is the purpose of a training needs assessment before implementing a program?

- a. To avoid program evaluation

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- b. To ignore employee perspectives
- c. To tailor training content to specific needs
- d. To limit accessibility

22. How can the use of technology enhance the execution of training programs?

- a. By limiting accessibility
- b. By avoiding e-learning platforms
- c. By promoting interactive and engaging content
- d. By disregarding digital advancements

23. What role does a well-defined training schedule play in program execution?

- a. Hindering flexibility
- b. Avoiding participant engagement
- c. Promoting a disorganized approach
- d. Ensuring a structured and efficient learning experience

24. How can mentoring and coaching contribute to the success of a training program?

- a. By limiting individual growth
- b. By fostering a culture of independence
- c. By providing personalized guidance and support
- d. By avoiding skill development

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25. What is the significance of participant feedback in the execution of training programs?
- a. Ignoring program improvement
 - b. Limiting communication channels
 - c. Enhancing participant engagement
 - d. Avoiding program evaluation
26. What is the purpose of evaluating training programs in an organization?*
- a. To limit organizational growth
 - b. To avoid skill development
 - c. To measure the effectiveness of training initiatives
 - d. To disregard participant perspectives
27. Which evaluation level assesses the immediate reaction of participants to a training program?
- a. Level 1: Reaction
 - b. Level 2: Learning
 - c. Level 3: Behaviour
 - d. Level 4: Results
28. What does Level 2 evaluation focus on in training programs?
- a. Participant satisfaction
 - b. Knowledge and skill acquisition
 - c. On-the-job behavior change
 - d. Organizational impact
29. How is Level 3 evaluation different from Level 2 in training program assessment?

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- a. It assesses participant satisfaction
- b. It measures knowledge and skill retention
- c. It evaluates on-the-job behaviour change
- d. It focuses on organizational impact

30. What does Level 4 evaluation measure in training programs?

- a. Participant engagement
- b. Knowledge and skill application on the job
- c. Overall program satisfaction
- d. Long-term organizational impact

31. How does a Return on Investment (ROI) analysis contribute to training program evaluation?

- a. By avoiding cost considerations
- b. By focusing only on immediate results
- c. By measuring the financial impact of training
- d. By disregarding organizational goals

32. What role does follow-up and reinforcement play in the evaluation process of training programs?

- a. By hindering long-term impact
- b. By avoiding knowledge retention
- c. By supporting sustained behaviour change
- d. By limiting program effectiveness
- e.

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33. Why is participant feedback valuable for continuous improvement in training programs?

- a. It promotes a closed-door policy
- b. It avoids performance assessments
- c. It provides insights into program strengths and weaknesses
- d. It limits organizational growth

34. How can technology be leveraged for post-training evaluation and feedback collection?

- a. By avoiding digital platforms
- b. By limiting participant engagement
- c. By promoting online surveys and assessments
- d. By ignoring technological advancements

35. What is the significance of benchmarking in the evaluation of training programs?

- a. By avoiding external comparisons
- b. By promoting a closed-loop communication system
- c. By providing a basis for comparison and improvement
- d. By limiting program effectiveness

36. What is the primary goal of training and development in an organization?

- a. Cost reduction
- b. Employee satisfaction
- c. Performance improvement
- d. Workplace competition

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37. In the context of training, what does "development" typically refer to?

- a. Short-term skill enhancement
- b. Long-term career growth
- c. Employee discipline
- d. Immediate task completion

38. How does training contribute to employee satisfaction?

- a. By reducing workload
- b. By fostering a learning culture
- c. By limiting career opportunities
- d. By ignoring skill development

39. What is the purpose of cross-training in an organization?

- a. Specialization in one task
- b. Developing expertise in a single area
- c. Gaining proficiency in multiple tasks
- d. Avoiding skill diversification

40. Which training method focuses on learning by doing and is often used for technical skills?

- a. Classroom training
- b. On-the-job training
- c. Lecture-based training
- d. E-learning

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41. What is a common method for identifying training needs in employees?

- a. Ignoring employee feedback
- b. Conducting performance appraisals
- c. Avoiding skill assessments
- d. Limiting communication channels

42. How does employee feedback contribute to identifying training needs?

- a. By hindering communication
- b. By promoting a closed-door policy
- c. By providing insights into skill gaps
- d. By avoiding employee involvement

43. Which factor is crucial for the success of a training needs analysis process?

- a. Ignoring organizational goals
- b. Alignment with business objectives
- c. Avoiding employee engagement
- d. Limited understanding of industry trends

44. What is the purpose of conducting surveys and interviews as part of a training needs assessment?

- a. To limit employee engagement
- b. To avoid feedback collection
- c. To gather insights into employee perspectives
- d. To discourage open communication

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45. How can performance gaps in employees be identified for training needs?
- a. By overlooking job responsibilities
 - b. By avoiding skill assessments
 - c. By comparing actual performance to desired performance
 - d. By disregarding individual capabilities
46. What type of training focuses on enhancing interpersonal skills, communication, and leadership abilities?
- a. Technical training
 - b. Soft skills training
 - c. On-the-job training
 - d. E-learning
47. Which training type is best suited for teaching specific technical skills or procedures?
- a. Classroom training
 - b. On-the-job training
 - c. Cross-training
 - d. Simulation-based training
48. What is the primary advantage of e-learning as a training method?
- a. Limited accessibility
 - b. Real-time interaction
 - c. Avoiding flexibility
 - d. Ignoring technology advancements

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49. Which training type is beneficial for improving teamwork and collaboration among employees?
- a. Technical training b. On-the-job training
 - c. Team-building training d. Cross-training
50. What is the purpose of diversity training in organizations?
- a. Promoting discrimination
 - b. Limiting employee perspectives
 - c. Fostering an inclusive and respectful workplace
 - d. Avoiding cultural awareness

Answers

1.c, 2.b, 3.b, 4.c, 5.b, 6.b, 7.c, 8.b, 9.c, 10.c, 11.b, 12.a, 13.b, 14.c, 15.c, 16.c, 17.c, 18.c, 19.d, 20.b, 21.c, 22.c, 23.d, 24.c, 25.c, 26.c, 27.a, 28.b, 29.c, 30.d, 31.c, 32.c, 33.c, 34.c, 35.b, 36.c, 37.b, 38.b, 39.b, 40.b, 41.d, 42.c, 43.b, 44.c, 45.c, 46.b, 47.a, 48.b, 49.c, 50.c.

Ten Mark Questions

1. Explain the significance of training and development in enhancing organizational performance.
2. Discuss the role of employee feedback in the process of identifying training needs. Provide examples to illustrate your points.

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3. Compare and contrast on-the-job training and off-the-job training methods, highlighting their respective advantages and disadvantages.
4. Examine the importance of aligning training programs with organizational objectives. How does this alignment contribute to overall organizational success?
5. Define the objectives of a Training Department in an organization and discuss how these objectives align with the broader goals of the organization.
6. Describe the key components of a well-defined training schedule and its importance in ensuring effective program execution.
7. Explain how mentoring and coaching contribute to the success of a training program. Provide examples to support your explanation.
8. Discuss the purpose and significance of conducting a training needs assessment before implementing a training program.
9. Examine the role of participant feedback in the evaluation of training programs. How can organizations use this feedback for continuous improvement?
10. Elaborate on the importance of conducting a Return on Investment (ROI) analysis for training programs. How does it contribute to the overall assessment of training effectiveness?

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Ten Mark Questions

1. Discuss the evolving role of training and development in contemporary organizational environments. How has it transformed over the years, and what challenges and opportunities does it present?
2. Explore the role of technology in identifying and assessing training needs. How can organizations leverage technological tools for a comprehensive training needs analysis?
3. Compare and contrast three different types of training methods, emphasizing their applicability in diverse organizational contexts. Provide examples to illustrate your points.
4. Examine the organizational structures that support effective training functions. How does the organizational setup contribute to the successful execution of training initiatives?
5. Critically analyze the key objectives of a Training Department. How do these objectives align with the overall strategic goals of the organization?
6. Discuss the critical success factors in the execution of a training program. How can organizations ensure that training initiatives lead to tangible outcomes?
7. Evaluate the role of experiential learning in the execution of training programs. How does hands-on experience contribute to effective skill development?

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8. Explain the importance of multilevel evaluation in training programs. How do the different levels of evaluation contribute to a comprehensive understanding of program effectiveness?
9. Critique the role of participant feedback in the evaluation of training programs. How can organizations collect and utilize feedback for continuous improvement?
10. Explore the ethical considerations in conducting a Return on Investment (ROI) analysis for training programs. How can organizations balance financial assessments with ethical practices in training evaluation?



UNIT- II

1. What is a key characteristic of on-the-job training (OJT)?
 - a. Classroom setting
 - b. Experiential learning
 - c. Theoretical lectures
 - d. Simulation exercises

2. Which on-the-job training technique involves an experienced employee guiding and instructing a less experienced employee?
 - a. Job rotation
 - b. Coaching
 - c. Apprenticeship
 - d. Case studies

3. In job rotation, employees are typically moved through different:
 - a. Departments or positions
 - b. Shifts
 - c. Training centres
 - d. Locations

4. What is the primary focus of job instruction as an on-the-job training technique?
 - a. Real-life scenarios
 - b. Theory-based lectures
 - c. Standardized procedures
 - d. Simulated environments

5. Training by supervisors is effective because it involves:
 - a. External trainers
 - b. Hands-on coaching

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- c. Online modules d. Written manuals

6. Which off-the-job training technique involves employees learning by studying real or hypothetical situations?

- a. Role playing b. Case studies
c. T-Group training d. Simulations

7. In role playing, participants often:

- a. Observe without participating
b. Act out specific scenarios
c. Focus on individual tasks
d. Work independently

8. What is the primary advantage of programmed instruction as an off-the-job training method?

- a. Group interaction b. Self-paced learning
c. Real-world application d. Simulated environments

9. T-Group training is also known as:

- a. Team-building exercises b. Time-bound sessions
c. Technical training d. Traditional lectures

Answer: a. Team-building exercises

10. Which off-the-job training technique mimics real-world scenarios to provide a realistic learning experience?

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- a. Case studies
- b. Role playing
- c. Simulations
- d. T-Group training

11. What is a characteristic of apprenticeship as an off-the-job training method?

- a. Short duration
- b. Classroom lectures
- c. Practical experience under a skilled mentor
- d. Self-directed learning

12. In off-the-job training, what does T-Group stand for?

- a. Task Group
- b. Training Group
- c. Transactional Group
- d. Team Group

13. Which off-the-job training method involves learning through interactive group discussions facilitated by a trained leader?

- a. Role playing
- b. Case studies
- c. T-Group training
- d. Simulations

14. What is the primary objective of case studies as an off-the-job training technique?

- a. Self-paced learning
- b. Group interaction
- c. Analysis of real or hypothetical situations
- d. Simulated environments

15. Simulations in training are designed to:

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- a. Isolate individuals from real-world scenarios
 - b. Emulate real-world situations
 - c. Discourage hands-on experience
 - d. Avoid interactive learning
16. Which off-the-job training technique is particularly effective for developing interpersonal skills and teamwork?
- a. Case studies
 - b. Role playing
 - c. Simulations
 - d. T-Group training
17. In apprenticeship, what is the role of the mentor or skilled professional?
- a. Provide theoretical lectures
 - b. Observe without participation
 - c. Offer hands-on guidance and instruction
 - d. Conduct simulated exercises
18. What is a potential challenge of off-the-job training methods like simulations or role playing?
- a. Lack of realism
 - b. Limited participant engagement
 - c. Short duration
 - d. Reduced control over learning pace

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19. Which off job training method involves participants working on real or simulated projects to apply their knowledge and skills?

- a. Case studies
- b. Role playing
- c. Simulations
- d. Apprenticeship

20. The primary focus of programmed instruction is on:

- a. Group discussions
- b. Self-directed learning
- c. Hands-on coaching
- d. Practical experience

21. What makes T-Group training unique compared to other off-the-job training methods?

- a. Individual learning
- b. Virtual simulations
- c. Group dynamics and interactions
- d. Practical exercises

22. In which off-the-job training method do participants take on specific roles to act out scenarios in a controlled environment?

- a. Case studies
- b. Role playing
- c. T-Group training
- d. Simulations

23. What is a common challenge associated with apprenticeship programs?

- a. Lack of hands-on experience
- b. Short duration

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- c. Limited mentor availability
 - d. Difficulty in transferring knowledge
24. Which off-the-job training technique is most likely to involve scripted scenarios to guide participants through a learning process?
- a. Case studies
 - b. Role playing
 - c. Simulations
 - d. T-Group training
25. What is the primary advantage of using case studies in training?
- a. Real-world application
 - b. Isolation from practical situations
 - c. Lack of participant engagement
 - d. Reduction of interactive learning
26. What is a key characteristic of on-the-job training (OJT)?
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 - c. Apprenticeship
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- a. Departments or positions b. Shifts
- c. Training centers d. Locations

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- a. Real-life scenarios
- b. Theory-based lectures
- c. Standardized procedures
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- c. Online modules d. Written manuals

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32. In role playing, participants often:

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- b. Act out specific scenarios
- c. Focus on individual tasks
- d. Work independently

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- a. Group interaction b. Self-paced learning
 - c. Real-world application d. Simulated environments
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- a. Team-building exercises b. Time-bound sessions
 - c. Technical training d. Traditional lectures
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- a. Case studies b. Role playing
 - c. Simulations d. T-Group training
36. What is a characteristic of apprenticeship as an off-the-job training method?
- a. Short duration
 - b. Classroom lectures
 - c. Practical experience under a skilled mentor
 - d. Self-directed learning
37. In off-the-job training, what does T-Group stand for?
- a. Task Group b. Training Group
 - c. Transactional Group d. Team Group

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38. Which off-the-job training method involves learning through interactive group discussions facilitated by a trained leader?
- a. Role playing
 - b. Case studies
 - c. T-Group training
 - d. Simulations
39. What is the purpose of case studies as an off-the-job training technique?
- a. Self-paced learning
 - b. Group interaction
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 - d. Simulated environments
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- a. Isolate individuals from real-world scenarios
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 - d. Avoid interactive learning
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 - b. Role playing
 - c. Simulations
 - d. T-Group training
42. In apprenticeship, what is the role of the mentor or skilled professional?

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- a. Provide theoretical lectures
 - b. Observe without participation
 - c. Offer hands-on guidance and instruction
 - d. Conduct simulated exercises
43. What is a potential challenge of off-the-job training methods like simulations or role playing?
- a. Lack of realism
 - b. Limited participant engagement
 - c. Short duration
 - d. Reduced control over learning pace
44. Which off-the-job training method involves participants working on real or simulated projects to apply their knowledge and skills?
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 - b. Role playing
 - c. Simulations
 - d. Apprenticeship
45. The primary focus of programmed instruction is on:
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 - b. Self-directed learning
 - c. Hands-on coaching
 - d. Practical experience
46. What makes T-Group training unique compared to other off-the-job training methods?
- a. Individual learning
 - b. Virtual simulations
 - c. Group dynamics and interactions

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d. Practical exercises

47. In which off-the-job training method do participants take on specific roles to act out scenarios in a controlled environment?

- a. Case studies
- b. Role playing
- c. T-Group training
- d. Simulations

48. What is the primary advantage of using case studies in training?

- a. Real-world application
- b. Isolation from practical situations
- c. Lack of participant engagement
- d. Reduction of interactive learning

49. Which off-the-job training method is most likely to involve scripted scenarios to guide participants through a learning process?

- a. Case studies
- b. Role playing
- c. Simulations
- d. T-Group training

50. What is the primary advantage of case studies in a training environment?

- a. Controlled environments
- b. Real-world application
- c. Reduced participant engagement
- d. Limited analysis of situations

Answers

1.b, 2.b, 3.a, 4.c, 5.b, 6.b, 7.b, 8.b, 9.a, 10.c, 11.c, 12.a, 13.c, 14.c, 15.b, 16.d, 17.c, 18.a, 19.c, 20.b, 21.c, 22.b, 23.c, 24.c, 25.a, 26.b, 27.b, 28.a, 29.c, 30.b, 31.b, 32.b, 33.b, 34.a, 35.c, 36.c, 37.a, 38.c, 39.a, 40.b, 41.d, 42.c, 43.a, 44.c, 45.b, 46.c, 47.b, 48.a, 49.c, 50.b.

Five Mark Questions

1. Discuss the significance of job rotation in enhancing employee skills and organizational effectiveness.
2. Explain the role of coaching in employee development. Provide examples of situations where coaching can be most effective.
3. Compare and contrast apprenticeship and job instruction as on-the-job training methods. Highlight their respective advantages in different contexts.
4. How does training by supervisors contribute to building a skilled and competent workforce? Discuss the key benefits and potential challenges associated with this approach.
5. Examine the importance of case studies in off-the-job training. How do they facilitate the transfer of theoretical knowledge to practical application?

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6. Discuss the role of simulations in providing a realistic learning experience. How can organizations leverage simulations for effective employee training?
7. Explore the benefits and challenges of incorporating role-playing in training programs. How does it contribute to skill development and team dynamics?
8. Explain the concept of programmed instructions in training. How does it support selfpaced learning, and what are its limitations?
9. Evaluate the effectiveness of T-Group training in fostering teamwork and interpersonal skills among participants. Provide examples of situations where T-Group training is most beneficial.
10. Discuss the potential drawbacks of relying on off-the-job training methods exclusively. How can organizations strike a balance between on-the-job and off-the-job training for holistic employee development?

Ten Mark Questions

1. Critically analyze the role of apprenticeship in skill development. How does it contribute to both individual growth and organizational success?
2. Discuss the effectiveness of job rotation in promoting employee engagement and reducing skill

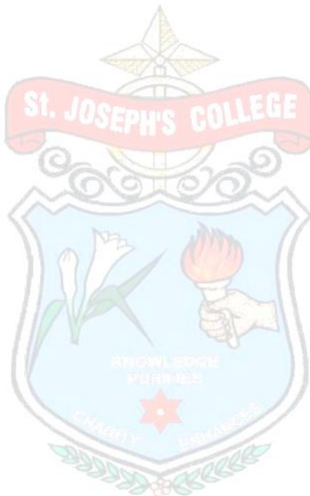
monotony. Provide examples of industries where job rotation is particularly advantageous.

3. Examine the impact of job instruction on standardizing procedures within an organization. How does it contribute to maintaining quality and consistency?
4. Evaluate the importance of coaching as a leadership development tool. How can coaching enhance leadership skills and promote a positive organizational culture?
5. Analyze the advantages and disadvantages of using training by supervisors as a primary method for skill transfer. How can organizations maximize the benefits of this approach?
6. Discuss the strategic role of case studies in organizational learning. How can organizations leverage case studies to address real-world challenges and improve decision-making?
7. Examine the use of simulations in training programs. How do simulations contribute to a risk-free learning environment, and what industries benefit the most from this approach?
8. Explore the psychological aspects of role-playing in employee training. How does roleplaying enhance communication skills and contribute to a positive work environment?
9. Critically assess the effectiveness of programmed instructions in promoting self-directed

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learning. Discuss the challenges and potential solutions in implementing programmed instruction in diverse organizational contexts.

10. Evaluate the impact of T-Group training on team dynamics and communication within an organization. How can organizations create an environment conducive to the success of TGroup training initiatives?



UNIT- III

One Mark Questions

1. What is a characteristic of leader-centric techniques in management development?
 - a. Team-based learning
 - b. Individual focus on leadership
 - c. Employee self-directed training
 - d. Task-oriented exercises
2. Which technique involves a formal presentation to a group, providing information on leadership principles and practices?
 - a. Coaching
 - b. Lecture
 - c. Case study
 - d. Brainstorming
3. In coaching for management development, the emphasis is on:
 - a. Theoretical principles
 - b. Real-world application
 - c. Group dynamics
 - d. Employee self-assessment
4. What is the primary focus of student-cantered techniques in management development?
 - a. Lecture-based learning
 - b. Employee-driven development
 - c. Leadership theories

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d. Task-specific training

5. Which technique involves interactive group sessions led by a facilitator to discuss and analyze management scenarios?

- a. Discussions b. Case studies
- c. Conferences d. Workshops

6. The use of real or hypothetical situations to analyze and solve management challenges is a key feature of:

- a. Coaching b. Syndicate
- c. Case studies d. Role playing

7. Conferences in management development are designed to:

- a. Focus on individual tasks
- b. Share information and ideas
- c. Simulate real-world scenarios
- d. Provide hands-on coaching

8. What is the primary purpose of workshops in management development?

- a. Employee self-assessment
- b. Hands-on skill development
- c. Theoretical lectures
- d. Individual coaching

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9. Syndicate in management development involves:
- a. Task-based exercises b. Team-based learning
 - c. Individual coaching d. Simulated scenarios
10. Which technique involves generating creative ideas and solutions within a group setting?
- a. Conferences b. Syndicate
 - c. Brainstorming d. Role playing
11. Role playing in management development focuses on:
- a. Individual tasks b. Simulating real-world scenario
 - c. Theoretical lectures d. Employee self-assessment
12. Psycho drama in management development involves:
- a. Analyzing psychological profiles
 - b. Simulating interpersonal dynamics
 - c. Theoretical lectures on psychology
 - d. Individual coaching sessions
13. Simulation in management development aims to:
- a. Provide theoretical lectures
 - b. Replicate real-world scenarios
 - c. Focus on individual tasks
 - d. Simulate team dynamics
14. In-basket games involve:

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- a. Analyzing market trends
 - b. Simulating decision-making scenarios
 - c. Conducting individual coaching sessions
 - d. Brainstorming creative ideas
15. What is a key advantage of leader-centric techniques in management development?
- a. Reduced individual focus
 - b. Enhanced teamwork
 - c. Tailored leadership development
 - d. Limited real-world application
16. Which technique involves employees working through a set of tasks and decisions typically found in a manager's inbox?
- a. Simulation
 - b. In-basket games
 - c. Role playing
 - d. Coaching
17. What is a distinctive feature of discussions in management development?
- a. Focus on individual tasks
 - b. Group interaction and analysis
 - c. Simulated scenarios
 - d. Theoretical lectures

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18. Which leader-centric technique is particularly effective for fostering teamwork and group problem-solving?
- a. Coaching
 - b. Role playing
 - c. Brainstorming
 - d. Syndicate
19. In management development, what is the primary purpose of psychodrama?
- a. Individual coaching
 - b. Simulating interpersonal dynamics
 - c. Analyzing psychological profiles
 - d. Providing theoretical lectures
20. What is the main advantage of using simulations in management development?
- a. Reduced realism
 - b. Enhanced individual focus
 - c. Replication of real-world scenarios
 - d. Limited participant engagement
21. Which technique involves participants taking on specific roles to act out scenarios in a controlled environment?
- a. Role playing
 - b. Case studies
 - c. Discussions
 - d. Workshops
22. The primary focus of in-basket games is on:

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- a. Simulating team dynamics
 - b. Real-world decision-making scenarios
 - c. Theoretical lectures
 - d. Individual coaching
23. What is the primary objective of using psycho drama in management development?
- a. Analyzing psychological profiles
 - b. Simulating interpersonal dynamics
 - c. Providing theoretical lectures on psychology
 - d. Conducting individual coaching sessions
24. What makes discussions a valuable tool in management development?
- a. Reduced group interaction
 - b. Theoretical lectures
 - c. Simulated scenarios
 - d. Group interaction and analysis
25. What is the main advantage of using leader-centric techniques such as coaching in management development?
- a. Lack of real-world application
 - b. Reduced individual focus
 - c. Tailored leadership development
 - d. Limited participant engagement

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26. What is a characteristic of leader-centric techniques in management development?

- a. Team-based learning
- b. Individual focus on leadership
- c. Employee self-directed training
- d. Task-oriented exercises

27. Which technique involves a formal presentation to a group, providing information on leadership principles and practices?

- a. Coaching
- b. Lecture
- c. Case study
- d. Brainstorming

28. In coaching for management development, the emphasis is on:

- a. Theoretical principles
- b. Real-world application
- c. Group dynamics
- d. Employee self-assessment

29. What is the primary focus of student-cantered techniques in management development?

- a. Lecture-based learning
- b. Employee-driven development
- c. Leadership theories
- d. Task-specific training

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30. Which technique involves interactive group sessions led by a facilitator to discuss and analyze management scenarios?

- a. Discussions b. Case studies
- c. Conferences d. Workshops

31. The use of real or hypothetical situations to analyze and solve management challenges is a key feature of:

- a. Coaching b. Syndicate
- c. Case studies d. Role playing

32. Conferences in management development are designed to:

- a. Focus on individual tasks
- b. Share information and ideas
- c. Simulate real-world scenarios
- d. Provide hands-on coaching

33. What is the primary purpose of workshops in management development?

- a. Employee self-assessment
- b. Hands-on skill development
- c. Theoretical lectures
- d. Individual coaching

34. Syndicate in management development involves:

- a. Task-based exercises b. Team-based learning

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- c. Individual coaching d. Simulated scenarios
35. Which technique involves generating creative ideas and solutions within a group setting?
- a. Conferences b. Syndicate
c. Brainstorming d. Role playing
36. Role playing in management development focuses on:
- a. Individual tasks b. Simulating real-world scenarios
c. Theoretical lectures d. Employee self-assessment
37. Psycho drama in management development involves:
- a. Analyzing psychological profiles
b. Simulating interpersonal dynamics
c. Theoretical lectures on psychology
d. Individual coaching sessions
38. Simulation in management development aims to:
- a. Provide theoretical lectures
b. Replicate real-world scenarios
c. Focus on individual tasks
d. Simulate team dynamics
39. In-basket games involve:
- a. Analyzing market trends
b. Simulating decision-making scenarios

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- c. Conducting individual coaching sessions
 - d. Brainstorming creative ideas
40. What is a key advantage of leader-centric techniques in management development?
- a. Reduced individual focus
 - b. Enhanced teamwork
 - c. Tailored leadership development
 - d. Limited real-world application
41. Which technique involves employees working through a set of tasks and decisions typically found in a manager's inbox?
- a. Simulation
 - b. In-basket games
 - c. Role playing
 - d. Coaching
42. What is a distinctive feature of discussions in management development?
- a. Focus on individual tasks
 - b. Group interaction and analysis
 - c. Simulated scenarios
 - d. Theoretical lectures
43. Which leader-centric technique is particularly effective for fostering teamwork and group problem-solving?
- a. Coaching
 - b. Role playing

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c. Brainstorming

d. Syndicate

44. In management development, what is the primary purpose of psychodrama?

a. Individual coaching

b. Simulating interpersonal dynamics

c. Analyzing psychological profiles

d. Providing theoretical lectures

45. What is the main advantage of using simulations in management development?

a. Reduced realism

b. Enhanced individual focus

c. Replication of real-world scenarios

d. Limited participant engagement

46. Which technique involves participants taking on specific roles to act out scenarios in a controlled environment?

a. Role playing

b. Case studies

c. Discussions

d. Workshops

47. The primary focus of in-basket games is on:

a. Simulating team dynamics

b. Real-world decision-making scenarios

c. Theoretical lectures

d. Individual coaching

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48. What is the primary objective of using psycho drama in management development?
- a. Analyzing psychological profiles
 - b. Simulating interpersonal dynamics
 - c. Providing theoretical lectures on psychology
 - d. Conducting individual coaching sessions
49. What makes discussions a valuable tool in management development?
- a. Reduced group interaction
 - b. Theoretical lectures
 - c. Simulated scenarios
 - d. Group interaction and analysis
50. What is the main advantage of using leader-centric techniques such as coaching in management development?
- a. Lack of real-world application
 - b. Reduced individual focus
 - c. Tailored leadership development
 - d. Limited participant engagement

Answers

1.b, 2.b, 3.b, 4.b, 5.a, 6.c, 7.b, 8.b, 9.b, 10.c, 11.b, 12.b,
13.b, 14.b, 15.c, 16.b, 17.b, 18.d, 19.b, 20.c, 21.a, 22.b,
23.b, 24.b, 25.c, 26.b, 27.b, 28.b, 29.b, 30.a, 31.c, 32.b,

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33.b, 34.b, 35.c, 36.b, 37.b, 38.b, 39.b, 40.c, 41.b, 42.b,
43.d, 44.b, 45.c, 46.a, 47.b, 48.b, 49.d, 50.c.

Five Mark Questions

1. Discuss the significance of student-cantered techniques in management development. How do they empower individuals in their leadership journey?
2. Explain the role of discussions as a management development tool. How can effective group interaction contribute to leadership skills?
3. Evaluate the impact of using workshops for management development. What benefits do hands-on skill development sessions bring to aspiring leaders?
4. Critically analyze the role of psychodrama in fostering interpersonal dynamics within a leadership context. How can it contribute to effective team management?
5. Discuss the advantages of incorporating case studies in leadership training programs. How do real or hypothetical situations enhance decision-making skills for leaders?
6. Evaluate the importance of in-basket games in management development. How do simulated decision-making scenarios prepare leaders for real-world challenges?

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7. Examine the role of syndicate in building effective teamwork among leaders. How can team-based learning contribute to leadership development?
8. Discuss the strategic value of incorporating brainstorming sessions into leadership development programs. How can creative idea generation benefit aspiring leaders?
9. Explain the significance of using role-playing in management development. How does simulating real-world scenarios contribute to leadership skill enhancement?
10. Evaluate the effectiveness of using simulations as a tool for replicating real-world scenarios in leadership training. How does it contribute to practical leadership skills?

Ten Mark Questions

1. Critically analyze the impact of lectures in management development. How can a well-delivered lecture contribute to the holistic growth of future leaders?
2. Examine the role of coaching in individualized leadership development. How can a personalized coaching approach enhance leadership skills and effectiveness?

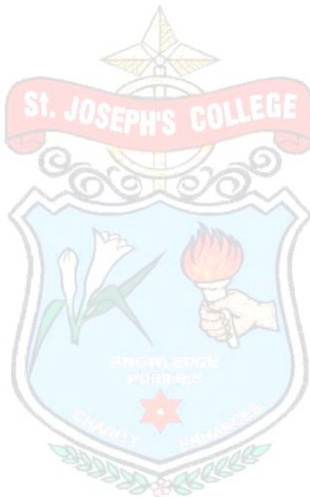
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3. Discuss the principles and advantages of student-centered techniques in leadership development. How can these techniques empower individuals to take charge of their learning journey?
4. Evaluate the significance of discussions as a forum for collaborative learning in management development. How can group interaction lead to deeper insights and understanding?
5. Critically analyze the importance of case studies in leadership training. How do they contribute to decision-making skills and real-world problem-solving for aspiring leaders?
6. Discuss the strategic value of conferences in the context of management development. How can knowledge-sharing platforms contribute to the growth of leaders?
7. Examine the role of workshops in hands-on skill development for leadership. How can practical exercises contribute to the application of theoretical knowledge in real-world scenarios?
8. Evaluate the effectiveness of syndicate in fostering teamwork and collaboration among leaders. How can team-based learning contribute to leadership development?
9. Discuss the strategic importance of brainstorming sessions in the leadership development process. How

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can creative idea generation contribute to innovative leadership?

10. Examine the role of psycho drama in understanding and managing interpersonal dynamics within a leadership context. How can simulated scenarios contribute to effective team management?



UNIT – IV

One Mark Questions

1. What is the primary focus of sensitivity training in organizational development?
 - a. Technical skills b. Interpersonal skills
 - b. Self-learning d. Programmed instructions
2. Sensitivity training aims to enhance:
 - a. Individual technical skills b. Emotional intelligence
 - c. Programmed instructions d. Audio-visual lessons
3. Which of the following is a key objective of sensitivity training?
 - a. Enhancing technical expertise
 - b. Improving leadership skills
 - c. Developing self-learning techniques
 - d. Following programmed instructions
4. Sensitivity training typically involves:
 - a. Correspondence courses
 - b. Group interactions and discussions
 - c. Audio-visual lessons
 - d. Programmed instructions
5. In sensitivity training, the emphasis is on:

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- a. Self-learning techniques b. Technical skills
- c. Correspondence course d. Programmed instruction

6. What is a characteristic of self-learning techniques?

- a. Instructor-led sessions b. Group discussions
- c. Individual-driven learning d. Sensitivity training

7. Self-learning techniques empower individuals to:

- a. Rely on programmed instructions
- b. Depend on audio-visual lessons
- c. Take charge of their learning journey
- d. Engage in correspondence courses

8. Which of the following is an example of a self-learning technique?

- a. Sensitivity training b. Planned reading
- c. Audio-visual lessons d. Correspondence courses

9. The primary responsibility for learning in self-learning techniques lies with the:

- a. Instructor b. Group
- c. Individual learner d. Programmed instruction

10. Self-learning techniques are most effective when individuals possess:

- a. Limited motivation
- b. Strong technical skills

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- c. Programmed instructions
- d. High levels of motivation and autonomy

11. What is the main objective of planned reading in a learning context?

- a. Audio-visual lessons
- b. Rapid skimming of materials
- c. Efficient and organized reading
- d. Correspondence courses

12. Planned reading involves:

- a. Haphazard reading
- b. Audio-visual lessons only
- c. Systematic and purposeful reading
- d. Sensitivity training

13. Which of the following is a key benefit of planned reading?

- a. Limited comprehension
- b. Improved reading speed
- c. Dependency on correspondence courses
- d. Reduced self-learning techniques

14. In planned reading, individuals often engage in:

- a. Audio-visual lessons
- b. Correspondence courses
- c. Skimming and scanning
- d. Sensitivity training

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15. What role does comprehension play in the effectiveness of planned reading?
- a. Limited importance
 - b. Central to the process
 - c. No relevance
 - d. Dependency on programmed instructions
16. Correspondence courses involve learning through:
- a. Group discussions
 - b. Audio-visual lessons
 - c. Written communication
 - d. Sensitivity training
17. What is a distinctive feature of correspondence courses?
- a. High dependency on instructors
 - b. Limited engagement with materials
 - c. Learning at a distance through written communication
 - d. Emphasis on sensitivity training
18. Correspondence courses are suitable for individuals who require:
- a. Immediate feedback
 - b. Face-to-face interactions
 - c. Self-paced learning at a distance
 - d. Sensitivity training only
19. In correspondence courses, the primary mode of communication is typically:

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- a. Verbal discussions
- b. Audio-visual lessons
- c. Written materials and assignments
- d. Sensitivity training sessions

20. What is a potential challenge of correspondence courses?

- a. Limited flexibility
- b. Lack of individual autonomy
- c. Reduced emphasis on self-learning techniques
- d. Dependence on programmed instructions

21. Programmed instructions are designed to provide:

- a. Limited structure
- b. Audio-visual lessons only
- c. Systematic learning through small, sequential steps
- d. Sensitivity training

22. In programmed instructions, learning is typically presented in the form of:

- a. Lengthy lectures
- b. Correspondence courses
- c. Small, self-contained units
- d. Sensitivity training sessions
- e.

23. What is a key advantage of programmed instructions in the learning process?

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- a. Limited structure
 - b. High dependence on instructors
 - c. Self-paced learning
 - d. Reduced emphasis on sensitivity training
24. Programmed instructions are most effective when applied to:
- a. Group discussions
 - b. Audio-visual lessons
 - c. Complex learning materials
 - d. Sensitivity training scenarios
25. What role does immediate feedback play in programmed instructions?
- a. Limited importance
 - b. Central to the process
 - c. No relevance
 - d. High dependence on sensitivity training
26. Audio-visual lessons in learning typically involve the use of:
- a. Written materials only
 - b. Sensitivity training sessions
 - c. Verbal and visual aids
 - d. Correspondence courses
27. What is a primary benefit of incorporating audio-visual lessons in the learning process?
- a. Limited engagement

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- b. Enhanced understanding through multiple senses
- c. Dependency on programmed instructions
- d. Reduced emphasis on self-learning techniques

28. In audio-visual lessons, individuals learn through:

- a. Written materials and assignments
- b. Sensitivity training scenarios
- c. Verbal and visual means such as videos and presentations
- d. Programmed instructions

29. Which of the following is a limitation of relying solely on audio-visual lessons for learning?

- a. Limited engagement
- b. Dependency on correspondence courses
- c. Lack of interaction with instructors
- d. Reduced emphasis on sensitivity training

30. What is a characteristic feature of audio-visual lessons?

- a. High dependence on programmed instructions
- b. Incorporation of sensory stimuli
- c. Limited use of visual aids
- d. Reduced emphasis on self-learning techniques

31. Manuals and handouts are valuable resources in learning due to their:

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- a. Limited accessibility
 - b. Sensitivity training focus
 - c. Portability and reference value
 - d. Dependency on programmed instructions
32. What role do manuals and handouts play in the learning process?
- a. Limited importance
 - b. Central to the process as reference materials
 - c. No relevance
 - d. High dependence on sensitivity training
33. In a training program, manuals and handouts serve as:
- a. Temporary resources
 - b. Sensitivity training tools
 - c. Programm instruction
 - d. Ongoing reference materials
34. What is a key advantage of using manuals and handouts in a learning context?
- a. Limited accessibility
 - b. Portability and ease of reference
 - c. Dependency on correspondence courses
 - d. Reduced emphasis on self-learning techniques
35. Which of the following is a limitation of relying solely on manuals and handouts for learning?
- a. Limited engagement

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- b. Dependency on programmed instructions
- c. Lack of interaction with instructors
- d. Reduced emphasis on sensitivity training

36. What is the primary focus of sensitivity training in organizational development?

- a. Technical skills
- b. Interpersonal skills
- c. Self-learning
- d. Programmed instruction

37. Sensitivity training aims to enhance:

- a. Individual technical skills
- b. Emotional intelligence
- c. Programmed instructions
- d. Audio-visual lessons

38. Which of the following is a key objective of sensitivity training?

- a. Enhancing technical expertise
- b. Improving leadership skills
- c. Developing self-learning techniques
- d. Following programmed instructions

39. Sensitivity training typically involves:

- a. Correspondence courses
- b. Group interactions and discussions
- c. Audio-visual lessons
- d. Programmed instructions

40. In sensitivity training, the emphasis is on:

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- a. Self-learning techniques b. Technical skills
- c. Correspondence courses d. Programmed instruction

41. What is a characteristic of self-learning techniques?

- a. Instructor-led sessions b. Group discussions
- c. Individual-driven learning d. Sensitivity training

42. Self-learning techniques empower individuals to:

- a. Rely on programmed instructions
- b. Depend on audio-visual lessons
- c. Take charge of their learning journey
- d. Engage in correspondence courses

43. Which of the following is an example of a self-learning technique?

- a. Sensitivity training b. Planned reading
- c. Audio-visual lessons d. Correspondence courses

44. The primary responsibility for learning in self-learning techniques lies with the:

- a. Instructor b. Group
- c. Individual learner d. Programmed instruction

45. Self-learning techniques are most effective when individuals possess:

- a. Limited motivation
- b. Strong technical skills

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- c. Programmed instructions
 - d. High levels of motivation and autonomy
46. What is the main objective of planned reading in a learning context?
- a. Audio-visual lessons
 - b. Rapid skimming of materials
 - c. Efficient and organized reading
 - d. Correspondence courses
47. Planned reading involves:
- a. Haphazard reading
 - b. Audio-visual lessons only
 - c. Systematic and purposeful reading
 - d. Sensitivity training
48. Which of the following is a key benefit of planned reading?
- a. Limited comprehension
 - b. Improved reading speed
 - c. Dependency on correspondence courses
 - d. Reduced self-learning techniques
49. In planned reading, individuals often engage in:
- a. Audio-visual lessons
 - b. Correspondence courses
 - c. Skimming and scanning
 - d. Sensitivity training

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50. What role does comprehension play in the effectiveness of planned reading?

- a. Limited importance
- b. Central to the process
- c. No relevance
- d. Dependency on programmed instructions

Answers

1.b, 2.b, 3.b, 4.b, 5.a, 6.c, 7.c, 8.b, 9.c, 10.d, 11.c, 12.c, 13.b, 14.c, 15.b, 16.c, 17.c, 18.c, 19.c, 20.b, 21.c, 22.c, 23.c, 24.c, 25.b, 26.c, 27.b, 28.c, 29.a, 30.b, 31.c, 32.b, 33.d, 34.b, 35.a, 36.b, 37.b, 38.b, 39.b, 40.a, 41.c, 42.c, 43.b, 44.c, 45.d, 46.c, 47.c, 48.b, 49.c, 50.b.

Five Mark Questions

- 1. What is the primary goal of sensitivity training in organizational development?
- 2. How does sensitivity training contribute to individual development in a team setting?
- 3. What characterizes self-learning techniques in the educational context?
- 4. In what way do self-learning techniques empower individuals?
- 5. What is the primary purpose of planned reading in learning?

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6. How does planned reading enhance knowledge absorption?
7. What distinguishes correspondence courses in the delivery of education?
8. For whom are correspondence courses most suitable in an educational setting?
9. How do programmed instructions structure learning content?
10. In what context are programmed instructions most effective in the learning process?

Ten Mark Questions

1. Explain the primary objective of sensitivity training in organizational development, emphasizing its impact on interpersonal dynamics within teams.
2. Discuss the defining characteristics of self-learning techniques in the educational context, highlighting the role of individual autonomy in the learning process.
3. Elaborate on the significance of planned reading in learning, outlining how it contributes to efficient knowledge absorption and understanding.
4. Examine the distinguishing features of correspondence courses in the delivery of education,

emphasizing their suitability for specific learning preferences.

5. Provide an in-depth analysis of how programmed instructions structure learning content, highlighting the advantages and potential drawbacks of this approach.

6. Explore the role of audio-visual lessons in the learning process, emphasizing how they engage learners and contribute to effective knowledge transfer.

7. Discuss the value of manuals and handouts in a training context, emphasizing their role as ongoing reference materials and their impact on the learning experience.

8. Illustrate how a strategic integration of sensitivity training, self-learning techniques, and programmed instructions can create a comprehensive learning environment.

9. Evaluate the adaptability of correspondence courses and planned reading to diverse learning preferences, considering their strengths and limitations.

10. Propose a holistic learning approach that incorporates audio-visual lessons, manuals, and handouts, demonstrating how this combination can address various learning styles.

UNIT – V

One Mark Questions

1. What is the primary goal of counselling in a professional setting?
 - a. Performance evaluation
 - b. Skill development
 - c. Personal therapy
 - d. Programmed instruction
2. In counselling, what role does the counsellor typically play?
 - a. Decision-maker
 - b. Observer
 - c. Facilitator
 - d. Programmed instructions provider
3. Counselling is most effective when it focuses on:
 - a. Past experiences
 - b. Future goals and development
 - c. Programmed instructions
 - d. Immediate problem-solving
4. What is a key advantage of counselling in the workplace?
 - a. Limited impact on employee performance
 - b. Focus on programmed instructions
 - c. Improved communication and employee well-being
 - d. Reliance on committee assignments

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5. In counselling, the emphasis is on:
- a. Programmed instructions
 - b. Group discussions
 - c. Individual growth and development
 - d. Committee assignments
6. What does the Assistant-to-Position model entail in organizational development?
- a. A focus on programmed instructions
 - b. Training assistants for specific roles
 - c. Reliance on counselling only
 - d. Committee assignments for all employees
7. The Assistant-to-Position model is most suitable for:
- a. Short-term skill development
 - b. Long-term career planning
 - c. Programmed instructions delivery
 - d. Immediate problem-solving
8. What is a limitation of the Assistant-to-Position model?
- a. Lack of focus on individual development
 - b. Overemphasis on programmed instructions
 - c. Incompatibility with committee assignments
 - d. Limited impact on employee well-being

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9. In the Assistant-to-Position model, training is tailored to:

- a. General skills applicable to any position
- b. Specific skills required for a particular role
- c. Programmed instructions for all employees
- d. Committee assignments for skill development

10. Which of the following is an advantage of the Assistant-to-Position model?

- a. Limited adaptability
- b. Focus on programmed instructions
- c. Alignment with committee assignments
- d. Tailored training for specific roles

11. What is the primary purpose of an Under-Study Junior Board in management development?

- a. Programmed instructions delivery
- b. Immediate problem-solving
- c. Training for specific roles
- d. Identifying and developing future leaders

12. The Under-Study Junior Board is designed to prepare individuals for:

- a. Past experiences
- b. Leadership roles
- c. Programmed instructions
- d. Committee assignments

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13. What is a key characteristic of the Under-Study Junior Board approach?
- Short-term focus
 - Immediate problem-solving
 - Long-term leadership development
 - Reliance on programmed instructions
14. How does the Under-Study Junior Board contribute to organizational continuity?
- By focusing on programmed instructions
 - Through short-term skill development
 - By identifying and nurturing future leaders
 - Reliance on committee assignments
15. In the Under-Study Junior Board approach, what is the emphasis during training?
- Past experiences
 - Immediate problem-solving
 - Long-term leadership skills
 - Programmed instructions
16. How do committee assignments contribute to management development?
- Immediate problem-solving
 - Identifying and developing future leaders
 - Programmed instructions delivery
 - Short-term skill development

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17. What is a potential limitation of committee assignments in management development?
- a. Limited adaptability
 - b. Overemphasis on programmed instructions
 - c. Lack of focus on individual development
 - d. Tailored training for specific roles
18. Committee assignments are most effective when used for:
- a. Identifying future leaders
 - b. Programmed instructions delivery
 - c. Short-term skill development
 - d. Immediate problem-solving
19. What role do committee assignments play in leadership development?
- a. Short-term focus
 - b. Immediate problem-solving
 - c. Identifying and developing future leaders
 - d. Reliance on programmed instructions
20. In the context of committee assignments, what is the emphasis on training?
- a. Past experiences
 - b. Immediate problem-solving
 - c. Long-term leadership skills
 - d. Programmed instructions

Answers

1.b, 2.c, 3.c, 4.c, 6.b, 7.a, 8.a, 9.b, 10.d, 11.d, 12.b, 13.c,
14.c, 15.c, 16.a, 17.c, 18.d, 19.c, 20.b.

Five Mark Questions

1. What is the primary focus of counselling in professional development?
2. In counselling, what role does the counsellor typically play?
3. What does the Assistant-to-Position model primarily involve in organizational development?
4. What is a potential limitation of the Assistant-to-Position model?
5. What is the primary goal of an Under-Study Junior Board in management development?
6. How does the Under-Study Junior Board contribute to organizational continuity?
7. What is a potential limitation of committee assignments in management development?
8. In the context of committee assignments, what is their primary advantage?
9. Identify one relative merit associated with the use of the Under-Study Junior Board in M.D.
10. Discuss a potential limitation of counselling as a standalone M.D. technique.

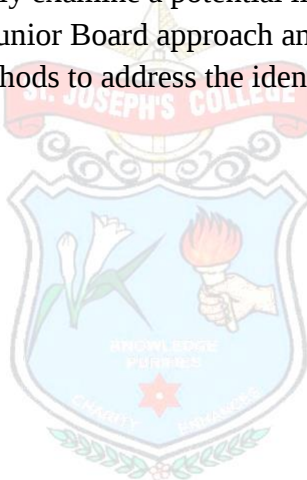
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Ten Mark Questions

1. Explain the primary objective of counselling in professional development, emphasizing its impact on skill enhancement.
2. Discuss the role of a counsellor in a professional setting, highlighting the key responsibilities and contributions.
3. Examine the Assistant-to-Position model in organizational development, outlining its key principles and benefits.
4. Critically analyze a potential limitation associated with the Assistant-to-Position model and propose strategies for improvement.
5. Elaborate on the primary purpose of an Under-Study Junior Board in management development, emphasizing its role in identifying and nurturing future leaders.
6. Discuss how the Under-Study Junior Board contributes to organizational continuity and long-term leadership development.
7. Evaluate the effectiveness of committee assignments in fostering immediate problemsolving within an organization.

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8. Identify and discuss a potential limitation of using committee assignments as a management development technique. Propose strategies to overcome this limitation.
9. Explain one relative merit associated with the use of counselling as a standalone M.D. technique, highlighting its unique contributions.
10. Critically examine a potential limitation of the Under-Study Junior Board approach and propose alternative methods to address the identified challenge.



ABOUT THE AUTHOR

Mrs. C. Suganthi was born in 1985 in Tirupattur and she started her carrier as Lecturer in Thirumalai Engineering college, Kanchipuram, and worked as a Assistant Professor in PSV College of Engineering and Technology, Kandhikuppam, she is currently working as an Assistant Professor in the Department of Business Administration with computer Applications, St. Joseph's college of Arts and Science for women Hosur. She has a versatile experience of 13 years. She has completed M.B.A in Aadhipasakthi College of Engineering (Affiliated to Anna University). She has published 8 papers in National and International Journals.

