

MASTER FACILITATOR DEVELOPMENT PROGRAM

Knowledge Exam



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MFDP Knowledge Exam

Module 1

1. Which one of the following is **TRUE** about the distinctive characteristics of capacity development?
 - A. Supply-led
 - B. Top down approach
 - C. Holistic program approach
 - D. Creating capacities

2. Which capacity development stage is undertaken to define the context in which the capacity development will take place and identify key capacities that need to be enhanced in order to ensure individuals, organizations and the enabling environment actors can carry out their functions?
 - A. Consensus Building
 - B. Capacity Strengthening
 - C. Capacity Application, Follow-up and Assessment
 - D. Institutionalization

3. The AGP Community Level Participatory Planning (CLPP) process is a typical example of which capacity development stage?
 - A. Consensus Building
 - B. Capacity Strengthening
 - C. Capacity Application, Follow-up and Assessment
 - D. Institutionalization

4. Which one of the following tools help to conduct preliminary capacity needs assessment?
 - A. Questionnaire for assessing organizational capacity
 - B. Task analysis for assessing staffing competencies using focus group discussions
 - C. Individual capacity assessment questionnaire
 - D. Stakeholder Analysis

5. Stakeholder analysis can be used to do the following **EXCEPT**:
 - A. Assess stakeholders' level of interest
 - B. Assess stakeholders' level of influence
 - C. Develop engagement plan
 - D. Conduct task analysis

6. The following are important steps in conducting task analysis. However, the steps **ARE NOT** in logical order.
 - i. **List all Tasks that participants are required to perform**
 - ii. **List the Inputs required to complete the task successfully**
 - iii. **Give each task a weighting – DIF model**

- iv. **List the Steps required to perform each task in order**
- v. **Identify the specialized knowledge, skills & attitudes required to perform the specific task**
- vi. **List the Standards against which each task is assessed**

Which one of the following is the **CORRECT ORDER** in conducting task analysis?

- A. i → ii → iii → iv → vi → v
- B. i → iv → ii → vi → v → iii
- C. i → ii → iv → vi → v → iii
- D. i → iv → vi → ii → v → iii

7. Which of the following ways help to gather information during capacity needs assessment?
- A. Asking questions
 - B. Observation
 - C. Document/secondary data analysis
 - D. All the above techniques are applicable
8. Which of the following variables are considered during organizational level capacity assessment?
- A. Economic factors
 - B. Organizational performance
 - C. Strategic leadership
 - D. All of the above are considered
9. A training coordinator wants to assess the training needs of her colleagues by developing a questionnaire of the following type:
Time Management Skills: 1. Unsatisfactory 2. Improvement needed 3. Good 4. Very Good 5. Outstanding
Which question type is the training coordinator used for assessing the needs?
- A. Likert scale
 - B. Rating scale
 - C. Interval scale
 - D. Rank order
10. Which level of capacity refers to the internal structure, policies and procedures that determines organization's effectiveness?
- A. Individual level
 - B. Organizational level
 - C. Enabling environment
 - D. Systems level

Module 2

1. Which of the following is **TRUE** about gender responsive content?
 - A. Use of images, illustrations, examples and instructions in training materials
 - B. Use of gender-neutral words, phrases, examples and expressions by facilitator and trainers
 - C. Facilitators ensure that both women and men express their true feelings, and listen to and respect the views and experiences of others
 - D. The venue and transport should also be considered

2. Which of the following is **NOT** true about ADDIE model?
 - A. Is a systematic, flexible, proven process for designing instruction
 - B. Consists of five phases
 - C. Help for developing instruction based on real-world performance requirements
 - D. Eliminates relevant skills and knowledge from the course

3. Which of the following tasks are completed at **Analysis** stage of ADDIE model?
 - A. Setting Learning Objectives
 - B. Assessing Learner Reaction
 - C. Assessing performance gaps
 - D. Field test the course

4. Which of the following tasks are completed at **Design** stage of ADDIE model?
 - A. Analyzing the audience
 - B. Task analysis
 - C. Develop Facilitator Guide
 - D. Setting Learning Objectives

5. Which of the following tasks are completed at **Development** stage of ADDIE model?
 - A. Develop learning activities
 - B. Develop Session-at-a-Glance (SAAG)
 - C. Develop Facilitator Guide
 - D. Measure transfer to the 'real-world'

6. At which stage of the ADDIE model we validate course materials and methods?
 - A. Design stage
 - B. Analysis stage
 - C. Implementation stage
 - D. Evaluation stage

7. Which of the following is **TRUE** about performance objective?
 - A. Is an expression of what participants should be able to do after training is completed.
 - B. Is an expression of what participants should be able to do in the training room to simulate what is required in the real-world.
 - C. Is measured immediately after completion of a training course.

- D. Is a statement of instructional intent.
8. Which of the following format is **CORRECT** when writing performance objectives?
- A. Given.....(Standards).....Participants must be able to(Task).....to the extent that(List the Inputs).....
 - B. Given.....(List the Inputs).....Participants must be able to(Task).....to the extent that(Standards).....
 - C. Given.....(List the Inputs).....Participants must be able to(Standards).....to the extent that(Task).....
 - D. Given.....(Standards).....Participants must be able to(List the Inputs).....to the extent that(Task).....
9. Which type of learning objectives are the most appropriate where the intention is to have learners gain knowledge – ideas, concepts and the ability to think?
- A. Cognitive learning objectives
 - B. Psychomotor learning objectives
 - C. Affective learning objectives
 - D. Course objective
10. Which of the following is **NOT** true about learning objectives?
- A. Learner-centered
 - B. Describe the performance of the learner on completion of the training course
 - C. Observable and measurable
 - D. Use more than one action verbs
11. Which of the following considerations are important for selecting training methods?
- A. Facilitator’s knowledge, skills and experiences
 - B. Learners’ abilities and cultural environment of learners
 - C. Learning objectives
 - D. All are equally important to consider
12. _____ is ‘blueprint’ for developing a learning strategy for ONE learning objective.
- A. Session-At-A-Glance (SAAG)
 - B. Facilitator Guide
 - C. PowerPoint Slide
 - D. Participant Note
13. Questions or subtopics are posted around the room. In groups, participants write down their ideas and identify new ideas as they move/rotate from one station to another. Which type of learning activity most suits to this statement?
- A. Writing on Cards
 - B. Think-Pair-Share
 - C. Gallery Walk
 - D. Jigsaw

14. Individuals with Activist Learning Style are most comfortable with which stages of the ERGA model?
- A. Experience
 - B. Reflection
 - C. Generalization
 - D. Application
15. Which of the following action verbs help to set strong, measurable and observable learning objectives?
- A. Understand
 - B. Know
 - C. Evaluate
 - D. Appreciate

Module 3 Implementing Capacity Development Activities: Facilitation Skills

1. A trainer:
- A. Is a content expert
 - B. Uses lectures (judiciously)
 - C. Corrects participant content mistakes
 - D. All of the above
2. A facilitator does all of these tasks EXCEPT:
- A. Establishes effective group process(es)
 - B. Gives unsolicited opinions
 - C. Uses silence to create opportunities for people to reflect and form their opinions
 - D. Helps the group make decisions
3. It is important to find out about the training participants prior to the training event. Based on the list below, what is the **MOST** important information to know for a trainer?
- A. Size of trainee group
 - B. What reasons might the trainees resist the new knowledge; what will you do as the trainer/facilitator
 - C. What do trainees already know?
 - D. What is the trainees' educational and cultural background?

4. What should trainers do one week before the training in order to be well-prepared?
- A. Know the subject or content well, and re-read content information
 - B. Memorize the words she or he intend to use during the first five minutes
 - C. Practice his or her session in front of a colleague, asking for input, feedback and ideas.
 - D. All of the above.
5. In order to make a good first impression, trainers/facilitators should try to talk to each and every participant, however briefly, by _____ of the training:
- A. The end of the first hour
 - B. The end of the first morning
 - C. End of the first day
 - D. End of the training.
6. Listening is essential to creating a positive learning experience. What should trainers/facilitators **NOT** do when they are listening:
- A. Make eye contact
 - B. Smile
 - C. Stand close to the speaker
 - D. Physically turn away from the speaker
7. All techniques below are gender-sensitive **EXCEPT**:
- A. Use gender-neutral words such as “humankind” rather than “mankind”; “fisher” rather than “fisherman”; and “women farmers” rather than “farmers” (because people assume farmers are only men)
 - B. Create small group discussion opportunities
 - C. Extend an afternoon session because time is running
 - D. Provide a temporary child care facility near the training venue for women trainees needing childcare.
8. A “learning contract” should be _____ at the outset of training.
- A. Explained
 - B. Negotiated
 - C. Created
 - D. Shared

9. Adult learning theory emphasizes the importance of facilitators maintaining two way, not one way communication with participants. Which strategy below does **NOT** promote two-way communication:
- A. Lecture for 15 minutes
 - B. Check often to ensure understanding
 - C. Solicit one response to a question
 - D. Ask open ended questions
10. Facilitators need to ask participants powerful questions. This question is designed to promote critical thinking: “How does the difference between a trainer and a facilitator relate to the other concepts taught in earlier MFD modules?”
What type of question is it?
- A. Evaluation
 - B. Application
 - C. Comprehension
 - D. Synthesis
11. What should a trainer/facilitator do when a participant provides an incorrect answer?
- A. Reword the question to make it clearer.
 - B. Provide at least 30 seconds of “wait time” so the participant can provide the correct answer
 - C. Leave it. Do not correct the participant because she is an adult
 - D. None of the above
12. Thinking now about managing group dynamics: what is one type of destructive group behavior?
- A. Risk taking
 - B. Cooperating
 - C. Withdrawing
 - D. Individuals reading texts on their mobile
13. When should trainers provide a participant with effective feedback?
- A. When a participant requests shorter training days and longer lunches
 - B. When a participant talks over other participants during the sessions
 - C. When a participants arrives to sessions late

D. When a participant is having side conversations.

14. Considering instructional strategies, think about this approach: participants are put into small groups, and each group is given a motorized irrigation pump in disrepair. The group, having just been taught about how to repair pumps, are required to fix the pump. Which instructional strategy below is being used?

- A. Demonstration
- B. Role play
- C. Case study
- D. Simulation

15. How can trainers/facilitators keep the sustained attention of adult learners?

- A. Use “buzz groups” to stimulate short, small group discussions
- B. Use good visual aids
- C. Be enthusiastic and engaging
- D. All of the above

Module 4 Evaluating Training and Job-Embedded Support

1. Select one option. The names of the four levels of the Kirkpatrick method of evaluating training programs include:

- A. Reaction, learning, transfer and results
- B. Relevance, effectiveness, quality and impact
- C. Knowledge, application, analysis, and synthesis
- D. Satisfaction, relevance, application, and outcomes

2. This tool is most commonly used to measure learning as a result of a training

- A. Face to face interviews
- B. Red, green and yellow daily monitoring exercise
- C. An organization’s production levels
- D. Pre and post tests

3. What is one obstacle to participants' using their new competencies post-training back in their workplace?
- A. Providing support back in the workplace
 - B. Allowing time for change to take place
 - C. High motivation to change
 - D. Managers support status quo
4. Kirkpatrick's fourth level of evaluation measures organizational performance change or the "bottom line". Managers are very interested in this result, but it is complicated to measure. What would be one measure of organizational performance as an impact of a training?
- A. Participant satisfaction with the training
 - B. Improved participant learning
 - C. Increased number of functioning women CIGs
 - D. Managers support trainees in workplace
5. It is vital from the outset to engage **managers** in identifying training needs, in establishing expectations regarding training outcomes, in setting training and evaluation objectives and in agreeing what will happen with the evaluation results.

- A. True
- B. False

6. Communities of practice are NOT effective when:
- A. Managers mandate them.
 - B. Members interact regularly
 - C. Members have a common interest and need
 - D. CoPs are facilitated by an "insider"

7. The _____ learning activity is to the actual work of an individual, the more job embedded it is.

- A. More similar the
- B. Closer the
- C. Newer the
- D. More interactive the

8. _____ is when an experienced staff person meets with a less experienced staff regularly to provide information about the job.
- A. Coaching
 - B. Mentoring
 - C. Facilitating
 - D. Directing
9. Coaching requires all of the following skills EXCEPT
- A. Supervisory skills
 - B. Empathy
 - C. Active listening
 - D. Asking powerful questions
10. Coaching can take place in many situations including:
- A. Planned session
 - B. Over the mobile
 - C. On the way to a meeting
 - D. All of the above

Answer Key to Knowledge Exam

Question Number	Answer	Question Number	Answer	Remark
1	C	26	D	
2	A	27	B	
3	A	28	B	
4	D	29	D	
5	D	30	B	
6	B	31	D	
7	D	32	C	
8	D	33	B	
9	B	34	C	
10	B	35	D	
11	A	36	A	
12	D	37	C	
13	C	38	B	
14	D	39	D	
15	C	40	D	
16	C	41	A	
17	A	42	D	
18	B	43	D	
19	A	44	C	
20	D	45	A	
21	D	46	A	
22	A	47	B	
23	C	48	B	
24	A	49	A	
25	C	50	D	