

CHRA WORKPLACE LEARNING AND DEVELOPMENT PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which metric best indicates the speed at which learners reach proficiency after training?**
 - A. Time-to-proficiency
 - B. Completion rate
 - C. Transfer to job
 - D. Employee satisfaction
- 2. Which option best describes the purpose of outlining implementation steps and risks in a business case for L&D?**
 - A. To document salaries of instructors
 - B. To guide rollout and outline risks and mitigation strategies
 - C. To measure ROI after the program ends
 - D. To determine course topics only
- 3. When conducting a job-and-task analysis for a new role, what is the correct sequence to translate results into learning objectives?**
 - A. Collect duties and required competencies, map to tasks, and translate into observable, measurable objectives with performance criteria.
 - B. Create objectives first, then assign tasks.
 - C. Conduct surveys of supervisors only.
 - D. Develop content without mapping to tasks or objectives.
- 4. Which option describes a strategy to improve transfer of training to the job?**
 - A. Lectures without practice
 - B. Manager coaching and follow-up practice projects
 - C. Relying solely on self-study without support
 - D. Isolating learners from the workplace
- 5. Which assessment method is best to demonstrate behavioral proficiency?**
 - A. Pre/post tests
 - B. Simulations/skill demonstrations
 - C. Workplace projects
 - D. Surveys

- 6. In the ADDIE instructional design model, which outputs are produced during the Design phase?**
- A. Learning objectives, assessment plan, and blueprint
 - B. Materials and media production
 - C. Delivery to learners
 - D. Data on effectiveness and feedback
- 7. What is a learning plan?**
- A. A personalized plan outlining goals, milestones, resources, timelines, and assessments.
 - B. A general departmental plan for all staff.
 - C. A random list of training topics.
 - D. An annual compliance calendar only.
- 8. In ADDIE, which phase focuses on evaluating the effectiveness after implementation?**
- A. Analyze
 - B. Develop
 - C. Design
 - D. Evaluate
- 9. Which training method places the trainee in an artificial three-dimensional environment that simulates events and situations experienced on the job?**
- A. Reaction
 - B. Analyze
 - C. Develop
 - D. Virtual Reality (VR)
- 10. Which term is used to describe a visual model that summarizes the knowledge, skills, and behaviors needed to perform a job well?**
- A. Design
 - B. Performance Analysis
 - C. The Cloud
 - D. Competency Model

Answers

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1. A
2. B
3. A
4. B
5. B
6. A
7. A
8. D
9. D
10. D

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Explanations

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1. Which metric best indicates the speed at which learners reach proficiency after training?

- A. Time-to-proficiency**
- B. Completion rate
- C. Transfer to job
- D. Employee satisfaction

Time-to-proficiency measures how quickly learners reach the defined proficiency level after training. It directly captures the speed of capability development, which is what the question is asking about. By tracking the time from training completion (or start) to when a learner meets clear, objective proficiency criteria, you can gauge how efficiently the program translates learning into performance and forecast how quickly new capabilities will impact the business. Completion rate only shows who finished, not how fast they became proficient or whether they actually attained the required skill. Transfer to job focuses on applying skills in the workplace, which is about real-world use rather than speed of learning. Employee satisfaction reflects learners' experiences, not the pace at which proficiency is achieved. To measure time-to-proficiency effectively, define explicit proficiency criteria (observable performance or assessment scores) and record the time it takes for each learner to meet them, then analyze that data to identify trends, bottlenecks, or differences across cohorts.

2. Which option best describes the purpose of outlining implementation steps and risks in a business case for L&D?

- A. To document salaries of instructors
- B. To guide rollout and outline risks and mitigation strategies**
- C. To measure ROI after the program ends
- D. To determine course topics only

Outlining implementation steps and risks in a business case is about turning strategy into a practical rollout plan and preparing for uncertainties. It provides a clear roadmap of what needs to happen, in what order, who will do it, when milestones will hit, and what resources are required. It also documents potential obstacles and concrete ways to mitigate them, so leaders can see how the initiative will be controlled and adjusted if needed. This clarity helps secure approval and funding because stakeholders understand the feasibility, timeline, and governance involved, and can align across departments. It isn't about listing instructor salaries, measuring ROI after the fact, or selecting topics in isolation—the focus here is on how the program will be delivered and how risks will be managed.

3. When conducting a job-and-task analysis for a new role, what is the correct sequence to translate results into learning objectives?

A. Collect duties and required competencies, map to tasks, and translate into observable, measurable objectives with performance criteria.

B. Create objectives first, then assign tasks.

C. Conduct surveys of supervisors only.

D. Develop content without mapping to tasks or objectives.

Start by gathering the job's actual duties and the competencies it requires, so you know what the role truly entails. Next, connect those duties and competencies to the specific tasks people must perform, ensuring each task is clearly linked to observable actions. Finally, turn those mapped tasks into learning objectives that are observable and measurable, with clear performance criteria outlining how success will be demonstrated. This sequence keeps training aligned with real job demands and provides concrete criteria for assessing whether learners can perform the tasks to the required standard. Starting with objectives would risk missing essential duties, and focusing only on supervisors or creating content without tying it to tasks or objectives would lead to misalignment and ineffective training.

4. Which option describes a strategy to improve transfer of training to the job?

A. Lectures without practice

B. Manager coaching and follow-up practice projects

C. Relying solely on self-study without support

D. Isolating learners from the workplace

Focus on how learning moves from the training room into everyday work. Transfer of training happens when people can apply new knowledge and skills in their actual job tasks, receive feedback, and stay supported as they practice in real settings. Manager coaching paired with follow-up practice projects provides exactly that: ongoing guidance from a supervisor who understands the workplace context, structured opportunities to apply the new skills to real tasks, and feedback that helps learners adjust and improve. This creates accountability, relevance, and reinforcement, which are all essential for solid transfer. Lectures without practice don't give learners the chance to apply what they've learned, so the skills don't become habitual. Relying solely on self-study misses crucial feedback and support, making it easy for new knowledge to fade or be forgotten. Isolating learners from the workplace removes the real-task context and the social cues that encourage applying training on the job.

5. Which assessment method is best to demonstrate behavioral proficiency?

- A. Pre/post tests
- B. Simulations/skill demonstrations**
- C. Workplace projects
- D. Surveys

Demonstrating behavioral proficiency hinges on showing how someone actually performs in action—how they apply skills, communicate, solve problems, and adapt in realistic tasks. Simulations or skill demonstrations are the best fit because they place learners in authentic or closely realistic scenarios and require live performance. Observers can rate observable behaviors against clear criteria using rubrics or checklists, ensuring reliable assessment of how well the person executes tasks, makes decisions, collaborates, and handles pressure. Pre/post tests focus on knowledge or learning gains, not on how those gains translate into behavior in real tasks. Surveys capture perceptions or self-reported behavior, which can be biased and don't provide direct evidence of current performance. Workplace projects can show behavior but are often variable and harder to standardize for fair comparison across learners. So, simulations or skill demonstrations offer the most direct, standardized demonstration of behavioral proficiency.

6. In the ADDIE instructional design model, which outputs are produced during the Design phase?

- A. Learning objectives, assessment plan, and blueprint**
- B. Materials and media production
- C. Delivery to learners
- D. Data on effectiveness and feedback

In the Design phase, the outputs are learning objectives, an assessment plan, and a blueprint. These elements translate analysis into a concrete plan: the objectives state what learners should be able to do, the assessment plan shows how those objectives will be measured, and the blueprint outlines the course structure, sequence, and how activities, content, and assessments align. Materials and media production belong to the Development phase, delivery to learners happens in Implementation, and data on effectiveness and feedback are gathered during Evaluation.

7. What is a learning plan?

- A. A personalized plan outlining goals, milestones, resources, timelines, and assessments.**
- B. A general departmental plan for all staff.
- C. A random list of training topics.
- D. An annual compliance calendar only.

A learning plan is a personalized, structured document that maps out what you want to learn, the milestones to reach, the resources and supports you'll use, the timeline for growth, and how you'll measure progress. This makes development targeted and measurable, turning learning into a concrete, step-by-step path rather than a vague idea. It also builds accountability through planned check-ins and assessments, and it can be adjusted as you progress. The other options don't fit because they either apply to everyone in the department, offer only a random list of topics, or focus solely on a compliance schedule without addressing specific learning goals or evaluation.

8. In ADDIE, which phase focuses on evaluating the effectiveness after implementation?

- A. Analyze
- B. Develop
- C. Design
- D. Evaluate**

Assessing whether the training delivers real results after it's put into action. In ADDIE, evaluation is the stage where you measure outcomes, determine if learners achieved the intended objectives, and assess the impact on performance and business goals. This is the point at which you gather data, analyze effectiveness, and decide whether to revise or improve the program based on real-world results. The other stages prepare for and deliver the training—analyze needs, design a plan, develop materials, and implement the solution—while their primary focus isn't to judge effectiveness after deployment.

9. Which training method places the trainee in an artificial three-dimensional environment that simulates events and situations experienced on the job?

- A. Reaction
- B. Analyze
- C. Develop
- D. Virtual Reality (VR)**

Immersive simulation in a three-dimensional artificial environment is the essence of this training method. Virtual reality places the trainee inside a computer-generated, interactive world that replicates events and situations they would encounter on the job. This setup lets learners practice tasks, decision-making, and responses in a realistic but safe setting, with the ability to repeat scenarios, adjust difficulty, and receive immediate feedback. That's why this option is the best fit: it explicitly describes placing someone into a 3D artificial environment that mirrors real job situations. The other terms refer to different aspects of training or performance without delivering the full, interactive, environment-based experience that VR provides.

10. Which term is used to describe a visual model that summarizes the knowledge, skills, and behaviors needed to perform a job well?

- A. Design
- B. Performance Analysis
- C. The Cloud
- D. Competency Model**

A competency model is a visual framework that outlines the knowledge, skills, abilities, and behaviors needed for successful job performance. It acts as a blueprint showing what good performance looks like, often with levels or indicators of proficiency and observable examples of behavior. This makes it a practical tool for hiring, development, and performance management because you can evaluate people against the defined competencies and identify gaps to address. The visual aspect helps teams quickly grasp which capabilities matter for the role and how they connect to performance outcomes. Design is a broader creation process, performance analysis focuses on identifying and fixing performance gaps, and the cloud is unrelated to job capability frameworks.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://chraworkplacelearningdev.examzify.com>

We wish you the very best on your exam journey. You've got this!

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