

EOA Practice Quiz

EOA 3000, 3100, and 3200 · 30 multiple choice questions per lesson · answer keys at the back · BellexFire Study Companion

EOA 3000: Presentation Skills

1. What are the three purposes of formal briefs?

- A. An agenda and/or background materials needed to prepare the listener
- B. Transmitting information, motivating people, and providing specific instruction
- C. Shoulders, hips, and knees aligned, body squared to the audience
- D. Pronouncing or accenting each syllable distinctly and clearly

2. Which brief keeps the listener abreast of the current situation and supplies specific information?

- A. Staff brief
- B. Decision brief
- C. Information brief
- D. Mission brief

3. The information brief is designed to inform the listener and gain their what?

- A. Understanding
- B. Decision
- C. Approval
- D. Coordination

4. Which brief's purpose is to persuade an audience to act, produce an answer to a question, or obtain a decision on a specific problem?

- A. Staff brief
- B. Mission brief
- C. Advocacy/Decision brief
- D. Information brief

5. Which brief 'sells' the audience a new idea, new policy, new product, or change in current operations?

- A. Mission brief
- B. Information brief
- C. Decision brief
- D. Advocacy brief

6. An advocacy brief requires what kind of evidence and support?

- A. Anecdotal support
- B. Classified evidence only
- C. Statistical evidence only
- D. Convincing evidence and support

7. In a decision brief, what does the briefer state they are looking for?

- A. Feedback
- B. A decision
- C. Approval of visuals
- D. Coordination

- 8. Which brief secures a coordinated effort and rapidly disseminates information orally?**
- A. Advocacy brief
 - B. Information brief
 - C. Mission brief
 - D. Staff brief
- 9. Which type of brief is the most widely used and flexible, used at all levels of command?**
- A. Information brief
 - B. Decision brief
 - C. Mission brief
 - D. Staff brief
- 10. The staff brief aids group decision-making and secures what kind of effort?**
- A. A minimal effort
 - B. A united effort
 - C. An individual effort
 - D. A classified effort
- 11. Which brief imparts information to elaborate on an order, give specific instructions, or instill an appreciation for the mission?**
- A. Staff brief
 - B. Mission brief
 - C. Information brief
 - D. Advocacy brief
- 12. What are the three parts of a formal brief's introduction?**
- A. Stage-setting remarks, purpose statement, and overview
 - B. Facts, assumptions, and alternatives
 - C. Pause, smile, and count to three before saying anything
 - D. Summary, closure, and transitions
- 13. What is another name for the stage-setting remarks in a brief's introduction?**
- A. The Overview Step
 - B. The Attention Step
 - C. The Purpose Step
 - D. The Motivation Step
- 14. What does the purpose statement tell the audience?**
- A. Why the briefing is being given and what is in it for them
 - B. An agenda and/or background materials needed to prepare the listener
 - C. Pause, smile, and count to three before saying anything
 - D. Perform equipment pre-use inspection
- 15. Which part of the introduction presents the list of main points to be covered?**
- A. The attention step
 - B. The transition
 - C. The purpose statement
 - D. The overview
- 16. What are the statements used to move between the introduction, main points, and conclusion of a brief?**
- A. Transitions

- B. Purpose statements
- C. Closures
- D. Overviews

17. An effective transition must mention the point just discussed, relate it to the objective, and do what?

- A. Restate the purpose
- B. Summarize the entire brief
- C. Ask for questions
- D. Introduce the next point

18. What are the two parts of a brief's conclusion?

- A. Overview and purpose
- B. Summary and closure
- C. Attention and motivation
- D. Facts and recommendations

19. During the summary portion of the conclusion, what should you never do?

- A. Introduce new ideas
- B. Foster retention
- C. Review main points
- D. Re-emphasize key points

20. According to the essential tips, what is the first rule of briefing preparation?

- A. Arrive late
- B. Know the material
- C. Memorize word for word
- D. Skip rehearsal

21. How should you rehearse a brief?

- A. Props, media clips, and charts/graphs
- B. Easy to see, easy to understand, and professional looking
- C. Out loud with all the equipment you plan to use
- D. Maps and graphical representations of situations

22. What technique helps control filler words while practicing?

- A. Speak faster
- B. Practice, pause, and breathe
- C. Memorize a script
- D. Avoid eye contact

23. Why should you greet audience members as they arrive?

- A. It is easier to speak to a group of friends than to strangers
- B. Assumptions, facts, and alternative solutions
- C. Set the tone and gain the audience's attention
- D. Maps and graphical representations of situations

24. What does 'know the room' mean for a briefer?

- A. Apply effective presentation skills and techniques during an information/advocacy brief and small group discussion
- B. With positive statements, leaving the audience with a sense of completion
- C. Transmitting information, motivating people, and providing specific instruction

D. Arrive early to walk the speaking area and practice with the microphone and visual aids

25. What should nervous energy be transformed into?

- A. Enthusiasm
- B. Apologies
- C. Speed
- D. Silence

26. What is stage fright often described as?

- A. Unavoidable failure
- B. Misdirected energy
- C. A medical condition
- D. A sign of poor preparation

27. What does clear articulation, enunciation, and pronunciation require?

- A. An extensive objective discussion of the topic
- B. Assumptions, facts, and alternative solutions
- C. Pronouncing or accenting each syllable distinctly and clearly
- D. Why the briefing is being given and what is in it for them

28. What are the three supporting paper types for a formal brief?

- A. White paper, memo, and order
- B. Point paper, talking paper, and position paper
- C. Set the tone and gain the audience's attention
- D. From the top of the chest to the bottom of the waist

29. Which paper is a memory tickler or quick-reference outline used during meetings or to informally pass information quickly?

- A. Read-ahead
- B. Point paper
- C. Position paper
- D. Talking paper

30. Which paper is a quick reference outline on key points, facts, positions, and questions used during oral presentations and speeches?

- A. Point paper
- B. Position paper
- C. Staff summary
- D. Talking paper

EOA 3100: Training Development and Delivery

1. What is a teaching lecture?

- A. A formal or informal presentation of information, concepts, or principles given by a single individual
- B. It more closely simulates real-world situations through discussions
- C. Everyone participates, pools knowledge and experience, and stimulates participants when well organized
- D. Describe the specific reason why students need to participate in the lesson

2. What are the two types of teaching lectures?

- A. Formal and informal
- B. Direct and indirect
- C. Primary and secondary
- D. Guided and unguided

3. In a formal lecture, what is the direction of communication?

- A. Lectures, guided discussions, and hands-on activities
- B. Maintain self-control and lead by example
- C. Educators and professionals or organizations
- D. One-way, with no verbal interaction between instructor and students

4. A formal lecture is usually used with groups of what size?

- A. Exactly 25
- B. Large groups of 50 or more
- C. Any size under 50
- D. Groups under 10

5. In which lecture type do students and the teacher ask questions and provide comments?

- A. Silent lecture
- B. Informal lecture
- C. Formal lecture
- D. Recorded lecture

6. What is a guided discussion?

- A. An instructor-controlled group process in which students share information and experiences to achieve a learning objective
- B. An instructor-written examination in which students demonstrate mastery of objectives through written responses
- C. A formal one-way presentation of information, concepts, or principles delivered by a single individual from a lectern
- D. A self-paced study period in which students independently review materials to achieve a learning objective

7. During guided discussions, what do facilitators do?

- A. By comparing student performance to the objective
- B. Ask questions, pose problems, and direct student participation
- C. Read, review, and research up-to-date information
- D. Personalization through personal experiences

8. Name the four basic characteristics of a guided discussion.

- A. Planning and organization skills, flexibility, and effective use of available resources

- B. Tied to a measurable standard, self-contained unit of work, adapted to learner needs, and has definite structure
- C. Total time of the event, time within each main point, and time within the introduction and conclusion
- D. The act of adding individual subject-matter knowledge to the instructional process

9. What is a training objective?

- A. Everyone participates, pools knowledge and experience, and stimulates participants when well organized
- B. A concise statement describing what one should be able to do upon completion of training
- C. The act of adding individual subject-matter knowledge to the instructional process
- D. An instructor-controlled group process in which students share information and experiences to achieve a learning objective

10. In training objectives, emphasis is placed on what the trainee can do rather than what?

- A. A 45-50 minute guided discussion
- B. Why they need to learn the information
- C. What they know or how they feel
- D. Sincerity, patience, and integrity

11. How is training success measured?

- A. It more closely simulates real-world situations through discussions
- B. Lectures allow for note taking and reference to other material
- C. Personalization through personal experiences
- D. By comparing student performance to the objective

12. What are the five criteria for evaluating internet sources?

- A. Popularity, readability, design, speed, and security
- B. Authority, relevance, currency, coverage, and purpose
- C. Citations, rankings, reviews, traffic, and freshness
- D. Accountability, accuracy, objectivity, date, and usability

13. Which internet evaluation criterion asks 'who owns the website'?

- A. Usability
- B. Date
- C. Objectivity
- D. Accountability

14. Which internet evaluation criterion asks whether information is biased?

- A. Accountability
- B. Usability
- C. Objectivity
- D. Accuracy

15. What are the five teaching patterns or strategies?

- A. Ask questions, pose problems, and direct student participation
- B. Chronological/sequential, cause-effect, problem-solution, pro-con, and topical
- C. Subject-matter detail, instructional techniques, and personal experiences
- D. Planning and organization skills, flexibility, and effective use of available resources

16. Which teaching pattern arranges content in time order?

- A. Sincerity, patience, and integrity
- B. A person who has experience

- C. Chronological or sequential
- D. Individual and collective performance

17. Which teaching pattern is called the 'disease-remedy' pattern?

- A. Problem-solution
- B. Topical
- C. Pro-con
- D. Cause-effect

18. Which pattern usually equally covers two sides of an issue?

- A. Pro-con
- B. Problem-solution
- C. Topical
- D. Chronological

19. What three steps introduce both a teaching lecture and a guided discussion?

- A. Facts, testimony, and statistics
- B. Attention, motivation, and overview
- C. Summary, closure, and review
- D. Purpose, body, and conclusion

20. What is the purpose of the motivation step?

- A. It more closely simulates real-world situations through discussions
- B. Ask questions, pose problems, and direct student participation
- C. Lectures allow for note taking and reference to other material
- D. Describe the specific reason why students need to participate in the lesson

21. What does a lead-off question (LOQ) do?

- A. Subject-matter detail, instructional techniques, and personal experiences
- B. Opens areas for discussion and sparks student thinking on a main point
- C. Ideal for introducing a subject, presents to large groups at once, and allows note taking
- D. Planning and organization skills, flexibility, and effective use of available resources

22. What does a follow-up question (FUQ) do?

- A. Lectures allow for note taking and reference to other material
- B. Nonjudgmental and understanding
- C. Solicits specific responses to cover lesson content
- D. One-way, with no verbal interaction between instructor and students

23. What are spontaneous questions used for?

- A. To extract more information and keep the discussion moving
- B. Lectures, guided discussions, and hands-on activities
- C. Lectures allow for note taking and reference to other material
- D. One-way, with no verbal interaction between instructor and students

24. You should have a lead-off question for each what?

- A. Student in the room
- B. Reference cited
- C. Minute of class
- D. Main point in the discussion

25. What is personalization in lesson delivery?

- A. One-way, with no verbal interaction between instructor and students

- B. Ask questions, pose problems, and direct student participation
- C. The act of adding individual subject-matter knowledge to the instructional process
- D. Very time-consuming, limits the number of participants, and can degenerate if not skillfully controlled

26. Name the three examples of personalization.

- A. Subject-matter detail, instructional techniques, and personal experiences
- B. To extract more information and keep the discussion moving
- C. Everyone participates, pools knowledge and experience, and stimulates participants when well organized
- D. A formal or informal presentation of information, concepts, or principles given by a single individual

27. Effective instructors are what on their teaching topic?

- A. Subject-matter experts
- B. Certified counselors
- C. Neutral outsiders
- D. Casual observers

28. Name three leadership abilities of effective instructors.

- A. An instructor-controlled group process in which students share information and experiences to achieve a learning objective
- B. Planning and organization skills, flexibility, and effective use of available resources
- C. It more closely simulates real-world situations through discussions
- D. A formal or informal presentation of information, concepts, or principles given by a single individual

29. Name three effective personality traits of instructors.

- A. Sincerity, patience, and integrity
- B. Sarcasm, speed, and volume
- C. Formality, distance, and rank
- D. Silence, secrecy, and caution

30. Effective communicators help students understand what?

- A. One set of conditions as the cause of another set
- B. Is the information recent?
- C. Why they need to learn the information
- D. A person who has experience

EOA 3200: Basic Facilitation Skills

1. What is facilitation?

- A. Ensuring people actively participate; do not allow a few members to dominate while others sit in silent withdrawal
- B. People are tired from too many meetings, some may not understand the purpose, and low trust among the group
- C. The art of moving a group through meetings, planning sessions, or training and successfully achieving a specific goal
- D. Non-verbal cues can be more easily observed and physical space/layout of the room

2. What decision-making authority does a facilitator typically have within a group?

- A. Sharing the inference you privately made in Step Two and testing whether members infer differently
- B. Enable participants to feel relaxed, create commitment to the topic, and create a safe environment
- C. None; the facilitator guides the group but has no decision-making authority
- D. Recognize past frustrations members have had with organizational blocks

3. Per Schwarz, name three characteristics of a group facilitator.

- A. Hands-on activities and all participate at the same pace
- B. Not a member of the group, content neutral, and acceptable to all members
- C. Group leader, content expert, and voting member
- D. Observing behavior: listening to members' words and watching their actions

4. What does the facilitator do to the group's processes per Schwarz?

- A. Diagnoses and intervenes to help improve how the group identifies and solves problems
- B. There will be occasions when the facilitator needs to make interventions
- C. Plan some questions (LOQ/FUQ), include questions early, and keep questions short and easy to understand
- D. Enable participants to feel relaxed, create commitment to the topic, and create a safe environment

5. What are the five core values of facilitation?

- A. Noises from other environments and technology hiccups or glitches
- B. Speed, accuracy, order, silence, and control
- C. Transparency, curiosity, informed choice, accountability, and compassion
- D. Honor, courage, commitment, duty, and respect

6. Which core value means sharing all relevant information and explaining why you say, ask, and do what you do?

- A. Transparency
- B. Accountability
- C. Compassion
- D. Curiosity

7. Which core value is the partner to transparency?

- A. Informed choice
- B. Curiosity
- C. Compassion
- D. Accountability

8. Which core value means maximizing others' abilities to make decisions based on relevant information in a way that builds commitment?

- A. Compassion

- B. Transparency
- C. Informed choice
- D. Curiosity

9. Which core value is the partner of informed choice?

- A. Transparency
- B. Curiosity
- C. Compassion
- D. Accountability

10. Which core value is the driving force that holds all the core values together?

- A. Accountability
- B. Compassion
- C. Curiosity
- D. Transparency

11. What are the three facilitation environments?

- A. In-person, online learning, and blended learning
- B. The group norm to respect each other's opinion
- C. Classroom, field, and simulator
- D. Describing the behavior you observed and what led you to intervene

12. Define the in-person environment.

- A. Enable participants to feel relaxed, create commitment to the topic, and create a safe environment
- B. What makes them ask the group if the decision is final
- C. Observing behavior: listening to members' words and watching their actions
- D. A type of environment where you are face-to-face in the same physical room

13. Define the online learning environment.

- A. Helping group members decide if the behavior is effective or ineffective and change it if ineffective
- B. There will be occasions when the facilitator needs to make interventions
- C. An environment using a web-based learning management system (LMS) and/or teleconferencing platform
- D. A structured way to diagnose behavior and then intervene, with six steps: three diagnostic and three intervention

14. Define the blended learning environment.

- A. Conducting training, resolving conflicts, and gathering key information for decision-making
- B. A combination of two or more learning environments, typically web-based and classroom instruction in the same course
- C. Transparency, curiosity, informed choice, accountability, and compassion
- D. Enable participants to feel relaxed, create commitment to the topic, and create a safe environment

15. Name two unique attributes of the in-person environment.

- A. The art of moving a group through meetings, planning sessions, or training and successfully achieving a specific goal
- B. Non-verbal cues can be more easily observed and physical space/layout of the room
- C. Never assume participants feel vested in the process; incorporate a buy-in process
- D. Any action or set of actions deliberately taken to improve the functioning of the group

16. What are two advantages of the in-person environment?

- A. Schedule flexibility and broad accessibility for learners

- B. Hands-on activities and all participate at the same pace
- C. Increased productivity and communication over distance
- D. Authentic responses and noticeably fewer distractions

17. Name two advantages of the virtual environment.

- A. Flexibility with schedule and accessibility
- B. Hands-on labs and shared meals
- C. Same-pace learning and personal space
- D. Zero technology glitches

18. Name two advantages of the blended environment.

- A. To ensure a cooperative and supportive climate
- B. Authentic responses and increased productivity
- C. Slower communication and more distractions
- D. Only large group sizes

19. What are the disadvantages of the in-person environment?

- A. Technology glitches and noise
- B. Anonymity and lag
- C. Bandwidth limits and time zones
- D. Information overload and poor retention

20. What is the first step in getting group members to participate at high levels?

- A. Assign mandatory speaking order
- B. The group norm to respect each other's opinion
- C. In-person, online learning, and blended learning
- D. Understand the barriers to full participation

21. Name three barriers to participation.

- A. Describing the behavior you observed and what led you to intervene
- B. People are tired from too many meetings, some may not understand the purpose, and low trust among the group
- C. Inferring meaning: inferring the cause of behavior, emotions, and motives
- D. Whether the behavior is effective (helps the group function) or ineffective (not functional for the group)

22. Name three conditions that create full participation.

- A. Enable participants to feel relaxed, create commitment to the topic, and create a safe environment
- B. The facilitator guides the group to work more efficiently together, create synergy, generate new ideas, and gain consensus
- C. Best of both environments and combines flexibility and accessibility with hands-on activities
- D. A type of environment where you are face-to-face in the same physical room

23. What is a primary facilitator responsibility regarding participation?

- A. Ensuring people actively participate; do not allow a few members to dominate while others sit in silent withdrawal
- B. The art of moving a group through meetings, planning sessions, or training and successfully achieving a specific goal
- C. Any action or set of actions deliberately taken to improve the functioning of the group
- D. None; the facilitator guides the group but has no decision-making authority

24. Name three strategies to encourage involvement.

- A. Remove chairs, shorten breaks, and add tests
- B. Rank members, time answers, and post scores
- C. Assign homework, quiz daily, and grade on a curve
- D. Break the ice, clarify your role, and clarify the topic

25. What does the SCAMPER strategy help facilitators do?

- A. Flexibility with schedule and accessibility
- B. Deciding whether, how, and why to intervene
- C. See training solutions from different angles
- D. Cognitively and emotionally

26. What do the letters in SCAMPER stand for?

- A. Select, Compare, Assess, Monitor, Prioritize, Enforce, Repeat
- B. Study, Create, Apply, Measure, Perform, Evaluate, Report
- C. Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse
- D. Scan, Collect, Analyze, Map, Plan, Execute, Review

27. What is an intervention?

- A. Technology glitches and facilitators needing to know how to use the technology
- B. Non-verbal cues can be more easily observed and physical space/layout of the room
- C. A type of environment where you are face-to-face in the same physical room
- D. Any action or set of actions deliberately taken to improve the functioning of the group

28. Effective interventions are based upon what?

- A. Flexibility with schedule and accessibility
- B. Effective diagnosis of group behaviors
- C. Performance evaluations (PE)
- D. Reduce outside interference and influence

29. What is the Diagnosis-Intervention Cycle?

- A. The facilitator guides the group to work more efficiently together, create synergy, generate new ideas, and gain consensus
- B. Volunteer information in their own words, provide examples, and reflect on information
- C. A structured way to diagnose behavior and then intervene, with six steps: three diagnostic and three intervention
- D. Enable participants to feel relaxed, create commitment to the topic, and create a safe environment

30. What is Step One of the Diagnosis-Intervention Cycle?

- A. Non-verbal cues can be more easily observed and physical space/layout of the room
- B. Break the ice, clarify your role, and clarify the topic
- C. Technology glitches and facilitators needing to know how to use the technology
- D. Observing behavior: listening to members' words and watching their actions

Answer Keys

EOA 3000: Presentation Skills

1. B	2. C	3. A	4. C	5. D	6. D	7. B	8. D	9. D	10. B
11. B	12. A	13. B	14. A	15. D	16. A	17. D	18. B	19. A	20. B
21. C	22. B	23. A	24. D	25. A	26. B	27. C	28. B	29. B	30. D

EOA 3100: Training Development and Delivery

1. A	2. A	3. D	4. B	5. B	6. A	7. B	8. B	9. B	10. C
11. D	12. D	13. D	14. C	15. B	16. C	17. A	18. A	19. B	20. D
21. B	22. C	23. A	24. D	25. C	26. A	27. A	28. B	29. A	30. C

EOA 3200: Basic Facilitation Skills

1. C	2. C	3. B	4. A	5. C	6. A	7. B	8. C	9. D	10. B
11. A	12. D	13. C	14. B	15. B	16. B	17. A	18. B	19. D	20. D
21. B	22. A	23. A	24. D	25. C	26. C	27. D	28. B	29. C	30. D