

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A) , B) , C) and D) . You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

Simulators are most often utilized within industries such as nuclear power, aviation and surgery where failure results in disastrous consequences. To maximize the value from a simulation learning experience, participants should immediately and directly apply their learning to a specific intervention within their organization.

Most organizations aspire to deploy significant change programs, only to find them nearly impossible to implement. That is largely because successful change requires more than a vision, it requires a workforce that not only doesn't resist change, but embraces it.

To achieve success, an organization must build a transformation program that will allow change to be rapidly pulled across its departments and throughout its layers. Regardless of the level of senior management commitment, unless key thought leaders at all levels embrace the change, the initiative will wither and die. To create this kind of widespread passion, learning leaders must expose the workforce to what could be, which will enable them to rethink their mental models, enable them to break free from their deep-rooted paradigms and embrace the opportunity to learn.

Allowing participants to enter a simulated environment provides them with the opportunity to experience alternative realities which can prompt them to rethink their current beliefs.

Behavioral change is not easy for most adults. Lectures, training programs and workshops can explain the intellectual elements of transformation, but they are seldom effective at getting to the behavioral aspects that lie at the heart of a significant change initiative. Further, under normal working conditions, managers rarely see the full effect of their employee development efforts. As such, an intervention like a simulation can provide the stimulus for change.

An effective simulation can be better than experience as a learning tool because it accelerates time, compresses space, and unlike reality, is specifically designed to maximize participant learning. Simulations provide an immersive learning experience where skills, processes and knowledge all can be highlighted in a way reality cannot. The ability to explore, experiment and repeatedly apply new knowledge in unlimited, risk-free models is what makes simulation one of the most productive forms of learning.

Well-designed simulations can enable individuals and groups to develop a deep level of understanding about how their decisions and intuitive responses to business stimuli affect their fellow participants and the organization as a whole. To reap the benefits, however, simulations must feel like reality. At the end of the successful simulation, participants must declare "this is us." If they don't, they will view the experience as a game, which can be difficult to apply on the job, or worse, irrelevant to everyday work tasks. To maximize benefits from simulation, participants should immediately apply the learning from the experience to forge a smooth link between learning and doing.

46. What do we learn about successful changes in organizations?
- A) They can be immediately implemented with great ease.
 - B) They are usually led by organization leaders of vision.
 - C) They call for enthusiastic support from the workforce.
 - D) They often result from simulation learning experiences.
47. What should learning leaders do to arouse learners' passion for change?
- A) Allow them to see what could possibly be achieved.
 - B) Help them break free from their old paradigms.
 - C) Encourage them to rethink their thought models.
 - D) Stimulate them to embrace fresh opportunities.
48. What does the passage say about lectures, training programs and workshops?
- A) They are generally incapable of changing workers' behaviors on the job.
 - B) They are interventions different from simulations in creating stimuli for change.
 - C) They aim at transforming the behaviors of the workers in an organization.
 - D) They help managers achieve the full effect of employee development efforts.
49. What makes simulation one of the most fruitful forms of learning?
- A) Its capability of saving time by accelerating the immersive learning experience.
 - B) Its potential for learners to examine their skills, knowledge and learning process.
 - C) Its capability of providing all participants with a practical learning experience.
 - D) Its potential for learners to explore, experiment and practice without any risk.
50. What should participants do in a simulation to reap the greatest benefits possible?
- A) Take the experience as a mere game.
 - B) Apply promptly what they learn to their jobs.
 - C) Develop a deep level of understanding.
 - D) Strive to connect closely with their leaders.