

EXAM CODE **351**

CATALOG NUMBER **BUSx410**

TAKE ADVANTAGE OF ONLINE  
**PRACTICE EXAMS**  
SEE PAGE 5 FOR DETAILS

# Human Resource Management

CREDIT HOURS

**3**

LEVEL

**UPPER**

PUBLISHED FEBRUARY 2021

The most current content guides are available at:

[www.excelsior.edu/contentguides](http://www.excelsior.edu/contentguides)

**U** **EXCEL**<sup>®</sup>  
STUDY. LEARN. SUCCEED.

# CONTENTS

<b>Preparing for the Exam</b> .....	<b>1</b>
<b>Before You Choose This UExcel Exam</b> .....	<b>1</b>
Uses for the Examination.....	1
Examination Length and Scoring.....	1
Score Reporting.....	2
Letter Grade Description.....	2
Excelsior College Bookstore.....	2
Excelsior College Library.....	2
<b>Take Charge of Your Own Learning</b> .....	<b>2</b>
How Long Will It Take Me to Study?.....	2
How Can I Create an Effective Long-Term Study Plan?.....	3
What Learning Strategy Should I Use?.....	4
Study Tips.....	4
Using UExcel Practice Exams.....	5
About Test Preparation Services.....	6
<b>Exam Preparation Strategies</b> .....	<b>6</b>
Content Guides.....	6
Using the Content Outline.....	6
Using the Sample Questions and Rationales.....	6
<b>Recommended Resources for the UExcel Exam in Human Resource Management</b> .....	<b>6</b>
Textbook Editions.....	7
Strongly Recommended.....	7
Optional Resources.....	7
Reducing Textbook Costs.....	7
Open Educational Resources.....	7
<b>Content Outline</b> .....	<b>9</b>
General Description of the Examination.....	9
Learning Outcomes.....	9
Content Outline.....	10
<b>Sample Questions</b> .....	<b>18</b>
<b>Rationales</b> .....	<b>22</b>
<b>Taking the Exam</b> .....	<b>28</b>
<b>Registering for Your Exam</b> .....	<b>28</b>
Register Online.....	28
Examination Administration.....	28
Accessibility Services.....	28
Computer-Delivered Testing.....	28
Breaks.....	28
Online Proctoring.....	28
<b>On the Day of Your Exam</b> .....	<b>29</b>
Important Reminders.....	29
Academic Integrity Nondisclosure Statement.....	29
UExcel Grade Report.....	29
Grade Appeals.....	29
What If I Miss My Appointment?.....	29
Late Arrivals.....	29
Information About UExcel Exams for Colleges and Universities.....	29
<b>Human Resource Management Exam Development Committee</b> .....	<b>30</b>
<b>Sample Grade Report</b> .....	<b>31</b>



## SECTION ONE

# Preparing for the Exam

## Before You Choose This UExcel Exam

---

### Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

### Examination Length and Scoring

This examination consists of 120 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

## Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

## Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.<sup>①</sup>
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcripted by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

<sup>①</sup> In general, two-hour exams do not award a D letter grade.

See page 31, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

## Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): [www.excelsior.edu/bookstore](http://www.excelsior.edu/bookstore)

## Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit [www.excelsior.edu/library](http://www.excelsior.edu/library) (login is required). Access to the library is available 24/7.

## Take Charge of Your Own Learning

---

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

## How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

## How Can I Create an Effective Long-Term Study Plan?

**1. Determine the time you will require to complete your preparation for this exam.** If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

## 2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

## 3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

## 4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

### **5. Format a long-term study plan.**

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

### **6. Record in your long-term study plan the content you plan to cover during each study period.**

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

## **What Learning Strategy Should I Use?**

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

### **1. Approach learning with a positive attitude.**

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

### **2. Diligently complete the exact work you specified in your study plan.**

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

### **3. Be an active learner.**

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

### **4. Be patient: you may not understand everything immediately.**

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

### **5. Apply your learning to your daily life.**

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

### **6. Accommodate your preferred way of learning.**

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

## **Study Tips**

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

## Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit [www.excelsior.edu](http://www.excelsior.edu) and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

## About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at [www.excelsior.edu/testprep](http://www.excelsior.edu/testprep).

## Exam Preparation Strategies

---

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

## Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at [www.excelsior.edu/contentguides](http://www.excelsior.edu/contentguides).

### Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

### Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

## Recommended Resources for the UExcel Exam

# in Human Resource Management

---

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at [www.excelsior.edu/bookstore](http://www.excelsior.edu/bookstore).

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

## Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

## Strongly Recommended

Noe, R., Hollenbeck, J.R., Gerhart, B., & Wright, P.M. (2019). *Human resource management: Gaining a competitive advantage* (11th ed.). Boston: McGraw-Hill.

Cascio, W. (2019). *Managing human resources: Productivity, quality of work life, profits* (11th ed.). Boston: McGraw-Hill.

If you wish to be successful on this examination, it is essential that you study from both of the recommended textbooks, rather than just rely on practical experience in human resource management.

The study materials may be purchased from the [Excelsior College Bookstore](http://www.excelsior.edu/bookstore).

## Optional Resources

The examination development committee recommends that you refer to the below listed textbook to supplement your understanding or provide clarification of topics on the content outline. You may be able to locate the supplemental textbook through a library.

Dowling, P.J., & Welch, D.E. (2017). *International human resource management: Managing people in a multinational context* (7th ed.). Cincinnati: SouthWestern.

## Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

## Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through [www.ocwconsortium.org](http://www.ocwconsortium.org) and/or [www.oercommons.org](http://www.oercommons.org).

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

[www.education-portal.com](http://www.education-portal.com)

[www.opencourselibrary.org](http://www.opencourselibrary.org) (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy ([www.khanacademy.com](http://www.khanacademy.com)) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

### **Open Online Textbooks**

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

### **College Readiness**

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

### **Study Aids**

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

## SECTION TWO

# Content Outline

### **General Description of the Examination**

The UExcel Human Resource Management examination is based on material typically taught in a one-semester, three-credit, upper-level survey course usually taken in the junior or senior year of a business management program.

The examination measures knowledge of facts and terminology, an understanding of concepts and principles of human resource planning, labor relations, staffing, performance management, employee development, compensation, health, safety, welfare, and security, and the ability to apply these concepts to typical human resource management situations.

Those beginning to study for this exam should have a basic knowledge of management concepts.

### **Learning Outcomes**

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Outline the evolution of human resource (HR) management through its technological and scientific origins, and distinguish between personnel administration and strategic HR management.
2. Discuss the role of HR in achieving strategic organizational goals and formulating, implementing, and evaluating strategic initiatives.
3. Discuss the legal issues related to HR management, and describe the impact of major federal legislation on basic coverage provisions pertaining to civil rights, equal pay for equal work, and equal employment opportunity.
4. Outline critical steps in the strategic HR planning process and in effective decision making.
5. Discuss HR staffing strategies for recruitment, selection, and retention.
6. Describe the issues related to and purposes for instituting a performance appraisal process, and explain requirements for effective program design.
7. Assess the impact of productivity programs on the quality of work life and the management of work flow.
8. Discuss the strategic implications of employee development initiatives, including training, orientation and socialization, career planning, disciplinary actions, due process, and job loss.
9. Describe the various HR approaches to and regulatory influences on managing employee health, welfare, and security, such as OSHA, employee assistance programs (EAPs), employment security and rights, notification, and termination.
10. Compare the advantages and disadvantages of various models of employee compensation.
11. Explain the impact of unionized labor on HR management.
12. Describe legislative and regulatory influences on labor/management relations.
13. Discuss the role of HR in contract administration, and describe procedures and processes for mediation, arbitration, and labor actions, including strikes.

## Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Human Resource Management examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Strategic Human Resource Management	10%	14
II. Human Resource Management and Multinational Organizations	10%	14
III. Legal Environment	10%	14
IV. Human Resource Planning	10%	14
V. Human Resource Staffing	10%	14
VI. Performance Management	10%	14
VII. Employee Development	10%	14
VIII. Employee Safety, Health, Welfare, and Security	10%	14
IX. Employee Compensation	10%	14
X. Labor Relations	10%	14
<b>Total</b>	<b>100%</b>	

\*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

### I. Strategic Human Resource Management

**10 PERCENT OF EXAM**

**Cascio (2019)**

**Ch. 1, Human Resources in a Globally Competitive Business Environment**

### Noe

**Ch. 1, Human Resource Management: Gaining a Competitive Advantage**

**Ch. 2, Strategic Human Resource Management**

**Ch. 16, Strategically Managing the HRM Function**

### A. Evolution of human resource management

1. Historical overview
  - a. Craft system
  - b. Industrial revolution (scientific management)
  - c. Human relations movement
  - d. Technological movement

- e. Organizational science
- 2. The distinction between personnel administration and strategic human resource management
  - a. Functions
  - b. Relationship to the organization
  - c. Value to the organization
- B. HR's role in achieving strategic goals (gaining competitive advantage)**
  - 1. Strategic planning process
    - a. Internal environmental scanning
      - 1) Mission, vision, values, culture
      - 2) Current employees: types, numbers and skill mix (for example: temporary workers, outsourcing, leasing)
    - b. External environmental scanning
      - 1) Competition: market share, industrial trends
      - 2) Labor market data and trends
      - 3) Changing demographics
      - 4) Diversity
      - 5) Assessing workforce values and attitudes
  - 2. HR's role in strategy formulation (integration of environmental information and business functions; SWOT analysis)
    - a. Cost leadership strategy
    - b. Differentiation
    - c. Multiple stakeholder approach (balanced score card)
  - 3. HR's role in strategy implementation
    - a. Universalistic/best practices/high performance work practices
    - b. Contingency/strategic fit/alignment
    - c. Configurational (bundling)
    - d. Ethical considerations
  - 4. HR's role in strategy evaluation (benchmarking, measuring, and evaluating HR outcomes and effectiveness)

- a. Improving competitiveness
- b. Quality management
- c. Organizational design
- d. Continuous improvement

## II. Human Resource Management and Multinational Organizations

---

### 10 PERCENT OF EXAM

---

#### Cascio (2019)

[Ch. 16, International Dimensions of Human Resource Management](#)

#### Noe

[Ch. 15, Managing Human Resources Globally](#)

---

- A. Differences between domestic and multinational HR**
- B. Approaches to HR in multinational organizations**
  - 1. Ethnocentric
  - 2. Polycentric
  - 3. Regiocentric
  - 4. Geocentric
- C. Factors affecting the approaches to multinational HRM**
  - 1. Political
  - 2. Legal (including specific labor relations)
  - 3. Cultural (national)
  - 4. Technology
  - 5. Labor market demographics (for example: education, wage rates)
  - 6. Organizational life cycle (stages of multinational corporate evolution)
- D. Impact of multinational status on HR functions**
  - 1. Staffing issues
    - a. Host country nationals
    - b. Parent country nationals (expatriates)
    - c. Third country nationals
  - 2. Training issues

- a. Expatriates and families
- b. Repatriation
- 3. Compensation issues and approaches
  - a. Equity
  - b. Benefits
- 4. Performance evaluation
- 5. Employee relations
- E. Ethical issues and globalization**

### III. Legal Environment

---

#### 10 PERCENT OF EXAM

---

##### Cascio

[Ch. 4, The Legal Context of Employment Decisions](#)

[Ch. 5, Diversity at Work](#)

##### Noe

[Ch. 3, The Legal Environment: Equal Employment Opportunity and Safety](#)

---

#### A. Importance of the legal environment

1. Regulation of human resource management
2. Human resource management's role in compliance

#### B. Major federal legislation (who is covered, basic provisions)

1. Equal Pay Act of 1963
2. Civil Rights Act of 1964, Title VII (as amended)
  - a. Pregnancy discrimination
  - b. Federal protection policies
  - c. Sexual harassment
  - d. Religious harassment
3. Age Discrimination in Employment Act of 1967
4. Vocational Rehabilitation Act of 1973
5. Vietnam Era Veterans Readjustment Act of 1974
6. Immigration Reform and Control Act of 1986

7. American with Disabilities Act (ADA) of 1990
8. Civil Rights Act of 1991, Family and Medical Leave Act of 1993
9. Executive Orders

#### C. Equal Employment Opportunity (EEO) Issues

1. Disparate (adverse) impact and disparate treatment (including, four-fifths rule)
2. Bona fide occupational qualification (BFOQ)
3. Establishment of prima facie
4. Roles of the Equal Employment Opportunity Commission (EEOC)
5. Required or voluntary affirmative action programs
6. Uniform Guidelines on Employee Selection Procedures

### IV. Human Resource Planning

---

#### 10 PERCENT OF EXAM

---

##### Cascio

[Ch. 6, Planning for People](#)

##### Noe

[Ch. 4, The Analysis and Design of Work](#)

[Ch. 5, Human Resource Planning and Recruitment](#)

---

#### A. Role in organizational strategy (also see IB1)

#### B. Planning process

1. Forecasting
  - a. Information gathering
  - b. Determining needs – internal and external demand
  - c. Analyzing internal and external supply
  - d. Methods and techniques
2. HR program planning
  - a. Shortages
  - b. Surpluses

- c. Succession
- 3. Implementation and evaluation
- C. Job analysis**
  - 1. Uses and purposes
  - 2. Methods and techniques
- D. Job design**

- 1) Physical examination
- 2) Strength and fitness
- 3) Drug testing
- 2. Decision making
  - a. Methods for making selection decisions
  - b. Reliability
  - c. Validity
  - d. Evaluating the cost-benefit (utility) of selection practices

## V. Human Resource Staffing

---

**10 PERCENT OF EXAM**

---

### Cascio

[Ch. 7, Recruiting](#)

[CH. 8, Staffing](#)

### Noe

[Ch. 6, Selection and Placement](#)

---

#### A. Recruitment

- 1. Internal and external sources
- 2. Methods (advantages and disadvantages)
  - a. Traditional
  - b. Innovative (for example: electronic recruiting)
- 3. Evaluation (including cost-benefit analysis)
- 4. Maximizing applicant fit with organizational strategic needs
- 5. Legal considerations
- 6. Ethics in recruiting (realistic job preview)

#### B. Selection

- 1. Methods (strengths, weaknesses, and legal considerations of each)
  - a. Application forms and resumes
  - b. Employment tests and work samples
  - c. Interviews
  - d. References, biographical data, and background checks
  - e. Assessment centers
  - f. Physical testing

## VI. Performance Management

---

**10 PERCENT OF EXAM**

---

### Cascio

[Ch. 10, Performance Management](#)

### Noe

[Ch. 8, Performance Management](#)

---

#### A. Performance appraisal

- 1. Purposes and uses
  - a. Administrative
  - b. Developmental
- 2. Requirements for effective design
  - a. Relevance (accuracy, validity)
  - b. Reliability
  - c. Acceptability
  - d. Fairness
    - 1) Distributive
    - 2) Procedural
  - e. Practicality
  - f. Rater errors
- 3. Performance types
  - a. Trait
  - b. Behavioral
  - c. Results
- 4. Appraisal methods
  - a. Objective measures
  - b. Subjective measures

- c. Management by objectives [MBO]
  - 5. Sources of performance information
    - a. Single-source
    - b. Multi-source
  - 6. Legal considerations
  - 7. Communicating results
    - a. Effective feedback practices
    - b. Types of feedback
    - c. Goal setting
  - 8. Training raters
- B. Productivity programs (see also IB4)**
- 1. Quality management
  - 2. Organizational design and development
  - 3. Continuous improvement
  - 4. Job design
  - 5. Quality of work life (QWL)
  - 6. Work schedule patterns and hours of work
  - 7. Human resource information systems (HRIS)
    - a. Record keeping and administration
    - b. Information and decision support
    - c. Knowledge management
    - d. Employee self-service
    - e. Cost savings

## VII. Employee Development

---

### 10 PERCENT OF EXAM

---

#### Noe

**Ch. 7, Training**

**Ch. 9, Employee Development**

**Ch. 10, Employee Separation and Retention**

---

#### A. Strategic implications

#### B. Training

- 1. Training program design
  - a. Needs assessment
  - b. Methods and techniques
  - c. Evaluation
  - d. Cost-benefit analysis

#### C. Orientation and socialization

#### D. Career planning

- 1. Planning
  - a. Mentoring
  - b. Preparing for international assignments
  - c. Succession planning
- 2. Psychological contract
- 3. Skills obsolescence and career plateauing
- 4. Work/family conflict
- 5. Retirement planning

#### E. Issues related to employee development

- 1. Job loss and outplacement
- 2. Dealing with the difficult employee (for example: discipline problems)
- 3. Organizational due process—grievance and appeal procedures

## VIII. Employee Safety, Health, Welfare, and Security

---

### 10 PERCENT OF EXAM

---

#### Cascio

**Ch. 4,** The Legal Context of Employment Decisions

**Ch. 15,** Safety, Health, and Employee Assistance Programs

#### Noe

**Ch. 3,** The Legal Environment: Equal Employment Opportunity and Safety

---

#### A. Occupational Safety and Health Act (OSHA) of 1970

1. Management obligations
2. Employee rights
3. Safety programs
4. Occupational diseases
5. Compliance issues

#### B. Employee welfare

1. Employee assistance programs (EAPs)
2. AIDS in the workplace
3. Stress and wellness programs
4. Violence in the workplace

#### C. Employment security

1. Employment-at-will
2. Employee rights to privacy
3. Discharges
4. Layoffs
5. Managing retirement issues

## IX. Employee Compensation

---

### 10 PERCENT OF EXAM

---

#### Cascio

**Ch. 11,** Pay and Incentive Programs

**Ch. 12,** Indirect Compensation: Employee Benefits Plans

#### Noe

**Ch. 11,** Pay Structure Decisions

**Ch. 12,** Recognizing Employee Contributions with Pay

**Ch. 13,** Employee Benefits

---

#### A. Direct compensation—pay level and pay structure

1. Compensation strategy
  - a. External and internal equity
  - b. Legal issues (Equal Pay Act of 1963 and Fair Labor Standards Act of 1938)
2. Determining pay structure
  - a. Method of job evaluation
  - b. Administration of the pay structure
3. Determining pay level (pay surveys)

#### B. Incentive compensation programs (advantages and disadvantages)

1. Individual
  - a. Merit pay
  - b. Skill-based pay
  - c. Piece rates
  - d. Commissions
  - e. Bonuses
2. Group and organization-wide incentive plans
  - a. Gainsharing
  - b. Profit sharing
  - c. Employee stock ownership program
3. Managerial and executive pay

#### C. Indirect compensation—employee benefits

1. Mandatory
  - a. Social Security
  - b. Unemployment insurance
  - c. Workers' compensation
  - d. Family and Medical Leave Act
2. Discretionary
  - a. Insurance programs
  - b. Paid time away from work
  - c. Retirement plans
  - d. Employee services (for example: family care, educational programs)
  - e. Non-monetary rewards (for example: flextime, telecommuting, employee recognition programs)
3. Benefits administration and strategy
  - a. Surveys and benchmarking
  - b. Determining and controlling costs
  - c. Communicating employee benefits
  - d. Trends (for example: employee contributions vs. entitlement, flexible benefits)
  - e. Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985 and Employee Retirement Income Security Act (ERISA) of 1974

1. National Labor Relations Act of 1935 (Wagner Act)
2. Taft-Hartley Act of 1947 and Landrum-Griffin Act of 1959 (for example: right to work, unfair labor practices—unions)
3. Executive Order 10988 of 1962 and Civil Service Reform Act 1978 (public sector unionization)

### C. Organizing and representation

1. Why employees join unions
2. Authorization
3. Petition for election
4. National Labor Relations Board (NLRB) investigation
5. Union certification (and decertification)
  - a. Organizing campaign
  - b. Management rights and union rights
  - c. Representation election

### D. Collective bargaining

1. Structure of bargaining (for example: patterned, multi-employer)
2. Bargaining strategies
  - a. Integrative
  - b. Distributive
3. Contract negotiations
  - a. Good faith bargaining
  - b. Mandatory subjects
  - c. Permissible subjects
  - d. Illegal subjects
  - e. Economic issues
  - f. Non-economic issues
4. Bargaining outcomes
  - a. Agreement
  - b. Impasse
    - 1) Economic strikes, lockouts, boycotts, and pickets
    - 2) Mediation and arbitration

### E. Contract administration

## X. Labor Relations

---

**10 PERCENT OF EXAM**

---

### Cascio

**Ch. 13, Union Representation and Collective Bargaining**

**Ch. 14, Procedural Justice and Ethics in Employee Relations**

### Noe

**Ch. 14, Collective Bargaining and Labor Relations**

---

#### A. History and organization of organized labor

1. AFL-CIO
2. National and local unions

#### B. Labor legislation and regulation

1. Issues (for example: discipline and discharge, seniority, security arrangement)
2. Grievance procedures
3. Mediation and arbitration
4. Unfair labor practices and strikes

**F. Trends**

1. Labor-management cooperation
2. Union avoidance
3. Union membership changes
4. Public sector organizing
5. International labor relations

## SECTION THREE

# Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 22–27 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. During human resource management strategy formulation, which of the following must be determined first?
  - 1) the internal strengths and weaknesses
  - 2) the external opportunities and threats
  - 3) the organization's mission and goals
  - 4) the knowledge, skills, and abilities of employees
2. A company that relies on a differentiation strategy requires which type of employees?  
Employees who
  - 1) are reluctant to take risks
  - 2) are focused on short-term results
  - 3) have a high concern for quantity
  - 4) have a tolerance for ambiguity
3. When writing job descriptions, an employer should focus on which component to facilitate compliance with the Americans with Disabilities Act (ADA) of 1990?
  - 1) Identify why a job should be done.
  - 2) Identify essential job tasks.
  - 3) Provide generic job descriptors.
  - 4) Provide reasonable job descriptors.
4. The human resource manager in a company needs to hire a number of people. The applicant pool consists of 70 white applicants and 30 black applicants. If 35 white applicants are selected, using the four-fifths rule, what is the minimum number of black applicants that should be selected to avoid disparate impact?
  - 1) 12
  - 2) 24
  - 3) 28
  - 4) 30
5. Which term is defined as a written document outlining specific goals and timetables to reflect relevant labor force demographics?
  - 1) bona fide occupational qualification (BFOQ)
  - 2) EEO-1 report
  - 3) quota system
  - 4) affirmative action plan

6. An organization has completed a workforce analysis and has projected employee activity changes and employee quantity changes. These activities are part of which human resource forecast?
  - 1) external supply
  - 2) business activity
  - 3) labor demand
  - 4) internal labor supply
7. The following question refers to the transitional matrix below:

Year 2000	Year 2003							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) District Manager	.95							.05
(2) Assistant Manager	.05	.75						.20
(3) Sales Representative			.70					.30
(4) Sales Apprentice			.20	.70	.05			.05
(5) Credit Specialist				.20	.60			.20
(6) Customer Service Rep.					.05	.85		.10
(7) Clerical Staff							.80	.20
(8) Not in organization	.00	.25	.10	.10	.30	.15	.20	

In which job category did the largest percentage of employees leave the organization?

- 1) Assistant Manager
  - 2) Credit Specialist
  - 3) Sales Apprentice
  - 4) Sales Representative
8. Which is a statistical technique used to assess the likelihood that employees will change jobs during a specific time period in the future?
    - 1) Delphi technique
    - 2) nominal group technique
    - 3) labor force participation rate
    - 4) transitional matrix
  9. Which type of selection interview is the most valid and reliable?
    - 1) narrative
    - 2) nondirective
    - 3) structured
    - 4) unstructured
  10. Which selection tool is used to minimize the risk of negligent hiring?
    - 1) reference checks
    - 2) honesty tests
    - 3) job experience questionnaires
    - 4) ability tests
  11. Which type of analysis identifies the percentage of men, women, and members of historically underrepresented groups employed in an organization?
    - 1) job analysis
    - 2) utilization analysis
    - 3) availability analysis
    - 4) yield ratio analysis
  12. Which legislation states that employers may require medical examinations only after an offer of employment has been made to the applicant?
    - 1) Title VII of the Civil Rights Act of 1964
    - 2) Age Discrimination in Employment Act (ADEA) of 1967
    - 3) Vocational Rehabilitation Act of 1973
    - 4) Americans with Disabilities Act (ADA) of 1990
  13. Which is an important criterion in evaluating the success of a performance appraisal system in a company?
    - 1) endorsement by customers
    - 2) acceptance by employees
    - 3) use in determining pension levels
    - 4) use in assessing profitability
  14. In which performance appraisal method is an employee's performance judged on the basis of goals established through consultation between the employee and the employee's supervisor?
    - 1) behaviorally anchored rating scales (BARS)
    - 2) critical incidents
    - 3) management by objectives (MBO)
    - 4) assessment centers

15. In a training program for supervisors, the human resource manager gives the supervisors examples of the most common types of problems that occur in employee evaluations. The human resource manager also solicits suggestions from the supervisors on how to avoid these problems. Which evaluator training technique is the human resource manager using?
- 1) decision-making training
  - 2) observation training
  - 3) rater error training
  - 4) frame-of-reference training
16. What is a likely advantage to redesigning jobs according to the job enrichment approach?
- 1) greater work satisfaction
  - 2) lower training requirements
  - 3) lower physical requirements
  - 4) increased performance feedback
17. For three years, a trainee attends classes on auto mechanics and participates in on-the-job training with an experienced auto mechanic. What type of training is the trainee receiving?
- 1) apprenticeship
  - 2) action learning
  - 3) behavior modeling
  - 4) cooperation training
18. In a training needs assessment, what is the purpose of an individual analysis?
- 1) to determine where in the organization individuals need to be trained
  - 2) to determine how well a specific employee is carrying out the tasks that comprise a job
  - 3) to determine the current skills and knowledge of the employees to be trained
  - 4) to establish what the individual knowledge, skills, and abilities are for a particular job
19. Which human resource program is aimed at identifying and tracking employees that an organization believes will be successful in higher-level managerial positions?
- 1) career planning
  - 2) management forecasting
  - 3) succession planning
  - 4) trend analysis
20. The Occupational Safety and Health Act of 1970 grants which right to employees?
- The right to
- 1) insist that management shut down a dangerous work site
  - 2) request an OSHA inspection of a working condition believed to be unsafe
  - 3) have the employer pay damages to employees exposed to dangerous substances
  - 4) have an OSHA inspector remove dangerous substances from the workplace
21. A job evaluation is conducted in a company using the point method and two different jobs are found to have approximately equal points. The company can use this information to establish which type of equity?
- 1) external
  - 2) individual
  - 3) internal
  - 4) interorganizational
22. What is the purpose of a wage and salary survey?
- 1) to report the rates paid for specific jobs by an organization's relevant competitors
  - 2) to determine the employees' level of satisfaction with an organization's pay policy
  - 3) to determine the internal equity of jobs in an organization
  - 4) to discover the individuals in an organization who are the most underpaid or the most overpaid

23. Organizations are most likely to adopt gainsharing plans for which reason?
- 1) improvement in productivity
  - 2) union avoidance
  - 3) bargaining trade-off
  - 4) reduction in turnover and absenteeism
24. Which organization determines the appropriate bargaining unit for a union representation election?
- 1) American Arbitration Association (AAA)
  - 2) National Labor Relations Board (NLRB)
  - 3) Department of Labor (DOL)
  - 4) Federal Mediation and Conciliation Service (FMCS)
25. Which management activity is legally allowed during a union election campaign?
- 1) Management states its opinion to workers about the ramifications of unionization.
  - 2) Management discharges employees for union activity before the union is recognized.
  - 3) Management questions employees individually about their personal union preferences.
  - 4) Management promises to provide additional benefits if the union is rejected.
26. Which type of bargaining is referred to as win-lose or zero-sum negotiation?
- 1) integrative
  - 2) distributive
  - 3) multiemployer
  - 4) intraorganizational

## SECTION FOUR

# Rationales

### 1.(IB1)

- 1) An organization's strengths and weaknesses must be determined in light of the organization's mission and goals; therefore, they are determined in the second phase of the strategy formulation.
- 2) Part of the second phase of the strategy formulation is the determination of an organization's external opportunities and threats.
- \*3) The first step in strategy formulation is definition of the organization's mission and goals. The mission and goals will define the boundaries and dimensions of the internal and external analyses.
- 4) Assessing the knowledge, skills, and abilities of employees is part of the third phase.

### 2.(IB2b)

- 1) A reluctance to take risks is not associated with any business strategy.
- 2) Companies that follow a cost leadership strategy require employees who focus on short-term results.
- 3) Companies that follow a cost leadership strategy require employees with high concern for quantity.
- \*4) Companies that follow a differentiation strategy require employees with high tolerance for ambiguity. A differentiation strategy involves setting a company's products and services apart from its competitors; therefore, the company must be highly creative in its approach to the market. This means frequent changes in products and services and requires an employee tolerance for ambiguity.

### 3.(IIIB7)

- 1) The ADA does not require employers to identify why a job should be done.
- \*2) The ADA requires employers to make reasonable accommodations that will allow individuals who are disabled to perform essential functions of the job. Therefore, essential job tasks must be included in job descriptions.
- 3) Generic job descriptors would not identify the essential job functions and tasks for individual jobs; therefore, compliance with the ADA would be impossible.
- 4) The ADA addresses the issue of essential job functions and does not make any reference to the reasonability of job descriptors.

### 4.(IIIC1)

- \*1) The four-fifths rule states that, to avoid disparate impact, applicants in the underrepresented group should have at least an 80% chance of being selected as applicants in the majority group. In this question, the selection ratio for whites is 50% (35 selected out of 70 applicants; 35 divided by 70 = 50%). The selection ratio for blacks must be 80% of the selection ratio for whites, or 40% ( $80\% \times 50\% = 40\%$ ). Forty percent of the 30 black applicants equals 12 ( $30 \times 40\% = 12$ ). Twelve black applicants should be selected to avoid disparate impact.
- 2) See 1).
- 3) See 1).
- 4) See 1).

\*correct answer

#### 5.(IIIC5)

- 1) A BFOQ is used when a job requires that one of the protected categories of sex, race, or national origin must be used in hiring people, such as a locker room attendant in a women's locker room.
- 2) An EEO-1 report is an annual report required by regulatory agencies. It is designed to show how well organizations are complying with fair employment laws and regulations.
- 3) A quota system involves hiring a specific number or percentage of individuals based on a protected category, for example, hiring a specific percentage of women from the applicant pool based on their sex, only.  
This is a potentially illegal practice.
- \*4) An affirmative action plan is a document that includes four parts: a utilization analysis, an availability analysis, identification of problem areas, and a listing of corrective actions (including specific goals and timetables) to be undertaken to resolve problem areas.

#### 6.(IVB1c)

- 1) A forecast of external supply is determined by labor market surveys on unemployment and employment rates of various job categories.
- 2) A forecast of business activity is an estimate of the future business activity based on the current business activity of the company, and is used as one factor in estimating demand.
- 3) A forecast of labor demand is estimated from future business activity and any significant organizational changes in the company's business plan, such as downsizing.
- \*4) A forecast of the internal labor supply of the company is based on a workforce analysis of how many people are currently in job categories and recent employee movements through retirements, promotions, transfers, voluntary turnovers, or terminations.

#### 7.(IVB1d)

If you read the matrix across the rows from the year 2000 to the year 2003, it will enable you to determine where the employees from a specific job category in the year 2000 went by the year 2003.

- 1) Reading across the Assistant Manager row (row #2), 5 percent of the Assistant Managers moved up to become District Managers by 2003 (shown in column #1); 75 percent remained in the same position of Assistant Manager (column #2), and 20 percent left the organization (column #8), which is not the greatest percentage to leave.
- 2) Reading across the Credit Specialist row (row #5), all the way to column #8, 20 percent of these employees left the organization, which is not the greatest percentage to leave.
- 3) Reading across the Sales Apprentice row (row #4), all the way to column #8, only 5 percent left the organization.
- \*4) This is the correct answer, because, reading across the Sales Representative row (row #3) all the way to column #8, 30 percent left the organization. By scanning column #8, you can determine that 30 percent is the largest percentage of employees to leave the organization.

#### 8.(IVB1d)

- 1) The Delphi technique is not a statistical technique.
- 2) The nominal group technique is not a statistical technique.
- 3) The labor force participation rate is not a statistical technique.
- \*4) The transitional matrix is a statistical technique that describes the probability of employees changing jobs during a specific time period.

\*correct answer

### 9.(VB1c)

- 1) Since the content of narrative interviews is not controlled and their job relevance is not assured, neither validity nor reliability can be assumed.
- 2) Nondirective interviews are simply a conversation and their job relevance cannot be guaranteed; therefore, validity is highly questionable.
- \*3) Questions in a structured interview are planned and each applicant is asked the questions in the same manner; research has proven these interviews have the highest reliability and validity.
- 4) Since questions in an unstructured interview are not planned, there is no consistency between interviews; therefore, there is no reliability.

### 10.(VB1d)

- \*1) Negligent hiring occurs when an employer hires a new employee who subsequently causes injury to another person, and the employer should have known about the new employee's propensity to commit injurious acts from the employee's past record. Reference checks can minimize the risk of negligent hiring because they supply objective historical information.
- 2) Honesty tests are subjective; they do not provide objective information about the new employee's past record. New employees can lie about their past on these tests.
- 3) Job experience questionnaires only supply information on previous jobs, dates, and positions held. Job experience questionnaires do not contain information about a person's propensity to injure others.
- 4) Ability tests measure a person's ability to do the job. Ability tests are not related to a person's propensity to injure others.

### 11.(IIIC)

- 1) Job analysis is a technique for determining the tasks and responsibilities for a given job, as well as the knowledge, skills, and abilities required to perform that job.
- \*2) Utilization analysis is a report of the percentages of men, women, and members of historically underrepresented groups employed by an organization. It is the first step in determining if the company is in compliance with Title VII of the Civil Rights Act, and is required in the annual EEO-1 report sent to the federal government.
- 3) Availability analysis is a report of the numbers of men, women, and members of historically underrepresented groups within the relevant labor market from which an organization draws its employees.
- 4) Yield ratio analysis reports the numbers of applicants who successfully progress from each phase of the selection process to the next compared to the numbers who originally entered each phase.

### 12.(VB1F)

- 1) Title VII of the Civil Rights Act of 1964 prohibits discrimination on race, sex, and national origin. It does not address medical examinations.
- 2) The ADEA prohibits discrimination on age (over 40). It does not address medical examinations.
- 3) The Vocational Rehabilitation Act of 1973 requires employers who have federal contracts to take affirmative action toward qualified individuals who have disabilities. It does not address medical examinations.
- \*4) The ADA outlaws the use of medical examinations prior to the issuance of a job offer. This is one of the most important provisions of the ADA in protecting people with disabilities from being discriminated against in the hiring process.

\*correct answer

### 13.(VIA2c)

- 1) Customers only see one aspect of employees' job behaviors and some employees are never seen by customers. Therefore, evaluating the success of a performance appraisal system based on endorsement by customers would be erroneous.
- \*2) Acceptance by employees is critical to the success of a performance appraisal system.
- 3) Performance appraisal systems are not used in determining pension levels.
- 4) Performance appraisal systems are not used to assess profitability which is a company-level measure based on revenues and expenses.

### 14.(VIA4c)

- 1) BARS do not involve setting goals. BARS is a method built on identifying critical incidents of job performance to define different levels of performance on the dimensions of the job.
- 2) The critical incident technique does not involve the joint setting of goals.
- \*3) MBO begins with the establishment of mutually acceptable goals by the employee and the employee's supervisor.
- 4) Assessment centers focus on multiple methods of evaluating job performance using simulated tasks such as in-basket exercises, role playing, and leaderless group discussions.

### 15.(VIA8)

- 1) Decision-making training shows supervisors good strategies to use in making decisions and helps them to identify inferential mistakes inference supervisors often make in appraising employee performance.
- 2) Observation training shows supervisors how to improve the manner in which they observe behavior and to identify important behaviors that affect employee performance.
- \*3) Rater error training shows supervisors common errors that are made in evaluating employee performance and discusses techniques for avoiding errors.

- 4) Frame-of-reference training attempts to reduce interrater error by developing a common frame-of-reference (or perspective) among raters who are evaluating employee performance.

### 16.(VIB4)

- \*1) Greater work satisfaction is one of the four personal and work outcomes of the job enrichment approach to job redesign. Job enrichment focuses on increasing the meaningfulness and complexity of boring jobs.
- 2) Job enrichment will most likely increase training requirements since it increases the complexity of the job tasks.
- 3) Physical requirements are not addressed by the job enrichment approach.
- 4) Increased performance feedback is one of the five aspects of the process of job enrichment. Therefore, it is not an advantage or outcome of the process.

### 17.(VIIB1b)

- \*1) An apprenticeship is job training under the direction of an experienced employee.
- 2) Action learning involves classroom instruction, an applied learning project, and classroom presentation of project results.
- 3) Behavior modeling is a technique for teaching interpersonal skills, not job training.
- 4) Cooperation training focuses on interpersonal skills, not job training.

### 18.(VIIB1a)

- 1) An organizational analysis is used to determine where in the organization individuals need to be trained.
- 2) Performance evaluations are used to determine how well a specific employee is carrying out the tasks that comprise a job.
- \*3) An individual analysis is used to determine the current skills and knowledge of the employees to be trained.
- 4) Job analysis is used to establish what the individual knowledge, skills, and abilities are for a particular job.

\*correct answer

19.(VIID1c)

- 1) Career planning provides self-assessment and goal setting for any individual's career; it is not limited to employees being considered for higher-level managerial positions.
- 2) Management forecasting refers to the process of determining what the supply and demand will be for management positions in the future but it does not assess who will fill those positions.
- \*3) Succession planning is part of the supply analysis done in human resource planning. It is a systematic and documented plan for replacement of managerial employees by identifying employees at lower levels who are judged to have managerial potential.
- 4) Trend analysis reports the patterns of employees movement into, within, and out of an organization.

20.(VIIIA2)

- 1) Insisting that management shut down a dangerous work site is not one of the five rights granted to employees under OSHA, and would be in violation of the employment contract for most companies.
- \*2) Requesting an OSHA inspection of a potentially unsafe working condition is one of the five rights granted to workers under OSHA.
- 3) Having the employer pay damages for exposure to dangerous substances is not one of the five rights granted to employees under OSHA.
- 4) Having OSHA remove dangerous substances is not one of the five rights granted to employees under OSHA and would be outside the authority of the OSHA inspector.

21.(IXA1a)

- 1) Since only jobs within the company are evaluated, external equity cannot be determined using job evaluation. External equity involves comparing similar jobs in different companies.
- 2) Individual equity focuses on whether individuals feel that their compensation is fair relative to their contribution when compared to others performing the same job in the same company.
- \*3) Job evaluation is the primary tool for assessing internal equity, the fairness of compensation between jobs within the same company.
- 4) Interorganizational equity is another term for external equity. See 1).

22.(IXA3)

- \*1) A wage and salary survey provides information on the wage and salary levels by job category of an organization's competitors. The survey is done to determine the external equity of the organization's compensation system.
- 2) The employees' level of satisfaction would be determined by an employee opinion poll or attitude survey focused on satisfaction with pay policies.
- 3) Internal equity of jobs would be determined by a job evaluation study.
- 4) Internal equity of pay would be determined by a job evaluation study, followed by an examination of each person's salary in relation to the salary range.

\*correct answer

23.(IXB2a)

- \*1) Gainsharing plans are incentive systems in which productivity gains are shared with the employees in terms of financial rewards. The primary focus is on productivity improvement.
- 2) Gainsharing plans are often found in unionized companies.
- 3) Gainsharing plans would be a weak bargaining trade-off since both the company and the employees share jointly in productivity gains.
- 4) Turnover and absenteeism rates are not related to gainsharing plans.

24.(XB1)

- 1) The AAA maintains a list of qualified arbitrators for the settlement of grievances, but it has no say in union representation elections.
- \*2) The Wagner Act of 1935 established the NLRB. One of the NLRB's major functions is to determine the appropriate bargaining unit for a union representation election.
- 3) The DOL is the federal agency that administers labor legislation, but it has no say in union representation elections.
- 4) The FMCS maintains a list of qualified arbitrators for the settlement of grievances, but it has no say in union representation elections.

25.(XC5b)

- \*1) During a union campaign, management may present its opinion about the ramifications of unionization. This is one of the most important management activities specifically permitted under the NLRA.
- 2) Under the NLRA, management is expressly forbidden from interfering with any workers right to unionize.
- 3) Under the NLRA, the questioning of employees individually about their union preferences is an unfair labor practice.
- 4) Under the NLRA, management making promises contingent upon the rejection of a union is an unfair labor practice.

26.(XD2b)

- 1) Integrative bargaining seeks solutions that benefit both management and the union. It is a win-win negotiation.
- \*2) Distributive bargaining focuses on dividing a fixed economic pie between management and labor. The resources are fixed so that if one party gains, then the other must lose. It is a win-lose negotiation.
- 3) Multiemployer bargaining involves the union negotiating with more than one employer at the same time, as is done in the auto industry. The negotiation can be win-lose or win-win.
- 4) Intraorganization lose and win-win negotiation.

\*correct answer

## SECTION FIVE

# Taking the Exam

## Registering for Your Exam

### Register Online

[www.excelsior.edu/examregistration](http://www.excelsior.edu/examregistration)

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

### Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

### Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

### Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those

you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: [home.pearsonvue.com/test-taker/security.aspx](http://home.pearsonvue.com/test-taker/security.aspx)

You also will receive a small, erasable whiteboard if you need one.

### Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

### Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option for UExcel exams](#), using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

**NOTE:** English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

# On the Day of Your Exam

---

## Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

## Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at [www.excelsior.edu/studentpolicyhandbook](http://www.excelsior.edu/studentpolicyhandbook).

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

## UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

## Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to [examcredit@excelsior.edu](mailto:examcredit@excelsior.edu). Details about the appeals process are in the [Student Handbook](#).

## What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

## Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

## Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

The Human Resource Management examination fulfills the requirement in personnel administration for Excelsior College students enrolled in the Bachelor of

Science degree in Management of Human Resources. The examination may also be used as a business elective by Excelsior College students enrolled in the Bachelor of Science degree in general business or the Associate of Science degree in business, or as a free elective for all other Excelsior College degree programs that allow for free electives.

## Human Resource Management Exam Development Committee

---

Gloria Harrell-Cook, PhD  
(University of Illinois at Urbana-Champaign,  
Human Resources Strategy, 1999)  
Assistant Professor, Frostburg State University

Michael J. Kavanagh, PhD (Iowa State University,  
Industrial-Organizational Psychology, 1969)  
Professor, University at Albany – State University  
of New York

Pamela S. Kravitz, PhD (Temple University,  
Human Resource Management, 1999)  
Associate Professor, The College of New Jersey

Charles F. Seifert, PhD  
(University at Albany – State University of  
New York, Organizational Studies, 2000)  
Associate Professor, Siena College

# Sample Grade Report

---

Excelsior College  
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:  
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

**Recommended Credit** is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

**If you plan to take another examination**, you may download free content guides and the User's Guide by visiting our website at [www.excelsior.edu/exams/content-guides/](http://www.excelsior.edu/exams/content-guides/).

**If you need an Excelsior College Official Examinations Transcript** to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website ([www.excelsior.edu](http://www.excelsior.edu)), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."



7 Columbia Circle, Albany, New York 12203-5159

Phone | toll free 888-647-2388 or 518-464-8500

TDD | 518-464-8501

Fax | 518-464-8777

[excelsior.edu/exams](https://excelsior.edu/exams)