

EXAM CODE **251**

CATALOG NUMBER **BUSx240**

TAKE ADVANTAGE OF ONLINE

PRACTICE EXAMS

SEE PAGE 5 FOR DETAILS

Principles of Management

CREDIT HOURS

3

LEVEL

LOWER

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CONTENTS

Preparing for the Exam	1
Before You Choose This UExcel Exam	1
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
Take Charge of Your Own Learning	2
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
Exam Preparation Strategies	6
Content Guides.....	6
Using the Content Outline.....	6
Using the Sample Questions and Rationales.....	6
Recommended Resources for the UExcel Exam in Principles of Management	7
Textbook Editions.....	7
Strongly Recommended.....	7
Optional Resources.....	7
Reducing Textbook Costs.....	7
Open Educational Resources.....	7
Content Outline	9
General Description of the Examination.....	9
Learning Outcomes.....	9
General Education Career Competencies Addressed in this Exam.....	9
Content Outline.....	10
Sample Questions	15
Rationales	19
Taking the Exam	23
Registering for Your Exam	23
Register Online.....	23
Examination Administration.....	23
Accessibility Services.....	23
Computer-Delivered Testing.....	23
Breaks.....	23
Online Proctoring.....	23
On the Day of Your Exam	24
Important Reminders.....	24
Academic Integrity Nondisclosure Statement.....	24
UExcel Grade Report.....	24
Grade Appeals.....	24
What If I Miss My Appointment?.....	24
Late Arrivals.....	24
Information About UExcel Exams for Colleges and Universities.....	24
Principles of Management Exam Development Committee	25
Sample Grade Report	26



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 lower-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.^①
- 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.

^① In general, two-hour exams do not award a D letter grade.

See page 21, 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

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 (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 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.

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.

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 Principles of 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](#).

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

Jones, Gareth R., & George, Jennifer M. (2017). *Essentials of contemporary management* (8th ed.). Boston: McGraw-Hill.

The study materials may be purchased from the [Excelsior College Bookstore](#).

Optional Resources

The examination development committee did not identify any specific Optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

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 and/or 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

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) 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 Principles of Management examination is based on material typically taught in a one-semester, three-credit, lower-level undergraduate course in management. The content of the examination corresponds to course offerings such as Introduction to Management, Business Organization and Management, and Fundamentals of Management.

The examination measures understanding of fundamental management theories and the manager's role in today's global business world, including the role of managers in the business environment, strategies for planning and decision making, organization and controls, leadership, motivation, and staffing, managing change, the evolution of management thought, function and practice, and current approaches and emerging concepts.

No prior knowledge of principles of management is required before beginning study for this exam.

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. Describe the basic principles of effective management.
2. Apply planning, decision making, organizing, and control processes to management practices.
3. Apply various theories related to leadership, including management and motivation. (Aligns to GECC 2.1)
4. Identify methods and issues involved in managing and leading a diverse workforce. (Aligns to GECC 5.1)
5. Integrate team building, communication, and ethical reasoning into the managerial functions of planning, organizing, leading, and controlling. (Aligns to GECC 6.1)
6. Summarize of the development of management thought.
7. Integrate the functions of human resources as they apply to the practice of management.
8. Identify the forces and conditions that operate beyond the organization's boundaries but affect a manager's ability to acquire and use resources. (Aligns to GECC 5.1)

General Education Career Competencies Addressed in this Exam

GECC-2: Mathematical and Scientific Problem Solving: Apply scientific knowledge and reasoning to make evidence-based decisions.

GECC-5: Global Understanding: Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

GECC-6: Ethical Reasoning: Explain different ethical positions in relation to a problem or issue.

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 Principles of 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. Introduction to Management and Organizations	10%	14
II. Organization and Human Resources	20%	27
III. Functional Aspects of Management	30%	41
IV. Operational Aspects of Management	20%	27
V. International Management and Contemporary Issues	20%	27
Total	100%	

*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. Introduction to Management and Organizations

10 PERCENT OF EXAM

Jones & George

Ch. 1, The Management Process Today

Appendix A, History of Management Thought

A. Overview of management

1. Efficiency vs. effectiveness
2. Levels of management

- a. Top managers or top management team
 - b. Middle managers
 - c. First-level managers
3. Skills of management
 - a. Conceptual skills
 - b. Human skills
 - c. Technical skills
 - d. Core competencies
 4. Essential managerial tasks

B. Evolution of management thought

1. Classical
 - a. Frederick W. Taylor and scientific management
 - b. Max Weber's bureaucratic theory
 - c. Henri Fayol's essential managerial tasks
2. Behavioral

- a. The work of Mary Parker Follett
- b. Elton Mayo's Hawthorne studies and human relations
- c. Douglas McGregor's Theory X and Theory Y

II. Organization and Human Resources

20 PERCENT OF EXAM

Jones & George

[Ch. 2, Values, Attitudes, Emotions, and Culture: The Manager as a Person](#)

[Ch. 3, Managing Ethics and Diversity](#)

[Ch. 9, Motivation](#)

[Ch. 12, Building and Managing Human Resources](#)

A. Management characteristics

- 1. Personality traits
 - a. The big five personality traits
 - b. Locus of control
 - c. Self-esteem
- 2. Value dimensions
 - a. Values and norms
 - b. Attitudes
 - c. Moods and emotions
 - d. Emotional intelligence
 - e. Organizational culture

B. Workforce diversity and effective management of diversity

C. Motivation

- 1. Types of motivation
- 2. Victor Vroom's expectancy theory
- 3. Need theories
 - a. Abraham Maslow's hierarchy of needs
 - b. Frederick Herzberg's motivation hygiene theory
 - c. David McClelland's needs for achievement, affiliation, and power
- 4. J. Stacey Adams and equity theory

- 5. Ed Locke and Gary Latham's goal setting theory
- 6. Learning theories
 - a. B.F. Skinner's operant conditioning theory
 - b. Social learning theory

D. Human resource management

- 1. Legal aspects
 - a. Labor relations and collective bargaining
 - b. Employment law
 - c. Sexual harassment
- 2. Recruitment and selection
 - a. Job analysis/job description
- 3. Training and development
- 4. Performance appraisal and feedback
- 5. Compensation and benefits

III. Functional Aspects of Management

30 PERCENT OF EXAM

Jones & George

[Ch. 5, Decision Making, Learning, Creativity, and Entrepreneurship](#)

[Ch. 6, Planning, Strategy, and Competitive Advantage](#)

[Ch. 7, Designing Organizational Structure](#)

[Ch. 8, Control, Change, and Entrepreneurship](#)

[Ch. 10, Leaders and Leadership](#)

[Ch. 11, Effective Team Management](#)

[Ch. 13, Communication and Information Technology Management](#)

A. Managerial decision making

B. Planning

- 1. Levels and types of planning
 - a. Business-level planning and strategies
 - b. Corporate-level planning and strategies
- 2. Strategic planning

- a. Organizational goals and mission statements
- b. SWOT analysis
- c. The five forces model

C. Organizing

1. Organizational design
 - a. Job
 - b. Function
 - c. Division
 - 1) Product
 - 2) Geography
 - 3) Market
 - 4) Matrix
 - a) Team functions
 - b) Group dynamics
 - 5) Hybrid
 - d. Authority
 - 1) Hierarchy of authority
 - 2) Span of control
 - 3) Tall/flat
 - 4) Centralized/decentralized
 - e. Coordinating organizational structures
 - f. Strategic alliances and networking

D. Controlling

1. Control systems
 - a. Feedforward
 - b. Concurrent
 - c. Feedback
2. The control process
 - a. Establish goals
 - b. Measure actual performance
 - c. Compare actual performance with standards
 - d. Evaluate
3. Output controls
 - a. Financial measures
 - b. Organizational goals

- c. Operating budgets
- 4. Behavioral controls
 - a. Direct supervision
 - b. Management by objectives
 - c. Bureaucratic control
 - d. Organizational change

E. Leading

1. Sources of power
 - a. Legitimate
 - b. Reward
 - c. Coercive
 - d. Expert
 - e. Referent
2. Models of leadership
 - a. The trait model
 - b. The behavioral model
 - c. Contingency models
 - 1) Fred E. Fiedler's contingency model
 - 2) Robert House's path-goal theory
 - 3) The leader substitutes model
3. Types of leadership
 - a. Transformational
 - 1) Charismatic
 - b. Transactional

F. Communication

1. Communication process
 - a. Sender
 - b. Message
 - c. Encoding
 - 1) Verbal
 - 2) Nonverbal
 - d. Noise
 - e. Receiver
 - f. Medium
 - g. Decoding/feedback
2. Information richness

- a. Face-to-face communication
 - b. Spoken communication — electronically transmitted
 - c. Personally addressed written communication
 - d. Impersonal written communication
3. Types of management information systems
- a. The organizational hierarchy: the traditional information system
 - b. Transaction processing systems
 - c. Operations information systems
 - d. Decision support systems
 - e. Expert systems/artificial intelligence

IV. Operational Aspects of Management

20 PERCENT OF EXAM

Jones & George

- Ch. 1, The Management Process Today
- Ch. 13, Communication and Information Technology Management
- Ch. 14, Operations Management: Managing Vital Operations and Processes

A. Competitive advantage

- 1. Responsiveness to customers
 - a. Customer relationship management (CRM)
- 2. Quality
 - a. Total quality management (TQM)
- 3. Efficiency
 - a. Total factor productivity
 - b. Partial productivity
 - c. Labor productivity
 - d. Facilities layout
 - 1) Product layout
 - 2) Process layout
 - 3) Fixed-position layout
 - e. Flexible manufacturing

- f. Just-in-time inventory (JIT)
 - g. Self-managed work teams
 - h. Process reengineering
4. Innovation

B. Information and information technology

V. International Management and Contemporary Issues

20 PERCENT OF EXAM

Jones & George

- Ch. 1, The Management Process Today
- Ch. 3, Managing Ethics and Diversity
- Ch. 4, Managing in the Global Environment
- Ch. 5, Decision Making, Learning, Creativity, and Entrepreneurship
- Ch. 8, Control, Change, and Entrepreneurship

A. Restructuring and outsourcing

B. Socially responsible standards

C. E-commerce

D. Ethics

- 1. Ethical dilemmas
- 2. Stakeholders and ethics
 - a. Stockholders
 - b. Managers
 - c. Employees
 - d. Suppliers/distributors
 - e. Customers
 - f. Community, society, and nation
- 3. Rules for ethical decision making
 - a. Utilitarian rule
 - b. Moral rights rule
 - c. Justice rule
 - d. Practical rule
- 4. Reasons managers should behave ethically
- 5. Organizational code of ethics
 - a. Societal ethics

- b. Professional ethics
 - c. Individual ethics
- 6. Ethical organizational cultures
- E. Global environment**
 - 1. Task environment
 - 2. General environment
 - 3. Globalization
 - 4. Declining trade barriers
 - a. Tariffs
 - b. Free-trade doctrine and regional trade agreements
 - 1. General Agreement on Tariffs and Trade (GATT)
 - 2. North American Free Trade Agreement (NAFTA)
 - 3. Central American Free Trade Agreement (CAFTA)
 - 4. Free Trade Area of the Americas (FTAA)
 - c. Distance and culture
 - 5. National culture
 - a. Values and norms
 - b. Hofstede's model of national culture
- F. Organizational learning and creativity**
 - 1. Entrepreneurship/intrapreneurship

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 19–22 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. In which level of management are conceptual skills most needed?
 - 1) top level
 - 2) middle level
 - 3) first-line level
 - 4) entry level
2. What are the four main functions of management?
 - 1) communicating, developing, planning, and scheduling
 - 2) planning, organizing, leading, and controlling
 - 3) hiring, communicating, appraising, and leading
 - 4) globalizing, conceptualizing, interviewing, and participating
3. Which level of management is most responsible for long-term planning?
 - 1) top managers
 - 2) middle managers
 - 3) first-line managers
 - 4) supervisory-level managers
4. Which level of management is primarily responsible for the daily supervision of non-managerial employees?
 - 1) top level
 - 2) middle level
 - 3) first-line level
 - 4) tactical level
5. What is the first level in Maslow's hierarchy of needs?
 - 1) social
 - 2) safety
 - 3) esteem
 - 4) physical
6. What technique is used during the education stage of human resource management that makes employees aware of the organizational culture?
 - 1) on-the-job training
 - 2) orientation
 - 3) coaching
 - 4) socialization

7. According to David McClelland's need theory, which person would have the need for affiliation?
 - 1) politician
 - 2) entrepreneur
 - 3) adult education coordinator
 - 4) CEO of a multinational corporation

8. Equity theory is best defined by which point?
 - 1) Managers want to maximize the rewards they receive.
 - 2) People can reduce perceived inequities only by reducing output.
 - 3) People are primarily concerned with fair treatment in relation to others.
 - 4) Managers are the best judges of what is fair and equitable for employees.

9. What organizational concept is being implemented when human resources staff have been trained to recruit and solicit candidates with the goal of creating an organizational workforce with varied backgrounds, experience, and cultural orientations?
 - 1) equal pay for equal work
 - 2) civil rights
 - 3) workforce diversity
 - 4) equity

10. A supervisor believes in praising subordinates when they are performing correctly, even though it is difficult to do all the time. The supervisor prefers to praise the correct behavior of subordinates at random. What is this approach to motivation called?
 - 1) empowerment
 - 2) operant conditioning
 - 3) goal setting
 - 4) need satisfaction

11. Where is the component *strength* located in a SWOT analysis?
 - 1) the external environment
 - 2) the internal and external environments
 - 3) the internal environment
 - 4) the internal environment for service organizations, but the external environment for manufacturing organizations

12. What is a mission statement?
 - 1) the vision for the organization
 - 2) the short-term plan for the organization
 - 3) the plan for the existence of the organization
 - 4) the plan for the intermediate term of the organization

13. According to Maslow's hierarchy of needs, which need is the most compelling?
 - 1) self-actualization
 - 2) esteem
 - 3) physiological
 - 4) belongingness

14. Which statement is correct regarding a tall organizational structure?
 - 1) When organizations expand, increasing the number of managers and employees, the hierarchy of authority becomes elongated, creating a taller organizational structure.
 - 2) When organizations become taller, the manager's response to changes in the environment is more rapid.
 - 3) When organizations with a flat organizational structure realize a profit for a fiscal year, the organization will transition to a tall organizational structure in the following fiscal year.
 - 4) Flat organizational structures always have shortened spans of control, while tall organizational structures sometimes have short spans of control.

15. What is controlling as a principal function of management?
 - 1) evaluating the pay flow for an organization
 - 2) evaluating whether controlling needs should be a continued principal function
 - 3) evaluating how well an organization has achieved its goals and taking corrective action when necessary
 - 4) determining whether the most important goals have been achieved

16. What is total quality management?
- 1) the organization meeting the expectations of its suppliers
 - 2) the organization meeting the expectations of its vendors
 - 3) the organization exceeding the expectations of the customers
 - 4) the organization exceeding the expectations of the employees
17. What is facilities layout?
- An operations management technique used to
- 1) emphasize ergonomics so employees can improve quality of work life
 - 2) stabilize production through redesign of machine-worker interface
 - 3) increase production effectiveness through innovative production systems
 - 4) design the machine-worker interface to enhance efficiency of production
18. What is the principal drawback of a just-in-time (JIT) inventory system?
- A just-in-time (JIT) inventory system
- 1) requires very tedious procedures to keep track of qualified vendors.
 - 2) results in narrowing the choice of qualified vendors.
 - 3) leaves an organization without a buffer stock of inventory.
 - 4) increases the complexity of determining reorder points.
19. What is customer relationship management (CRM)?
- CRM is a system used
- 1) to choose the customers the organization wants to serve.
 - 2) only by manufacturing organizations that mass produce outputs.
 - 3) to develop an ongoing relationship with customers to help maximize the value an organization delivers to customers over time.
 - 4) to focus change in the behavior of employees who work directly in the manufacturing process.
20. What do managers need to do in order to increase quality?
- 1) Managers need to work longer hours and formulate more goals.
 - 2) Managers need to develop strategic plans that state goals and spell out how those goals will be achieved.
 - 3) Managers who are at the first level in the organizational hierarchy should delegate more authority to non-managerial employees.
 - 4) Managers should reduce their time working with non-managerial employees so that such employees independently internalize a higher level of quality perspective.
21. Which component of global business is considered the most difficult to grasp?
- 1) sociocultural
 - 2) legal
 - 3) economic
 - 4) political
22. Hofstede's model is used to understand what issue in global management?
- 1) cultural
 - 2) economic
 - 3) political
 - 4) legal
23. Which trade agreement deals exclusively with the United States, Canada, and Mexico?
- 1) EU
 - 2) GATT
 - 3) CAFTA
 - 4) NAFTA
24. Which of these forces is part of the task environment of an organization?
- 1) technology
 - 2) sociocultural
 - 3) competitors
 - 4) economic

25. Which of Hofstede's value dimensions looks at the degree to which society accepts the idea that inequalities in wealth and status result from differences in individual capabilities?

- 1) achievement vs. nurturing
- 2) uncertainty avoidance
- 3) power distance
- 4) long-term vs. short-term

SECTION FOUR

Rationales

1. (IA3a)

- *1) Top-level managers do the long-term planning that most requires conceptual skills.
- 2) The middle manager does not do as much long-term planning as the top manager.
- 3) The first-line manager does not do as much long-term planning as top managers.
- 4) The entry-level managers are more responsible for day-to-day planning, which does not require conceptual skills.

2. (IA4)

- 1) Not all levels of managers create schedules.
- *2) Planning, organizing, leading, and controlling are recognized as the four main functions of management.
- 3) Not all levels of managers are involved in hiring.
- 4) Not all levels of managers are involved in globalizing.

3. (IA4)

- *1) Top managers do most long-term planning for their organizations.
- 2) Middle managers may be involved in long-term planning but would not have the most responsibility.
- 3) First-line managers would have little responsibility related to long-term planning.
- 4) Supervisory-level managers are first-line managers.

4. (IA2c)

- 1) Top-level managers are primarily responsible for the performance of all departments.
- 2) Middle-level managers are primarily responsible for supervisory first-line management.
- *3) First-line managers are primarily responsible for managing non-managerial employees.
- 4) Tactical-level management is the same as middle management.

5. (IIH2a)

- 1) Social needs relate to a person's need for working with others in the organization. These needs are interpersonal relations, friendship, and affection.
- 2) Safety needs are those that make a person feel comfortable and stabilized in a secure environment.
- 3) Esteem needs include the need to feel good about oneself, to be respected, and to receive positive feedback.
- *4) Physical needs are the basic needs of food, shelter, and clothing that define survival.

*correct answer

6. (IIF)

- 1) On-the-job training allows the worker to learn the skills necessary to perform a job or task according to the job description and job specifications.
- 2) Orientation introduces the new employee to the mission, goals, policies, procedures, and rules of the organization.
- 3) Coaching is the means by which employees are mentored on the job to improve their output.
- *4) Socialization means that the employee acquires the values and norms of the organization. The employee is often put into a team setting to apply these values and norms through social interaction, communication, and trust.

7. (IIH2c)

- 1) The entrepreneur would be the risk-taker who seeks achievement at the highest personal level and strives to meet personal standards of achievement.
- 2) The politician would be an individual who would seek power in order to influence and control others, including constituents.
- *3) The adult education coordinator would be the individual possessing a need to establish and maintain good interpersonal relations, to be liked, and to have people around her or him get along with each other.
- 4) The CEO would be the individual who would combine the need for achievement with the need for power to gain control over others, including competitors.

8. (IIH1c)

- 1) Many employees are prepared to work at a less than maximum in order to achieve personal or organizational goals.
- 2) People can reduce perceived inequities by sabotaging the organizational work process, by quitting, or by rationalizing their desire to remain on the job.
- *3) Employees want their outputs to be equal to their inputs. The outputs versus inputs of others around them, particularly those doing the same job, should be equal as well.
- 4) What is fair and equitable in the work setting for particular job categories is really defined by the strategic management plan of the organization, supported and implemented by managers and employees.

9. (IIB)

- 1) Equal pay for equal work eliminates the practice of paying people different rates for performing the same job because of things such as age or sex.
- 2) Civil rights are those rights prospective or current employees possess based on race, religion, color, or national origin.
- *3) Workforce diversity refers to differences among people in age, sex, race, ethnicity, religion, sexual orientation, socioeconomic background, and capabilities/disabilities.
- 4) Equity refers to the fact that people expect to be rewarded (output) in relation to their labor (input).

*correct answer

10. (IIC6a)

- 1) Empowerment is the idea that if people are given additional responsibilities and the necessary authority to get a job done, in an atmosphere of trust and open communication, they will feel a greater loyalty to the organization.
- *2) Managers can motivate people to perform at a high level by using positive and negative reinforcement to avoid or extinguish certain kinds of behavior.
- 3) Managers can promote high motivation and performance by assessing that people are striving to achieve specific challenging goals that are predetermined, monitored, and evaluated by both manager and employee.
- 4) In order to motivate employees, managers must determine what needs they are trying to satisfy in the organization and then ensure that people receive outcomes that satisfy these needs when they perform at a high level and contribute to organizational effectiveness.

11. (IIIB2b)

- 1) See 3).
- 2) See 3).
- *3) By definition, strengths are located within the internal environment.
- 4) See 3).

12. (IIIB2a)

- 1) See 3).
- 2) See 3).
- *3) A mission is the reason for existence of an organization.
- 4) See 3).

13. (IIIC3a)

- 1) According to Maslow's hierarchy of needs, self-actualization is the highest-level need.
- 2) See 3).
- *3) According to Maslow's hierarchy of needs, physiological needs are the lowest-level needs, the most basic, and the most compelling.
- 4) See 3).

14. (IIIC1d3)

- *1) Taller organizations when adding more staff (managers and employees) characteristically create a taller organizational structure, elongating the hierarchy of authority.
- 2) See 1).
- 3) See 1).
- 4) See 1).

15. (IIID)

- 1) See 3).
- 2) See 3).
- *3) Controlling as a principal function of management enables the managers to determine how well an organization has achieved its goals and take corrective measures when necessary.
- 4) See 3).

16. (IVA2a)

- 1) See 3).
- 2) See 3).
- *3) The explicit goal of TQM (total quality management) is to exceed the expectations of the customer.
- 4) See 3).

17. (IVA3d)

- 1) See 4).
- 2) See 4).
- 3) See 4).
- *4) Facilities layout is an operations management technique used to redesign the machine-worker interface to achieve higher production efficiency.

18. (IVA3f)

- 1) See 3).
- 2) See 3).
- *3) The principal disadvantage of a just-in-time (JIT) inventory system is that it leaves an organization with no buffer inventory.
- 4) See 3).

*correct answer

19. (IVA1a)

- 1) See 3).
- 2) See 3).
- *3) CRM is a technique used by organizations to maximize the value they deliver to customers over time.**
- 4) See 3).

20. (IVA2)

- 1) See 2).
- *2) Goals require specificity and must be measurable.**
- 3) See 2).
- 4) See 2).

21. (VE2)

- *1) Sociocultural aspects of global business are the most difficult because there is no legal basis to define them.**
- 2) Laws are written and can be interpreted.
- 3) While the economy is important to global business, it is understandable.
- 4) Politics tend to be understood prior to going into a country.

22. (VE5b)

- *1) Hofstede looked at dimensions of cultural beliefs.**
- 2) Hofstede did not look at economic issues.
- 3) Politics are not the topic of Hofstede's model.
- 4) Legal issues are not the topic of Hofstede's model.

23. (VE4b2)

- 1) This is the European Union.
- 2) This removed barriers to free trade and stands for General Agreement on Tariffs and Trade.
- 3) This is a regional trade agreement between the US and countries in Central America.
- *4) The North America Free Trade Agreement was a regional trade agreement among the US, Canada, and Mexico.**

24. (VE1)

- 1) Technological forces are part of an organization's general environment.
- 2) Sociocultural forces are part of an organization's general environment.
- *3) Competitors are part of an organization's task environment.**
- 4) Economic forces are part of an organization's general environment.

25. (VE5b)

- 1) This dimension looks at how one values assertiveness or warm personal relationships.
- 2) This dimension looks at how easygoing or rigid a society is.
- *3) A society may accept that some people have higher positions or status than others or they may frown on such inequality.**
- 4) This refers to a society that believes it takes a long time to achieve goals versus one that lives in the present.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

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.

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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](#).

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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

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

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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.

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- 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.

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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.

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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

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