Human Resource Management

EXAM CODE 351
CATALOG NUMBER BUSx410

CREDIT HOURS 3
LEVEL UPPER

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www.excelsior.edu/contentguides
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 grade.

• 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.

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

Exam-takers 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.

Examination Length and Scoring

The examination consists of approximately 120 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

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

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can
be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.

Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. 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. Special library pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smarthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

Preparing for UExcel Exams

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 exam takers 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?

A UExcel exam enables you to show that you’ve learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

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** (if you are an enrolled student, search for partners on MyExcelsior Community)
- **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.

**Using UExcel Practice Exams**

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

**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 is not affiliated with any test preparation firm and does not endorse the products or services of these companies. 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.

**Preparing for This Exam**

**Prior Knowledge**

A knowledge of basic management concepts is assumed.

**Using the Content Outline**

Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) 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 in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, 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 and materials listed below were used by the examination development committee to verify all the questions on the exam. Excelsior College recommends you use these resources as the most appropriate information when ordering textbooks from the college’s bookstore (see page 1 of this content guide). You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and systematically.

A word about 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 supplemental 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 OER has been included in this guide to help you locate additional resources to augment your study.

Textbooks

The examination development committee recommends that you obtain both of the textbooks listed below to use in preparing for the examination. These textbooks were used by the examination development committee to verify all questions on the exam.


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.

Supplemental Resources

The examination development committee recommends that you use these two textbooks to supplement your understanding or provide clarification of topics on the content outline. You may be able to locate the supplemental textbooks through a library.


These study materials may be purchased from the Excelsior College Bookstore. www.excelsior.edu/bookstore

The following (Fisher) textbook is out of print. Therefore, you will not find it listed on the Excelsior College bookstore website. However, if you are able to locate a copy of the 2006 Fisher textbook elsewhere online, it can serve as a recommended resource for preparing for this exam.


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.

A Word About Open Educational Resources

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available
during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.

Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you’ve completely covered the content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam’s content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.

**Choosing Open Educational 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](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.

In addition, 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/](http://www.apple.com/education/ipad/itunes-u/)). We have chosen a few courses and collections for this listing.

**Other Online Resources**

This section of the OER Guide is provided to allow learners to independently search for resources. Send an e-mail to OER@excelsior.edu if you have questions about a resource’s credibility.

**Open Online Textbooks**

- Boundless open textbooks [https://www.boundless.com/open-textbooks/](https://www.boundless.com/open-textbooks/)

**College Readiness**

- Hippocampus [http://www.hippocampus.org/](http://www.hippocampus.org/)

**Study Aids**

OpenCourseWare  
http://ocwconsortium.org/en/courses/search

OER Commons  
http://www.oercommons.org/

Open Course Library  
http://www.opencourselibrary.org/
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.

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

Fisher (2006)

Ch.1, An Introduction to Human Resource Management
Ch.2, Strategic Human Resource Management

Nee (2015)

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

<table>
<thead>
<tr>
<th>10 PERCENT OF EXAM</th>
<th>14 HOURS OF STUDY</th>
</tr>
</thead>
</table>

Fisher

Ch. 17, Managing Human Resources in Multinational Organizations

Nee

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

Fisher
Ch. 5, Equal Employment Opportunity: The Legal Environment

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
   7. American with Disabilities Act (ADA) of 1990
   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

Fisher
Ch. 3, Human Resource Planning
Ch. 4, Job Analysis: Concepts, Procedures, and Choices

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

V. Human Resource Staffing

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Fisher
Ch. 6, Recruiting and Job Search
Ch. 7, Measurement and Decision-Making Issues in Selection
Ch. 8, Assessing Job Candidates: Tools for Selection

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
         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

VI. Performance Management

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Fisher
Ch. 10, Performance Assessment and 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 | 14 HOURS OF STUDY

Fisher
Ch. 9, Human Resource Development
Ch. 16, Employment Transitions: Managing Careers, Retention, and Termination

Nee
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

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

A. Direct compensation—pay level and pay structure
   1. Compensation strategy
      a. External and internal equity
   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  

X. Labor Relations  

10 PERCENT OF EXAM  |  14 HOURS OF STUDY

Fisher  
Ch. 15, Labor Relations and Collective Bargaining

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. 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)  

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  
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
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 20–25 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:

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

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.(III B7)
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.(III C1)
*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% × 50% = 40%). Forty percent of the 30 black applicants equals 12 (30 × 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 supervision 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 intrarater error by developing a common frame-of-reference (or perspective) among raters who are evaluating employee performance.

16. VIA4b
*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. VIA8
*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. VIA4b
*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.
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.
SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

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Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams. The Disability Services office at Excelsior College is responsible for considering requests for reasonable accommodations (exceptions for individual students with documented disabilities). If you are requesting an accommodation due to a disability, download and complete a Request for Accommodation form that can be accessed by visiting the Excelsior College website at www.excelsior.edu/disability-services.

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You will take the exam by computer, entering your answers using either the keyboard or the mouse. 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.

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. You may not take your own calculator, if the exam calls for it. One will be provided on the testing screen.

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 Honesty

Nondisclosure Statement

• All test takers must agree to the terms of the Excelsior College Academic Honesty 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 test taker agrees to the terms of the Academic Honesty Nondisclosure Statement, 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.

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.

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.

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