# TABLE OF CONTENTS

## PREFACE
- PURPOSE OF THIS MANUAL .................................................................................. 1
- AUDIENCE ............................................................................................................. 1

## INTRODUCTION TO SHRM’S ASSURANCE OF LEARNING® ASSESSMENT ........... 2
- PURPOSE AND FORMAT OF THE ASSESSMENT ................................................. 2
- BENEFITS TO STAKEHOLDERS ........................................................................ 3
  - Benefits to Students ..................................................................................... 3
  - Benefits to Employers .................................................................................. 3

## TEST ADMINISTRATION INFORMATION ................................................................. 4
- TEST WINDOWS .................................................................................................. 4
- REGISTRATION FEES, SCHOLARSHIPS, AND SPONSORSHIP .......................... 4
- ELIGIBILITY REQUIREMENTS ........................................................................... 4
- SCORE REPORTS ............................................................................................... 5
- VERIFICATION OF CERTIFICATE OF LEARNING ............................................. 5

## ASSESSMENT DEVELOPMENT ............................................................................... 6
- FAIRNESS ........................................................................................................... 6
- TEST DEVELOPMENT PROCESS .................................................................... 6
  - Development of Test and Content Specifications ......................................... 6
  - Item Writing .................................................................................................. 7
  - Test Form Building ...................................................................................... 7
  - Test Administration ..................................................................................... 8
  - Test Scoring .................................................................................................. 8
  - Score Reporting ........................................................................................... 8

## REFERENCES ...................................................................................................... 9

## APPENDIX A: ASSURANCE OF LEARNING SAMPLE ITEMS .......................... A-1
- SAMPLE ITEMS ............................................................................................... A-2
- ANSWER KEY AND RATIONALES FOR 20-ITEM SAMPLE TEST FORM .......... A-6
PREFACE

PURPOSE OF THIS MANUAL

The purpose of the Society for Human Resource Management (SHRM) Assurance of Learning® Assessment Employer’s Guide is to explain:

- The purpose of the assessment;
- The assessment guidelines for examinees, including information about eligibility and testing windows;
- How to identify students who have passed the assessment at Proficient or Advanced levels; and
- The steps taken to develop the assessment.

AUDIENCE

This manual was written for decision makers in HR departments who are interested in:

- Learning more about the assessment, including its purpose, how it was developed, and how it is scored, and
- Hiring high quality, entry-level HR employees in HR.
INTRODUCTION TO SHRM’S ASSURANCE OF LEARNING® ASSESSMENT

As the world’s largest association devoted to human resource management, the Society for Human Resource Management’s (SHRM) mission is to serve the professional development needs of HR professionals. In 2006, SHRM created its Academic Initiatives group to serve the following purposes:

- Raise the bar for HR education,
- Underscore HR as a discipline with minimum requirements for entry,
- Identify these minimum entry requirements,
- Revalidate the minimum entry requirements regularly, and
- Establish criteria for entry into the profession where none existed previously.

One important endeavor for SHRM’s Academic Initiatives group has been to develop the Assurance of Learning® assessment.

PURPOSE AND FORMAT OF THE ASSESSMENT

The assessment was designed to achieve the following objectives:

- Provide evidence that a student has acquired the knowledge required to join the HR field as an entry-level professional,
- Help HR students differentiate themselves from others in the job market, and
- Assist universities to meet their accrediting body’s assurance of learning requirements.

The assessment is comprised of 160 multiple-choice items, of which 70% are discrete items that test examinees’ HR knowledge and 30% are passage-related questions that test their ability to apply HR knowledge. Each item has four response options and one correct answer. The 160 questions are categorized into six overarching content categories covering 18 separate HR content sub-categories, detailed in Exhibit 1.

Exhibit 1. Assurance of Learning Content Categories and Sub-Categories

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Content Sub-Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee and Labor Relations</td>
<td>Labor relations</td>
</tr>
<tr>
<td></td>
<td>Negotiation skills</td>
</tr>
<tr>
<td>Employment Law</td>
<td>Employment law</td>
</tr>
<tr>
<td></td>
<td>Risk management</td>
</tr>
<tr>
<td>Strategy</td>
<td>Organizational strategy</td>
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<td>Leadership skills</td>
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<td>Managing diversity</td>
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<td>Mergers and acquisitions</td>
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<tr>
<td></td>
<td>Globalization</td>
</tr>
<tr>
<td>Compensation and Benefits</td>
<td>Compensation</td>
</tr>
<tr>
<td></td>
<td>Employee benefits</td>
</tr>
<tr>
<td>Training and Development</td>
<td>Career planning</td>
</tr>
<tr>
<td></td>
<td>Training and development</td>
</tr>
<tr>
<td>Workforce Planning</td>
<td>Workforce planning and talent management</td>
</tr>
<tr>
<td></td>
<td>Metrics and measurement</td>
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<tr>
<td></td>
<td>HR information systems</td>
</tr>
<tr>
<td></td>
<td>Performance management</td>
</tr>
<tr>
<td></td>
<td>Recruitment and staffing</td>
</tr>
</tbody>
</table>
BENEFITS TO STAKEHOLDERS

This knowledge-based assessment is a universal benchmark for graduating students who are completing an HR degree and who have little to no work experience in HR. It represents an important step along an HR professional’s career development path. It complements both formal classroom knowledge acquired through a degree program and experiential learning gained through internships. Consequently, taking the assessment provides an important opportunity for self-evaluation for newly graduated HR students and their HR educational programs. Those who successfully pass the test are awarded a Certificate of Learning, which validates their mastery of HR curriculum at a Proficient or Advanced Level. The assessment provides value to the field of HR by offering benefits to two stakeholder groups—students and employers.

Benefits to Students

The SHRM Assurance of Learning assessment provides students with a means to demonstrate to employers that they have acquired the necessary knowledge to be a successful HR professional. Students who pass the assessment at the Proficient level possess the *basic and essential* knowledge to perform HR responsibilities, and students who pass at the Advanced level possess *comprehensive and integrated* knowledge required to perform HR responsibilities. Achievement of the Proficient level provides students with an important advantage over other entry-level candidates who have not passed the assessment, and achievement of the Advanced level allows students to distinguish themselves even further.

The Certificate of Learning means confidence to me. This certificate is tangible proof of my capabilities. Instead of just saying I took classes in HR, this proves that I can apply my skills and learning to common situations.

— Kelsey Krauss, Colorado State University

The Certificate of Learning gives me an edge over other job seekers because it is proof that I am ready to enter the workforce and contribute to the success of any organization.

—I quickly got interviews with two different companies after listing the Assessment on my résumé. I really do believe that the Certificate of Learning gives me an edge over other job seekers because it is proof that I am ready to enter the workforce and contribute to the success of any organization.

—I would be highly impressed to see a candidate with this new credential. The Bachelor’s Degree is important, but the additional certificate tells me this person is serious about professional development and is motivated. And to me, SHRM is the gold standard in HR.

—I would be highly impressed to see a candidate with this new credential. The Bachelor’s Degree is important, but the additional certificate tells me this person is serious about professional development and is motivated. And to me, SHRM is the gold standard in HR.

— Andy Thiede, SPHR, Contract HR Manager at H.D. Segur

— Luke Dillon, University of Idaho

Benefits to Employers

The Assurance of Learning assessment benefits employers by providing them with valuable information about job candidates that can help inform hiring decisions. Organizations today recognize that hiring high-performing employees has a significant positive impact on organization-level outcomes. Because the assessment reflects the content that academics and practitioners in the HR field have identified as important for entry-level HR professionals, hiring an individual who has earned the Certificate of Learning can help ensure a job candidate has obtained the necessary knowledge required to
successfully perform in an entry-level HR position. The assessment serves as a reliable tool for informing high quality, entry-level HR hiring decisions.

**TEST ADMINISTRATION INFORMATION**

This section provides HR employers information about:

- The eligibility requirements for examinees,
- Testing administration information, and
- How to identify prospective entry-level employees that have passed the assessment.

**TEST WINDOWS**

Three 30-day test windows are open annually.

- March 15—April 15
- July 15—August 15
- October 15—November 15

Application periods for each testing window open the day after the previous testing window closes.

**REGISTRATION FEES, SCHOLARSHIPS, AND SPONSORSHIP**

The cost of taking the SHRM Assurance of Learning assessment is $150.00 for SHRM members and $225.00 for non-members. An additional fee of $99 applies for examinees taking the assessment at a Prometric site outside of the U.S. In an attempt to keep cost from being a barrier to taking the SHRM Assurance of Learning assessment, the SHRM Foundation awards six scholarships of $200 each annually. These scholarships are awarded on the basis of financial need. Additionally, at an employer’s discretion, an employer can sponsor either potential employees (e.g., employment conditional upon successful completion of the assessment) or current employees (e.g., an employee currently pursuing a degree in HR). For more information, or to apply for a scholarship, visit the SHRM Foundation online at: [http://www.shrm.org/about/foundation/scholarships/Pages/ags.asp.aspx](http://www.shrm.org/about/foundation/scholarships/Pages/ags.asp.aspx)

**ELIGIBILITY REQUIREMENTS**

The assessment was developed to give HR students and recent graduates the opportunity to provide evidence of their mastery of HR knowledge acquired through a bachelor’s or master’s degree curriculum. Consequently, the following eligibility requirements must be met.

- Students of undergraduate and graduate HR or HR-related programs at 4-year colleges and universities are eligible to take the exam as early as one year before graduation and up to one year after graduation.
- Non-traditional students entering the HR profession for the first time, even if they have work experience in a field other than HR, are eligible to take the exam beginning one year before graduation from an HR or HR-related degree program and ending one year after graduation.

Seasoned HR professionals with experience in HR are not eligible to take the SHRM Assurance of Learning assessment, even if they are a student in an HR or HR-related bachelor’s or master’s degree program. Instead, these students may be eligible to take the SHRM-Certified Professional or SHRM-Senior Certified Professional exams offered by SHRM.
SCORE REPORTS

Students receive one of two notices upon completing the exam: a pass notice or a notice indicating additional analysis is needed to determine the final result. Examinees receive official score reports via regular mail approximately eight weeks after the test window closes. A score report is a document that informs test takers of their performance on an assessment and aids in the understanding of the assessment’s scoring procedures and the meaning of the test taker’s score. The Assurance of Learning score report includes the notification of Advanced/Proficient/Fail, basic diagnostic information (i.e., content sub-categories that require further study to improve a failing score), and administrative information about the assessment (e.g., eligibility for retaking the assessment, point of contact if the test-taker has questions). Educational institutions receive a more detailed score report aggregated across students from their HR programs, and this report can be used to identify gaps in curriculum.

Upon successful completion of the SHRM Assurance of Learning assessment and receipt of the Certificate of Learning in the mail, students can begin communicating the achievement to employers. SHRM suggests students include the following language on their résumé to indicate achievement of the Certificate of Learning at either a Proficient Passing Level or an Advanced Passing Level.

- Certificate of Learning—Proficient, Assurance of Learning Assessment for Graduating HR Students, [Year Passed], Society for Human Resource Management (SHRM). Confirms that I possess the basic/essential knowledge required to perform HR responsibilities as defined by SHRM.
- Certificate of Learning—Advanced, Assurance of Learning Assessment for Graduating HR Students, [Year Passed], Society for Human Resource Management (SHRM). Confirms that I possess the comprehensive and integrated knowledge required to perform HR responsibilities as defined by SHRM.

VERIFICATION OF CERTIFICATE OF LEARNING

Employers may request confirmation from SHRM as to whether an applicant in HR passed the exam, but only by submitting a signed release from the examinee. These requests can be sent via e-mail to assessment@shrm.org along with an electronic copy of the signed release from the examinee attached.
ASSESSMENT DEVELOPMENT

The information contained in this section provides an overview of the efforts taken to ensure that the SHRM Assurance of Learning assessment meets standards of quality necessary to provide evidence that a student has acquired the knowledge required to join the HR field as an entry-level professional. Each step in the test development process was guided by theories based on decades of research in the field of test development (AERA, APA, NCME, 2014). Additionally, from its inception, the development of the assessment has been overseen by a Technical Advisory Committee (TAC) composed of highly regarded HR practitioners and faculty.

FAIRNESS

SHRM is committed to ensuring that the Assurance of Learning assessment and its items are fair across gender and ethnic subgroups. Test writers and statistical analysts are focused on avoiding controversial, stereotypical, offensive, and biased content and scoring at every point during the test development and administration.

TEST DEVELOPMENT PROCESS

The Assurance of Learning assessment was developed following a theoretically driven process as recommended in the assessment research literature (Clark & Watson, 1995; Cronbach & Meehl, 1995; Dawis, 1987; Loevinger, 1957). During the assessment development process, a rigorous systematic process was followed. The six phases of the process are presented below and described in more detail.

- Development of test and content specifications
- Item development
- Form development
- Test administration
- Test scoring
- Score reporting

Development of Test and Content Specifications

The initial stage of test and content specification development for the SHRM Assurance of Learning assessment was driven by a background review. This included a review of test specifications for comparable assessments and a survey of experts in the field of HR to get their perspectives on the features of the assessment that would be most critical to its success. Features explored via this background review included:

- Eligibility,
- Number of items,
- Administration,
- Scoring, and
- Content.

Content specifications were determined for the assessment in 2010 through a survey of faculty and practitioners in the field of HR. As a result of the 2010 content validation effort, all 18 Content Sub-Categories included on the survey were retained in the content outline of the assessment, and the ratings from survey participants were used in the weighting of content (i.e., number of items per Content Sub-Category) on each test form. These 18 Content Sub-Categories can be seen in Exhibit 1.
In 2016, SHRM will update the content outline with both additions and deletions of Content Standards and/or Content Sub-Categories depending on the results of a content revalidation study.

**Item Writing**

SHRM solicits volunteer item writers that are SHRM members in good standing and are considered to be highly experienced in the field of HR. Before writing items, volunteers participate in training during an item writing workshop. This training covers research-based best practices for writing multiple-choice items for certification-type tests such as the SHRM Assurance of Learning® assessment (Haladyna, 2004; Osterlind, 1998). Item writers are trained on how to draft appropriate question stems, response options (i.e., correct response and distractors), scenario-based items, and unbiased, sensitivity-free items. After the item writing workshop, items are subjected to an iterative editing process that includes multiple rounds of review by subject matter experts.

A set of 20 sample assessment items is provided in Appendix A.

**Test Form Building**

After going through external and internal reviews, each item goes through a final resolution by SHRM and AIR. This final sign-off indicates that the item is ready to be administered on operational forms. Form building is a structured process that flows directly from the test specifications from which the test blueprint is created. Each form consists of questions covering the assessment’s content outline. Exhibit 2 displays the breakdown of the content categories and sub-categories and current weighting of content on each form. Additionally, each test form is constructed with varying levels of item difficulty, and the overall difficulty per form is roughly equal.

**Exhibit 2. Content Category and Sub-Category Structure**

<table>
<thead>
<tr>
<th>Content Categories</th>
<th>Content Sub-Categories</th>
<th>Number of Items Per Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee and Labor Relations</td>
<td>Labor relations</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Negotiation skills</td>
<td></td>
</tr>
<tr>
<td>Employment Law</td>
<td>Employment law</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Risk management</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Organizational strategy</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Leadership skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mergers and acquisitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Globalization</td>
<td></td>
</tr>
<tr>
<td>Compensation and Benefits</td>
<td>Compensation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Career planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training and development</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Performance management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recruitment and staffing</td>
<td></td>
</tr>
<tr>
<td>Workforce Planning</td>
<td>Workforce planning and talent management</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Metrics and measurement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HR information systems</td>
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<tr>
<td></td>
<td>Performance management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recruitment and staffing</td>
<td></td>
</tr>
</tbody>
</table>
After very intentional and strategic development, approved forms are added to the rotation of test forms to be administered. Forms are assigned to students on a random basis so that the number of students is equalized across all forms during an administration window.

**Test Administration**

According to McCallin (2006), it is critical to plan for and conduct standardized administrations to increase the validity of test score interpretations and uses. Standardization is “when directions, testing conditions, and scoring follow the same detailed procedures for all test takers” (AERA, APA, & NCME, 2014, p. 111). The SHRM Assurance of Learning assessment is administered by Prometric™ which implements a thorough, standardized process with detailed instructions prior to and during the test administration.

**Test Scoring**

To ensure that the SHRM Assurance of Learning assessment is achieving its main objective (i.e., providing evidence that a student has acquired the knowledge required to perform as an entry-level HR professional) and is psychometrically fair across all students, it is critical to set valid standards (i.e., cut scores) and evaluate the psychometric properties of the test on an ongoing basis. Standard setting is the process for determining the degree of performance (i.e., cut score) required of a test taker on an assessment to achieve a defined level of proficiency. This involves working with subject matter experts (SMEs), who best understand the test-taking population and the content to define knowledge-based expectations for proficiency and set a cut score based on these expectations.

Items administered undergo systematic quantitative and qualitative reviews, during which they are evaluated according to predetermined statistical criteria and decisions are made regarding scoring and inclusion on future forms. To maintain the same passing standards across administrations in different years, as well as to control for test difficulty across forms, AIR performs equating analyses.

**Score Reporting**

In order to ensure accurate scoring decisions are reported, we must have complete confidence in the assessment data on which analysis is performed. As such, rigorous QC processes are in place to ensure that the raw student data are thoroughly tested for accuracy and the data analysis processes are thorough and precise.
REFERENCES


APPENDIX A: ASSURANCE OF LEARNING SAMPLE ITEMS

This sample test form is designed to be a realistic preview of what students can expect when they take the SHRM Assurance of Learning assessment.

These 20 questions represent a subset of a complete, 160-item assessment. A full sample form can be found in the 2015 SHRM Assurance of Learning Study Guide. These items are written by the same item writers who created the operational test forms that appear on the SHRM Assurance of Learning assessment, using the same sources noted in Section 5 of the Study Guide.

The eighteen (18) HR content sub-categories covered on the exam, and available on SHRM’s assessment web site (http://www.shrm.org/assessment), are arranged for the purposes of the exam into six overarching content categories. The content categories appear in the following order on the exam and on this sample exam.

- Employee and Labor Relations
- Employment Law
- Strategy
- Compensation and Benefits
- Training and Development
- Workforce Planning

In the Study Guide, SHRM advises students to time themselves in order to gauge pacing while progressing through the exam. For example, a student may wish to time how long it takes to complete a group of 40 questions to determine if he/she is on track to complete 160 questions within the maximum 3.5-hour testing window allotted to each examinee to complete the exam.

Additionally, students are given the following conditions that apply to all practice and operational assessments.

The items on this sample test form and on all operational test forms are in order by content category. Before beginning, please review the test-taking tips in Section 3 as well as the underlying assumptions that govern all questions on this exam.

Unless otherwise noted in the test item stem (question) or scenario, the following assumptions apply to the SHRM Assurance of Learning assessment.

- 8-hour work day; 40-hour, Monday through Friday work week; 2,080 work hours per year, unless stated otherwise.
- Business is conducted in the United States, and U.S. federal law applies.
- Scenarios may contain more information than needed to answer questions.
- Organizations are large enough so that all employment laws apply.

For passages or scenarios that accompany a specific number of related questions, a note is included to indicate how many questions are based on a specific passage. Additionally, an end note is included to prompt you at the end of that passage. In this sample test, and in the operational test forms, this note appears as follows:

End of passage-related questions.
The answer key (correct answer) for each item, along with the accompanying rationale—explaining why the correct answer is the only correct answer to the question—appears in Appendix A of this Study Guide.

There are four (4) response options for each item. In this Study Guide, some response options appear on the page following the question.

Remember to pace yourself as you work through the sample exam.

The answer key (correct answer) for each item along with the accompanying rationale—explaining why the correct answer is the only correct answer to the question—appears immediately following the end of the Sample Question Set.

**SAMPLE ITEMS**

1. During a grievance proceeding, what group must the union represent both equally and fairly?
   A. Only union members who pay dues
   B. All company employees
   C. Regular, full-time employees
   D. All members of the bargaining unit

2. What describes distributive bargaining in the labor-management process?
   A. Union members vote on the proposed contract
   B. The parties bargain over how the economic pie should be divided between them
   C. Both parties seek mutually beneficial solutions
   D. The parties posture during negotiations

THE FOLLOWING TEXT GOES WITH THE NEXT 2 QUESTIONS.

An applicant applied for a job as a Field Engineer at a large environmental organization with over 2600 employees. The job requires a bachelor’s of science (BS) in Engineering and three years of experience. The selection process includes a background check, knowledge test, and a structured interview. The applicant did not get hired and believes that the organization demonstrated discrimination in its hiring practices.

You work for the organization and conduct an investigation after receiving the applicant’s complaint. You discover that in order to increase the diversity of the employees, the organization decided to adjust the overall selection scores based on the race of applicants to equalize the overall selection rate at 45%.

3. What would you advise this organization to do regarding implementing the plan to equalize the overall selection rate to 45% based on race?
   A. Adjust the scores based on gender and race only
   B. Only adjust scores that are related to groups that have filed discrimination complaints
   C. Do not adjust scores because it is illegal under the Civil Rights Act of 1991
   D. Do not adjust scores because it will make the selection system invalid
4. The organization asserts that the knowledge test for the Field Engineer position includes items about the actual work done on the job. What type of validity does the knowledge test demonstrate?
   A. Content validity
   B. Criterion-related validity
   C. Construct validity
   D. Face validity

END OF PASSAGE RELATED QUESTIONS.

5. What characteristics define a high performance work culture within an organization?
   A. Employees are encouraged to maximize knowledge, skill, commitment, and flexibility
   B. Employees are compensated only on their productivity
   C. Employees work as a team to meet productivity goals
   D. Employees are rewarded for ideas to improve organizational productivity

6. What elements constitute an organization’s culture?
   A. Values, goals, and objectives
   B. Managers, supervisors, and employees
   C. Values, beliefs, and attitudes of employees
   D. Stories, history, and orientation

7. What are characteristics of authentic leaders?
   A. Reactive to problems, operationally excellent, advocates for employees
   B. Directive, delegates well, promotes the right people through fair processes
   C. Strong business acumen combined with expert knowledge of the work performed
   D. High values and principles, honest, transparent, aware of own thoughts and behavior

8. What term describes the importance of managing potential difficulty introduced by bringing together individuals from diverse backgrounds and cultures in the workplace?
   A. Diversity sensitivity
   B. Acculturation
   C. Stagnation
   D. Diversity outcomes

9. What is the most important element in successful diversity programs?
   A. Wide variety of diversity services
   B. Employees’ participation and engagement in diversity initiatives
   C. Diversity program funding
   D. Strong leadership support
10. How do pay grades help in the compensation program design?
   A. Grouping similar jobs to simplify pricing jobs
   B. Placing a dollar value on a job's worth
   C. Slotting positions into a job hierarchy
   D. Determining the bonus structure for a job

11. Which employee type is always considered non-exempt for the purposes of calculating overtime?
   A. An administrator
   B. A senior statistician
   C. A tradesperson
   D. An outside salesperson

12. The CEO of a large organization has asked the HR Director to cut benefits as a cost-saving measure. What benefit could the organization cut?
   A. Long-term disability insurance
   B. Unemployment insurance
   C. Workers' compensation
   D. FMLA benefits

13. What federal law was established to regulate discretionary benefit programs?
   A. COBRA
   B. ERISA
   C. NLRA
   D. FLSA

14. Applying for a position that will build new skills, enrolling in job-relevant courses, and setting appointments for informational interviews are examples of which step in the career management process?
   A. Self-assessment
   B. Goal setting
   C. Action planning
   D. Reality check

15. Which training evaluation design provides greater confidence that learning occurred as the result of training?
   A. Pre-test, post-test
   B. Pre-test, post-test, with a second post-test several weeks after training
   C. Post-test compared to post-tests of other groups of trainees
   D. Pre-test, post-test, with a control group
16. What term refers to the anxiety, depression, and guilt experienced by some employees who retain their jobs during layoffs or downsizing?
   A. Procedural discrimination
   B. Negative security
   C. Disengagement
   D. Survivor syndrome

17. What is the first step to ensuring HR supply and demand forecasts are based on the KSAs needed to accomplish organizational objectives?
   A. Perform environmental scanning
   B. Develop a mission statement
   C. Review job analyses for accuracy
   D. Develop a succession plan

18. What is an important use of individual developmental feedback?
   A. Informs termination decisions
   B. Identifies individual training needs
   C. Identifies organizational short and long term goals
   D. Provides onboarding updates

19. What company would be inclined to use temporary workers?
   A. A company where the greatest work load occurs May through September each year
   B. A company that is recruiting diverse workers
   C. A company where employee referrals are preferred
   D. A company that can’t afford to pay its full-time employees benefits

20. Which type of interview question requires applicants to give specific examples of how they handled situations in previous jobs?
   A. Behavioral question
   B. Close-ended question
   C. Open-ended question
   D. Unstructured question

End of 20-question sample test form.
## ANSWER KEY AND RATIONALES FOR 20-ITEM SAMPLE TEST FORM

This section provides the answer key (correct answer) and accompanying rationale for the answers that match the exam questions in the 20-item Sample Exam in this Employer’s Guide.

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>Under the duty of fair representation, all bargaining unit members have representation rights in the grievance process. Option A does not include all members of the bargaining unit, while options B and C include employees who may not be members of the bargaining unit.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Option B is the textbook definition of distributive bargaining. Option A defines contract ratification, which is not a collective bargaining technique. Option C is the textbook definition of integrative bargaining, not distributive bargaining. Option D, posturing, occurs in every type of labor negotiations scenario and is not unique to distributive bargaining.</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Race norming is illegal under Section 106 of the Civil Rights Act of 1991. &quot;It shall be an unlawful employment practice for a respondent, in connection with the selection or referral of applicants or candidates for employment or promotion, to adjust the scores of, use different cutoff scores for, or otherwise alter the results of employment related tests on the basis of race, color, religion, sex or national origin.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>Content validity (Option A) is defined as the degree to which a test or other assessment instrument used during the selection process measures the skills, knowledge, and abilities or other related job qualifications. Criterion-related validity (Option B) is defined as the degree to which a measure can accurately predict specific criterion variables; two types of criterion-related validity are concurrent validity and predictive validity. Construct validity (Option C) is defined as the extent to which a test or other assessment instrument measures a particular trait. Face validity (Option D) is defined as making a decision regarding the appropriateness of a test or other assessment instrument based on appearance rather than objective criteria.</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>A high performance culture or work system (HPWS) indicates that employees maximize their contributions to the overall success of the organization by leveraging KSAs, commitment, and flexibility (definition of HPWS). Option B addresses individual pay outcome for increasing individual productivity. Option C is a component of a performance culture but excludes the impact of individual contributions to productivity. Option D discusses individual rewards for organization-wide productivity.</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td>Option C is the classic definition of organizational culture. Option A includes elements (goals and objectives) that don’t define culture, but rather what work is done and how that work will be done. Items listed in Option B are all groups of people who work for the organization, not elements that contribute to its culture. Option D includes elements of an organizational belief system, but is an incomplete definition of culture.</td>
</tr>
<tr>
<td>Item</td>
<td>Key</td>
<td>Rationale</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td>7</td>
<td>D</td>
<td>Option D includes characteristics that are listed in the textbook definition of authentic leadership. Options A, B, and C define parts of other leadership theories or approaches. Some are combinations of characteristics of several leadership theories of approaches including trait approach, skills approach, and style approach.</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>Diversity sensitivity (Option A) is the term described in the stem. It addresses the inherent conflicts that arise when bringing together individuals with different backgrounds and belief systems. The assumption is that improving collaboration and understanding will improve productivity. By actively embracing the components of diversity, including culture, gender, age, race, religion, disability and national origin, an organization recognizes that valuing diversity is essential to doing business with a diverse workforce.</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>Making the business case for diversity, putting metrics in place to measure benchmarks toward success, and achieving buy-in and strong support from top leadership are imperative to the success of any diversity program. However, a critical (and first) step in any diversity effort is to secure support from top management (Option D). Funding, variety of services, and employee participation are all outcomes, but in the hierarchy of elements that define a successful diversity program, strong leadership support is key and should be the first step in creating a diversity program.</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>The primary purpose of pay grades is to group similar jobs together to ease the process of determining pay for comparable positions (Option A). The other options are addressed later in compensation program design. Option B refers to job pricing, Option C refers to organizational structure of the compensation program design. Option D focuses on bonuses and will in part be determined by the compensation equity philosophy.</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td>Under the Fair Labor Standards Act of 1938, as amended (FLSA), tradespeople (Option C) have been determined to be non-exempt, whereas the other employee types have not. Exempt employees include executives, administrative personnel (including positions like a senior statistician [Option B]), and professional or outside salespersons.</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>Options B, C, and D are mandated by state or federal law. Option A is the only benefit the organization would be able to cut.</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td>ERISA regulates non-mandatory benefit plans offered by private employers; COBRA regulates continued health care coverage for employees and dependents under certain circumstances. NLRA is a Labor Relations law, not a benefits law. FLSA governs minimum wage, child labor laws and the like; it is also not a benefits law.</td>
</tr>
<tr>
<td>14</td>
<td>C</td>
<td>Action planning (Option C) is a stage involving a full range of active behaviors. The other three options are not defined by the concepts presented in the question.</td>
</tr>
<tr>
<td>15</td>
<td>D</td>
<td>Options A, B and C all include a pre- and post-test, but only the addition of a control group (Option D) improves the effectiveness of the measurement.</td>
</tr>
<tr>
<td>16</td>
<td>D</td>
<td>Those who survive a layoff or downsizing often experience difficult emotions, termed “survivor syndrome” (Option D). Procedural discrimination (Option A) and negative security (Option B) are not related to downsizing. Disengagement (Option C) involves a lack of engagement in a job or organization.</td>
</tr>
<tr>
<td>Item</td>
<td>Key</td>
<td>Rationale</td>
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<td>------</td>
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<tr>
<td>17</td>
<td>C</td>
<td>A job analysis (Option C) is a systematic means to determine the duties and tasks of a job, and the requisite knowledge, skills, and abilities (KSAs) necessary to perform them. Options A, B and D are completely unrelated to the first step of HR supply and demand forecasts, but refer instead to parts of business management processes. While a succession plan (Option D) is important, developing one is not the first step in the process.</td>
</tr>
<tr>
<td>18</td>
<td>B</td>
<td>Developmental feedback is used to identify weaknesses and make decisions about developmental opportunities, such as for training (Option B). Developmental feedback would not be used for termination purposes (Option A). Option C is incorrect because it is related to the company, not the individual. Option D is unrelated to individual developmental feedback.</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td>One reason for the use of temporary workers is that they provide flexible staffing during peak seasonal periods. Option B is not correct, because a focus on diversity staffing would aim to hire permanent employees, rather than temporary workers. Employee referrals (Option C) are unrelated to the use of temporary workers. Option D is incorrect, because it is not legal to employ temps full-time without giving them benefits mandated by statute.</td>
</tr>
<tr>
<td>20</td>
<td>A</td>
<td>A behavioral question (Option A) focuses on the individual’s behavior in previous job situations. Close-ended (Option B), open-ended (Option C), or unstructured questions (Option D) may ask general questions about previous jobs or about other things such as qualifications or work preferences but may not require the person interviewing for the job to give specific examples of how they handled situations in previous jobs.</td>
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</tbody>
</table>