

EXAM SUMMARY

ADVANCED TOPICS – HUMAN RESOURCE MANAGEMENT

Undergraduate and Graduate Academic Degree Levels



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Written & Delivered By:



PEREGRINE

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EXAM SUMMARY

Introduction

Peregrine Academic Services, the higher education division of Peregrine Global Services, provides assessment services for performing direct assessment of learning outcomes for several academic disciplines. The online exams are used to evaluate retained student knowledge in relation to the academic program's learning outcomes.

This document outlines the **Advanced Human Resource Management (HRM)** topics which may be used to complement the Business Administration comprehensive exam for students in HRM-related programs. These advanced topics may be used for both undergraduate and graduate students.

These advanced HRM topics are designed for use by U.S.-based schools and programs.

Validity and Reliability

Peregrine Academic Services places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. A summary of these approaches is provided at the end of this document. For additional information regarding the reliability process, please refer to the following peer-reviewed article:

Oedekoven, O. O., Napolitano, M., Lemmon, J., & Zaiontz, C. (2019). Determining test bank reliability. *Transnational Journal of Business*, 4(Summer), 63-74.

Testing Process

The exams include 10 questions for each exam topic. Each exam is unique as questions are selected at random from the test bank of over 200 questions per topic. Institutions select the topics to be included in the exam to align with the learning outcomes and program curriculum.

Available Exam Topics

The specific topics for this assessment service that are available for use with a customized assessment are:

1. Advanced Human Resource Management I
2. Advanced Human Resource Management II
3. Advanced Human Resource Management III
4. Advanced Human Resource Management IV
5. Advanced Human Resource Management V

Subjects and Example Questions

The following pages include the specific subjects included with the topics along with example questions for the topic. These specific questions have been inactivated within the test bank and are shown in this document only to illustrate the types of questions that are presented to learners.

Test bank questions are written and proofed by terminally degreed, subject matter experts from accredited institutions who have teaching experience with the specific discipline. The criteria for a test bank question include:

- Test questions may be questions or (incomplete) statements.
- All multiple-choice format with 4 possible responses and only one correct response.
- All responses must be plausible and not misleading.
- “All of the Above” (or similar) or “None of the Above” or “A & C” responses are not used.
- All incorrect responses are assigned Response Distractors:

<u>Response Distractor</u>	<u>Student’s response indicates they...</u>
<i>Fact-based error</i>	...do not know the fact(s).
<i>Concept-based error</i>	...misunderstood the concept.
<i>Conclusion-base error</i>	...reached an incorrect conclusion.
<i>Interpretation-based error</i>	...incorrectly interpreted the question.
<i>Calculation-based error</i>	...made an error with a math-related calculation.

Advanced Human Resource Management I

Subjects

- **Appraising and Improving Performance** (Questions related to employee performance evaluations, and conducting appraisal interviews)
- **Developing a Competitive Workforce** (Questions related to training climates, employee training versus employee development, and cultural awareness)
- **Employee Development** (Questions related to career patterns, understanding the developmental needs of employees, and career management)
- **Employee Training** (Questions related to employee goals, benefits of employee orientations, developing a training environment, and understanding learning curves)
- **Performance Management and Appraisal** (Questions related to measuring individual performance, developing performance appraisal systems, and employee/supervisor relationships)

Example Questions

A new process often used by companies to make sure managers are rating employees consistently is called _____.

- A. Cross-referencing
- B. Authentication
- C. Mentoring
- D. Calibration

Correct Response: D

Which of the following is NOT true of appraisal feedback?

- A. Employees need to have a clear understanding of how they stand in the eyes of the organization.
- B. Managers often resist the appraisal process.
- C. The sole purpose of the appraisal interview is to tell the employee, "Here is how you rate and why."
- D. Employees may see the appraisal process as a threat.

Correct Response: C

Advanced Human Resource Management II

Subjects:

- **Conducting Performance Management** (Questions related to advantages of behaviorally anchored rating scores, management by objectives, understanding stereotyping, using results-based formats, and behavioral observation scales)
- **Employee Selection** (Questions related to involving employees in the selection process, the process for measuring employee's appropriateness, synthesizing information from applicant-job matching process, understanding discrimination issues, and employee competencies)
- **Employee Separation and Retention** (Questions related to the stages of alternative dispute resolution, understanding job withdrawal, employee frame of reference, and the impact of negative affectivity)
- **Job Analysis, Employee Involvement, and Flexible Work Schedules** (Questions related to gathering employee involvement, employee feedback, job analysis, and psychological states of employees)
- **Recruitment Careers** (Questions related to specific job descriptions, career plateaus, determining promotions, career development programs, and types of recruitment)
- **Staffing** (Questions related to pre-employment screenings, the importance of job analysis, the activities involved in the staffing process, job fairs, and advantages to various hiring methods)
- **Using Job Analysis and Competency Modeling** (Questions related to modern work environments, ergonomic analysis, comprehensive job analysis, and behavioral inventories)

Example Questions:

Some experts argue that organizations undergoing rapid change should evaluate an employee's adaptive performance. Which of the following is NOT an aspect of adaptive performance?

- A. dealing with uncertainty
- B. handling work stress
- C. solving problems creatively
- D. attending to detail

Correct Response: D

Leon has applied for a mechanic's job at a trucking company. As part of the selection process, he was given three hours to repair a truck's engine that was running unevenly using parts available at the plant. The trucking company gave Leon a(n) _____ test.

- A. knowledge

- B. interest and preference
- C. work simulation
- D. unstructured

Correct Response: C

Advanced Human Resource Management III

Subjects:

- **Employee Benefits** (Questions related to employee benefit plans, retirement benefit levels, unemployment benefits, and the nature and value of employee benefits)
- **Pay Structure Decisions** (Questions related to the types of pay structures, the Fair Labor Standards Act, and measuring pay equity)
- **Providing Benefits and Services** (Questions related to laws requiring employers to provide services and benefits to employees, unemployment services benefits, and retirement benefits)
- **Recognizing Employee Contributions with Pay** (Questions related to dimensions of pay strategies, incentive pay programs, and rewarding productive behavior)
- **Total Compensation Approaches** (Questions related to cost of living, the Fair Labor Standards Act, the Equal Pay Act, pay grades, and types of pay systems)
- **Using Performance-Based Pay to Achieve Strategic Objectives** (Questions related to the evaluation of merit raises, stock option plans, and performance-based pay)
- **Variable Pay and Benefits** (Questions related to the funding of social security benefits, pay-for-performance plans, variable pay plans, the Health Insurance Portability and Accountability Act, and workers compensation)

Example Questions:

Which of the following is a factor used to determine retirement benefit levels of employees under a defined benefit retirement plan?

- A. Income level
- B. Number of dependents
- C. Number of promotions during the service
- D. Age

Correct Response: D

Under _____ payments are based on a measure of organization performance and the payments do not become part of the base salary.

- A. fixed pay systems
- B. merit pay programs
- C. profit sharing programs
- D. individual incentives

Correct Response: C

Advanced Human Resource Management IV

Subjects:

- **Diversity Training** (Questions related to the Family Medical Leave Act, the goals of diversity training, Title VII, the Age Discrimination in Employment Act, sexual harassment, and quid pro quo)
- **Ensuring Fair Treatment and Legal Compliance** (Questions related to termination of employees, organizational codes of ethics, the prevention of harassment, and grievance procedures)
- **Equal Employment Opportunity** (Questions related to fair employment practice laws, the Glass Ceiling Act, reverse discrimination, the Equal Employment Opportunity Commission, and forms of discrimination)
- **Promoting Workplace Safety and Health**
- **Risk Management and Employee Relations** (Questions related to OSHA's Hazard Communication Standard, material safety data sheets, and preventing work-related injuries and accidents)

Example Questions:

A large commercial cleaning service in the Southwest requires all Hispanic applicants for supervisory positions to have a high school diploma from a U.S. high school, rather than a school in another country, such as Mexico. This is an example of _____.

- A. disparate treatment
- B. a bona fide occupational requirement
- C. disparate impact
- D. a business necessity

Correct Response: A

According to the Uniform Guidelines, a rule of thumb that identifies selection practices that favor a disproportionate number of non-protected class members is the _____.

- A. two-thirds rule
- B. acid-test rule
- C. ration rule
- D. four-fifths rule

Correct Response: D

Advanced Human Resource Management V

Subjects:

- **Collective Bargaining** (Questions related to labor relations, regulation of union actions, labor- management negotiation, employee strikes, and the National Law Relations Board)
- **High-Performance Work Systems** (Questions related to using high performance work systems, encouraging collaboration and teamwork, and implementing high-performance work systems)
- **HR Planning for Alignment and Change** (Questions related to the resistance of change, planning organizational changes, and the responsibility of employees in Human Resources planning and strategic change)
- **International Human Resources Management** (Questions related to assigning and accepting international assignments, challenges of foreign assignments, expatriate managers, and international business)
- **Managing Human Resources Globally** (Questions related to roles of expatriate managers, cultural differences experienced working abroad, and collective cultures)
- **Strategically Managing the HRM Function** (Questions related to the total quality management philosophy, the human resource strategy, and improving the human resources structure)
- **Understanding Unionization** (Questions related to the union certification process, functions of the National Labor Relations Board, and contract negotiations)

Example Questions:

When compared to traditional labor relations, transformational labor relations lead to _____.

- lower productivity
- lower employee participation
- lower organizational effectiveness
- lower costs

Correct Response: D

_____ are payments designed to offset the differences in expenditures on day-to-day necessities between the host country and the parent country.

- Performance incentives
- Cost-of-living allowances
- Tax equalization allowances
- Base salary components

Correct Response: B

Assessment Service Validity and Reliability

The programmatic assessment services provided by Peregrine Academic Services, the higher education division of Peregrine Global Services, are used to assess retained knowledge of students at various academic degree levels. Schools deploy these services to evaluate the effectiveness of their academic programs, identify areas for improvement, and demonstrate program outcomes to external stakeholders.

Peregrine places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. The following outlines the approaches used to ensure ongoing validity and reliability.

Validity refers to the extent to which the test banks and the services measure the phenomena under consideration.

Reliability refers to the extent to which the exam results are repeatable and therefore data sets can be compared over time.

Design Features that Impact Validity and Reliability

The following features apply to all assessment services.

- Exam scoring is 100% objective using automated marking.
- Each exam viewed by a student is unique using a random selection of questions from the test bank in random topic order.
- Each exam has timed response periods for questions. When the user navigates away from the exam screen, the screen fades, a message appears informing the user that he/she has left the exam window and the questions are timed.
- Students are unable to copy/paste from the exam window.
- Abandoned exams are excluded from summary reports.

Ensuring Ongoing Validity and Reliability

Validity

To ensure test bank validity, the following measures were adopted when the initial test banks were created. The same principles are used with subsequent changes to the test banks.

- The specific accreditation or certification requirements related to learning outcomes evaluation were used to determine the topics and subjects for the test banks.

- Current teachings for each topic were considered regarding the foundational level of each test bank.
- Exam questions were written and reviewed by academic professionals within each discipline. Similar subject matter experts are used with subsequent editing and for new questions.
- Each topic has questions designated for 4-8 subjects per topic to help ensure appropriate breadth of coverage and allow for specific learning outcomes measurement.
- Exam responses are either correct or incorrect, with only one possible right choice. Scores are determined by summarizing the percent correct: per subject, per topic, and by total score.

Reliability

Peregrine contracted with external experts to design a comprehensive and statistically sound approach to measuring assessment service reliability. A *Reliability Report* is generated for each assessment service for its scheduled periodic review. The report generates data for several reliability metrics and the data for each are compared with acceptability criteria to determine which test questions should be modified or replaced.

Subject matter experts in the field are then contracted to modify/replace the targeted questions. Hence, the assessment service is regularly reviewed and improved to ensure ongoing reliability.

Reliability is determined by measuring *Item Difficulty*, *Item Discrimination*, and *Question Interchangeability*.

Item Difficulty refers to the percentage of students who answer questions correctly. Data are generated by topic and for each question. The target Item Difficulty is 60 percent correct with an acceptable range of 35–80 percent.

Item Discrimination refers to how well a question distinguishes between those students with more knowledge (higher overall exam scores) from those with less knowledge. Two measures are used: *Discrimination Index* and *Point-Biserial Correlation*.

For a given question, the Discrimination Index compares the scores of students with high overall test scores with students with low overall test scores. The scale is -1 to +1, with higher values indicating that a given question better distinguishes between high and low performing students. A value of ≥ 0.20 is considered acceptable. Point-Biserial Correlation is equal to Pearson's Correlation Coefficient between the scores on the

entire exam and the scores on a specific question. A score of ≥ 0.10 is considered acceptable. When assessing the quality of questions, both the Discrimination Index and the Point-Biserial Correlation Coefficient are reviewed.

Question Interchangeability refers to the ability to substitute a question in the test bank with another without significantly affecting the total score that an individual would receive on the exam. This is determined using Cohen's Effect Size d calculated based on a two-tailed t -test comparing the total score for all students who had that question in their exam versus the total score of the students who did not have that question in their exam. The scale is 0 - 1.0, and a score of < 0.20 is considered acceptable.