SHRM Assurance of Learning® Assessment
Technical Manual
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PREFACE

PURPOSE OF THIS MANUAL

The purpose of the SHRM Assurance of Learning® Assessment Technical Manual is to present:

- The purpose and benefits of SHRM Assurance of Learning Assessment,
- The test guidelines for students and HR faculty,
- The steps taken to develop the assessment,
- The statistical processes supporting the psychometric quality of the assessment,
- The score reporting process, and
- The quality control process.

AUDIENCE

This manual was written for educators and decision makers in HR and HR-related education institutions who are interested in learning about the aforementioned topics.
CHAPTER 1: PURPOSE AND BENEFITS OF THE ASSURANCE OF LEARNING ASSESSMENT

OVERVIEW

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

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

As a broader part of SHRM’s Academic Initiatives group, SHRM decided to create the new Assurance of Learning 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 questions, about 30% of which are scenario-related questions to test the examinee's ability to apply HR knowledge. The 160 questions are categorized into six overarching content categories covering 18 separate HR sub-content categories, detailed below in Exhibit 1.

Exhibit 1. Six Content Categories with 18 Separate HR Sub-Content Categories

<table>
<thead>
<tr>
<th>Training and Development</th>
<th>Workforce Planning</th>
<th>Strategy</th>
<th>Compensation</th>
<th>Employment Law</th>
<th>Employee and Labor Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career Planning</td>
<td>• Workforce Planning and Talent Management</td>
<td>• Organization al Strategy</td>
<td>• Compensation</td>
<td>• Employment Law</td>
<td>• Employee and Labor Relations</td>
</tr>
<tr>
<td>• Training and Development</td>
<td>• Metrics and Measurement</td>
<td>• Leadership Skills</td>
<td>• Employee Benefits</td>
<td>• Risk Management</td>
<td>• Negotiation Skills</td>
</tr>
<tr>
<td></td>
<td>• HR Information Systems</td>
<td>• Managing Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Performance Management</td>
<td>• Mergers and Acquisitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Staffing: Recruitment and Selection</td>
<td>• Globalization</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This knowledge-based assessment is the new universal benchmark for graduating HR 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. The assessment provides value to the field of HR by offering benefits to two stakeholder groups—students and employers.

BENEFITS OF THE ASSESSMENT TO STUDENTS, HR PROGRAMS, AND EMPLOYERS

The SHRM Assurance of Learning Assessment benefits HR students because it provides a mechanism to demonstrate to employers that these HR students have acquired the minimum knowledge required to be a successful HR professional. In this way, it can provide HR students an important advantage over other entry-level candidates who have not passed the assessment. In other words, it provides HR students with an additional step to demonstrate that their degree, complemented by the Certificate of Learning achievement, has adequately prepared them for a career in HR. As the assessment continues to gain recognition among HR professionals and employers, the benefits will continue to grow. SHRM has received feedback from students and employers that supports these benefits.

I quickly got interviews with two different companies after listing the assessment on my resume. 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 begin to enter the workforce and contribute to the success of any organization.

– Luke Dillon, University of Idaho
STUDENTS

The Assurance of Learning Assessment benefits students by demonstrating to employers that a student has acquired the minimum knowledge required to be a successful HR professional. Consequently, this gives recent graduates an important advantage over other entry-level candidates by showing the student has obtained the Certificate of Learning upon passing this knowledge-based exam. As the assessment continues to gain recognition amongst HR professionals, the benefits conferred onto students will also continue to grow. Ultimately, the assessment will serve as the benchmark for newly graduated students entering the field of HR.

HR PROGRAMS

The Assurance of Learning Assessment also offers benefits to universities’ HR programs by providing them with a comprehensive, knowledge-based assessment that can be used in several ways. First, HR programs may choose to adopt the assessment as their capstone exam upon which matriculation decisions are made. This has been a popular use of the assessment in recent years, as it gives HR programs a streamlined method of ensuring their students have acquired the full body of HR knowledge. Using the assessment in this manner ensures that they only release the best and brightest HR students into the workforce, in turn boosting the HR program’s reputation of producing high-quality entry-level workers. Second, the assessment helps HR programs meet their accrediting body's curriculum requirements as it shows the HR degree program teaches what it states it will teach. Third, the assessment serves as a tool for measuring not only the success of the students, but also the success of the program. Having students take the assessment can serve as a quality measure for the HR programs faculty and staff. After each administration, a university HR program can be provided with a high-level...
summary of the results for their students. This data can be used to inform any of the above noted decisions. Particularly with regard to curriculum-related decisions, assessment results show two things: HR content categories where students have a clear command of the topic and HR content categories where additional study may be required to master the topic.

EMPLOYERS

The assessment provides employers with various benefits. Organizations today recognize that hiring quality employees has a significant impact on organization-level outcomes. Thus by ensuring students have obtained the necessary knowledge required for a successful career in HR, the Assurance of Learning assessment serves as a reliable tool for informing quality entry-level HR hire decisions. It accomplishes this by allowing students to take an additional step to ensure that their degree, complemented by the Certificate of Learning achievement, adequately prepares them for a career in HR.

Ultimately, the assessment reflects what academics and practitioners in the HR field believe to be important for new HR professionals. The knowledge measured by the assessment is informed by the content standards in this field. This combination of knowledge ensures that HR programs and employers all across the country have the unique opportunity to ensure that their graduates and job candidates are meeting the expectations of the program and profession. Moreover, test scores can be compared across programs and candidates. Scores are on the same scale and can be contrasted, so that when it does not violate individual test-taker privacy, comparisons can be made.

As a broader part of SHRM’s Academic Initiatives group, the assessment 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.
CHAPTER 2: TEST GUIDELINES FOR STUDENTS AND HR FACULTY

OVERVIEW

This chapter provides students and HR faculty guidelines on who should consider taking the Assurance of Learning assessment and at what point in their education path they should do so. In addition, practical information is provided to direct test takers and faculty through the process of registration and studying for the test.

ELIGIBILITY REQUIREMENTS

The assessment was developed to give newly graduating students the opportunity to provide evidence of their mastery of HR knowledge acquired through a bachelor’s or master’s degree curriculum. Consequently, the eligibility requirements are as follows:

- Undergraduate and graduate students in HR or HR-related degree programs are eligible to take the exam beginning one year before graduation and ending one year after graduation.
- If you are a non-traditional student entering the HR profession for the first time even though you have work experience in a field other than HR, the SHRM Assurance of Learning Assessment is the exam you should take.

Any applicant who meets the eligibility requirements will be given a unique registrant identifier and information about selecting a Prometric Test Center. This information will come to the examinee by e-mail in the form of an Authorization to Test (ATT) letter. The Authorization to Test (ATT) letter establishes the examinee’s eligibility to take the exam and is required to select a test site.

TEST REGISTRATION AND ADDITIONAL INFORMATION

The registration website requires the applicant to provide information on a variety of areas, including but not limited to the degree program sought, the university the student attends, the number of HR-specific courses in the major area of study or concentration and the content areas studied in a student’s required course work. Students, faculty, and HR program administrators who feel their interests would be served by registering for this exam can do so by visiting the Assurance of Learning Assessment website: [www.shrm.org/assessment](http://www.shrm.org/assessment). If an examinee will be taking the assessment at a Prometric site outside of the U.S., he or she must apply via PDF form which can be downloaded at [www.shrm.org/assessment](http://www.shrm.org/assessment). Further questions and concerns can be directed via e-mail to assessment@shrm.org.

Test Times. Three 30-day test windows are open annually in 2015.

- May 15 – June 15
- July 15-August 15
- October 15- November 15
Test results. Students will receive a pass/to be determined notification at the test center. A formal results report follows via mail after results are verified. Upon successful completion, a Certificate of Learning is mailed approximately eight weeks after the test window closes. Those who do not pass receive additional information about areas needing improvement in order to pass. Universities will receive pass/fail information for all students who attend their respective universities.

Cost. In an effort to make the test available to as many students as possible, SHRM has strived to keep the cost of the assessment low. The cost of taking the Assurance of Learning Assessment is $150.00 for SHRM members and $225.00 for non-members. For examinees taking the assessment at a Prometric site outside of the U.S. an additional $99 fee applies. Finally, the SHRM Foundation awards 5 scholarships of $200 each annually. 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

Retakes. Upon failure to pass, examinees are eligible to retake the assessment up to a total of six times. The only requirement for retaking the assessment is that the examinee is within the window of eligibility which is one year prior to graduation to one year following graduation. Examinees will be required to pay for and go through the registration process for each retake. For further questions about retaking the assessment, e-mails can be directed to assessment@shrm.org.

STUDYING FOR THE EXAM

Appendix A of this Technical Manual includes a sample test form, designed to be a realistic preview of what a student can expect when taking the SHRM Assurance of Learning Assessment. These 20 questions represent a subset of a complete, 160-item assessment.

The content of the exam reflects HR content areas in SHRM’s HR Curriculum Guidelines under both required and integrated content areas as defined in the guidelines. For an outline of the content areas covered and the approximate percentage of items pertaining to each, see Exhibit 3 in Chapter 3.

The primary method of preparation for the SHRM Assurance of Learning Assessment is completing coursework toward an HR or HR-related degree program. The primary source of material for the assessment is HR textbooks similar to those used in SHRM-aligned HR degree programs.

Once students have registered for the exam, they should begin studying for the exam by doing the following:

1. Look at the HR content topic areas and compare them to coursework taken in your degree program.
2. Review the SHRM Assurance of Learning Assessment Study Guide for test-taking tips, sample test forms, and additional resources such as the Review Materials and Practice Tests.
3. Identify gaps in knowledge and develop a study plan using the suggested sources in the Study Guide, Review Materials or other textbooks used throughout your HR degree program.
CUT SCORE INFORMATION

WHAT ARE CUT SCORES AND HOW ARE THEY SET?
Cut scores represent the minimum score a test-taker can achieve to pass a given assessment. They reflect the minimum performance level required of a student to be considered competent in a particular subject matter. Cut scores are traditionally set through a process called standard setting. Standard setting is a systematic and psychometrically sound process used to collect skill-based expectations for student performance (i.e., cut score recommendations) from subject matter experts (SMEs) who best understand the test-taking population and the assessment content. There are multiple methods of setting standards, and we used the Bookmark method for the SHRM assessment. Specifically, the Bookmark method is a complete set of activities designed to yield cut scores based on SMEs’ review of a collection of test items. Moreover, the Bookmark method is so named because the SMEs express their judgments by entering markers (or “bookmarks”) in a specially designed booklet called the Ordered Item Booklet. After three rounds of recommendations followed by feedback and deliberations during a two-day standard setting meeting, the SMEs determine the final cut scores for the SHRM assessment.

IMPLEMENTATION OF PROFICIENT AND ADVANCED CUT SCORES
Traditionally, the SHRM assessment has used one cut score to identify students who have passed the assessment. In August 2013, SHRM and the American Institutes for Research (AIR) held a Bookmark Standard Setting workshop with a panel of 26 SMEs to reset the cut scores for the assessment. During this process, SHRM elected to set two cut scores for the assessment: a Proficient level and an Advanced level cut score. The Proficient cut score is equivalent to the score traditionally used as the passing score. The additional Advanced cut score requires a higher passing score on the assessment and was implemented to provide test-takers who are highly competent in the subject matter a way to further distinguish themselves in the field. SHRM implemented the Proficient and Advanced level cut scores for the SHRM assessment beginning with the 2014 spring administration.

PROFICIENT AND ADVANCED PROFICIENCY LEVEL DESCRIPTIONS
Proficiency Level Descriptions (PLDs) are descriptions of the competencies associated with each level of student achievement. They provide descriptions of the frame-of-reference used by the Standard Setting SME panel to help set the cut scores for each level. The two PLDs finalized by SHRM, AIR, and the Standard Setting SME panel during the August 2013 meeting and effective from the spring 2014 test administration forward are provided in Exhibit 2 on the next page.
## Exhibit 2. Proficiency Level Descriptions (PLDs)

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this level possess the <em>basic/essential</em> knowledge required to perform HR responsibilities.</td>
<td>Students at this level possess the <em>comprehensive and integrated</em> knowledge required to perform HR responsibilities.</td>
</tr>
<tr>
<td>The <em>Proficient</em> student demonstrates the ability to <em>recall</em> HR principles and concepts within all six content categories:</td>
<td>The <em>Advanced</em> student demonstrates the ability to <em>apply</em> HR principles and concepts within all six content categories:</td>
</tr>
<tr>
<td>➢ Training &amp; Development</td>
<td>➢ Training &amp; Development</td>
</tr>
<tr>
<td>➢ Workforce Planning</td>
<td>➢ Workforce Planning</td>
</tr>
<tr>
<td>➢ Strategy</td>
<td>➢ Strategy</td>
</tr>
<tr>
<td>➢ Total Rewards</td>
<td>➢ Total Rewards</td>
</tr>
<tr>
<td>➢ Employment Law</td>
<td>➢ Employment Law</td>
</tr>
<tr>
<td>➢ Employee &amp; Labor Relations</td>
<td>➢ Employee &amp; Labor Relations</td>
</tr>
</tbody>
</table>
CHAPTER 3: ASSESSMENT DEVELOPMENT

OVERVIEW

This chapter provides an overview of the efforts taken by AIR and SHRM to ensure that the Assurance of Learning Assessment meets standards of quality necessary to inform high stakes decisions such as matriculation and employment. Each step in the process was guided by theories based on decades of research in the field of test development (AERA, APA, NCME, 1999). Additionally, from its inception, the development of the assessment has been overseen by a technical advisory committee (TAC) made up of highly regarded HR practitioners and faculty. Below we describe the steps taken to ensure the quality, in terms of both psychometrics and content, of the Assurance of Learning assessment.

ASSESSMENT DEVELOPMENT STANDARDS

During the Assurance of Learning assessment development process, strict guidelines based on the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999) were followed. The critical points in the assessment test specifications include:

- Defining the theoretical basis of the test;
- Identifying the purpose and appropriate audience for the test;
- Determining the test content coverage, including:
  - Content categories to be covered in the test, and,
  - Item types to be used in the test;
- Determining the test form length and construction;
- Developing test administration guidelines;
- Developing test scoring;
- Reviewing psychometric targets for test characteristics;
- Reviewing goals for test validation and outcomes; and
- Developing protocols for reporting and use of test results.

FAIRNESS

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

VALIDITY

The Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999) states that “validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed use of tests” (p. 9). 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). The development of the assessment followed a three step process to ensure that the assessment was valid: (1) specifying the constructs to be measured and their relationships to other theoretically relevant constructs (i.e., the nomological net for the constructs of interest); (2) developing sound measures of the constructs; and (3) empirically testing the relationships defined by the nomological network.

**TEST DEVELOPMENT PROCESS**

During the assessment development process, a rigorous systematic process was followed, as outlined below and in Exhibit 3:

- Research other high-stakes knowledge assessments to gain understanding of basic requirements.
- Conduct content validation survey with HR faculty and practitioners.
- Recruit and train test item writers with expertise in the HR field from across the globe.
- Develop sufficient numbers of test items to form a pool from which parallel forms can be assembled.
- Review the test items developed by trained writers, applying standards of fairness and quality, and performed by professionals and psychometricians in the HR field.
- Analyze and review test data from assessment administrations to verify that items are functioning as intended in terms of scoring and fairness to all groups.
Exhibit 3. Test Development Process

As demonstrated in Exhibit 3 above, the development of the SHRM Assurance of Learning Assessment has followed a linear process with a constant loop of content development, quality checks, administration, and analysis. The following section details each of the steps shown in Exhibit 3.
CONDUCTING THE BACKGROUND REVIEW

In order to position the Assurance of Learning Assessment within the field of similar assessments, a background review was conducted to identify assessment design features that could affect success at predicting whether graduating HR students have the knowledge, skills, and competencies required to be successful in HR positions. Specific aspects of the test design considered in the review were:

- The content focus of the assessment,
- The procedures for developing assessment content,
- Desired reliability and validity characteristics of the assessment,
- Marketing of the assessment, and
- Assessment administration policies.

The background review was conducted in two subsequent efforts. The first effort was to identify and describe the characteristics of selected comparable assessments for which there were publically available data. The second effort in the review served two purposes. The first was to survey experts in the field of HR to get their perspectives on the features of the assessment that would be most critical to its success. Several common themes emerged related to the purposes of the assessment and the use of test scores; these were incorporated into the appropriate areas of the test specifications. Second, an effort was made to narrow the scope of the content that would be included in the assessment. To do this, faculty members from five top HR programs were contacted and asked to identify the textbooks most frequently used in their programs. Following this, a list of the top selling texts in HR was identified by examining the sales ranking of these texts on Amazon and Barnes and Nobles online bookstore. This resulted in a final list of more than 150 texts from which HR content was identified. From this final list, the 10 most frequently used textbooks were chosen. The content outlines in these books were used to create a survey for HR faculty and practitioners. Respondents were asked to provide ratings on various HR content areas in order to establish initial content specifications. Nearly 700 HR faculty and practitioners demonstrated significant overlap in their ratings of the importance of HR content areas. HR faculty and practitioners’ responses on main topics were highly correlated ($r = 0.74$, $p < .05$). Similarly, the HR faculty and practitioners’ responses on subtopics were highly correlated ($r = 0.65$, $p < .05$). This indicates that the HR related content that HR faculty covered moderately in the classrooms were also perceived as moderately important by the practitioners.

CREATING TEST SPECIFICATIONS

Test specifications serve as the blueprint for test development. They dictate the content, administration, and psychometric properties of an assessment (AERA, APA, NCME, 1999). Based on the background review efforts described above, as well as guidance from the TAC, test specifications were written that define the content domain and that met administrative requirements (e.g., test length, question type, number of forms). Exhibit 4 below provides a summary list of some of the key test specifications for the Assurance of Learning Assessment.
### Exhibit 4. Summary of Assurance of Learning Assessment Test Specifications

<table>
<thead>
<tr>
<th>Properties</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration Properties</strong></td>
<td></td>
</tr>
<tr>
<td>Eligibility</td>
<td>Human Resource Graduate and Undergraduate Students, or an HR related degree</td>
</tr>
<tr>
<td><strong>Content Properties</strong></td>
<td></td>
</tr>
<tr>
<td>Question Format</td>
<td>Multiple Choice</td>
</tr>
<tr>
<td>Number of Response Options</td>
<td>4</td>
</tr>
<tr>
<td>Number of Correct Response Options</td>
<td>1</td>
</tr>
<tr>
<td>Item Types</td>
<td>- Discrete (70%)</td>
</tr>
<tr>
<td></td>
<td>- Passage-based (30%)</td>
</tr>
<tr>
<td>Cognitive Classifications</td>
<td>- Knowledge Recall</td>
</tr>
<tr>
<td></td>
<td>- Understanding</td>
</tr>
<tr>
<td></td>
<td>- Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>- Problem Solving</td>
</tr>
<tr>
<td><strong>Psychometric Properties</strong></td>
<td></td>
</tr>
<tr>
<td>Item Difficulty (p-values)</td>
<td>0.50</td>
</tr>
<tr>
<td>Item Discrimination (point-biserials)</td>
<td>0.10</td>
</tr>
<tr>
<td><strong>Test Properties</strong></td>
<td></td>
</tr>
<tr>
<td>Test Difficulty</td>
<td>0.50</td>
</tr>
<tr>
<td>Test Reliability</td>
<td>0.90</td>
</tr>
</tbody>
</table>

*Note: For a more in-depth discussion of Psychometric and Test Properties, see Chapter 4 Psychometric Properties*

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**ITEM WRITER RECRUITMENT AND TRAINING**

Based on the number of items needed for each content category, SHRM and AIR determined the number of item writers that needed to be recruited and the number of items each of them needed to generate per content category. This information was used in the item writer recruitment effort.

SHRM solicited volunteer item writers that were SHRM members in good standing and considered to be highly experienced in the field of HR. Before writing items, volunteers participated in training during an item writing workshop. This training covered research-based best practices for writing multiple-choice items for certification-type tests such as the Assurance of Learning assessment (Haladyna, 2004; Osterlind, 1998). Item writers were trained on how to draft appropriate question stems, response options (i.e., correct response and distractors), scenario-based items, and unbiased, sensitivity-free items.

**ITEM WRITING PROCESS**

Item writers are also asked to fill out content specification worksheets. This allows AIR and SHRM to assign content categories in which items writers are most experienced and confident. From the item writers’ Content Specification Worksheet, content categories are then assigned to each of the item
writers. Item writers are then instructed to generate both discrete and passage-based items based upon the training they receive. Items were then subjected to a minimum of two rounds of editing during which different volunteers edited the item content and offered subjective ratings of difficulty and cognitive classification. These subjective difficulty ratings and cognitive classifications were later used in the form building process described below.

**TEST REVIEW**

**EXTERNAL REVIEW.** Each item is subjected to two rounds of editing by external reviewers. During the review process, content experts (e.g., HR practitioners, HR faculty) ensure that the attributes associated with an item accurately reflect the item. Reviewers focus on each item’s match to the item specifications, as well as on each item’s content and structure. Reviewers make sure that the items and related materials comply with SHRM’s guidelines for clarity, style, accuracy, and appropriateness for the Assurance of Learning Assessment. For multiple-choice items, the reviewers study the clarity and importance of each item, check that the correct response answers the question posed, and ensure that the incorrect options are indeed incorrect. In all cases, the reviewers pay special attention to the quality, equity, and accuracy of stimulus materials. All aspects of items and related materials are reviewed for content, language accessibility, bias, sensitivity, and editorial issues.

**INTERNAL REVIEW.** Finally, a layer of quality assurance is provided by reviews of the internal team (i.e., AIR and SHRM). Changes to items are documented and discussed several times before the final version of the item is included on a test to be administered.

**TEST FORM BUILDING**

After going through external and internal reviews, each item goes through a final resolution by SHRM. This final sign-off indicates that the item is ready for the field-test pool and may be placed on forms. AIR test developers assemble the items onto proposed field-test 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 18 HR-related content sub-categories nested within the following 6 content categories: Training and Development, Workforce Planning, Strategy, Total Rewards, Employment Law, and Employee and Labor Relations. Exhibit 5 below displays the breakdown of the content categories and sub-categories, as well as the number of total test items derived from each category. Additionally, test forms are constructed with items of varying levels of difficulty using the objective difficulty statistics gathered through item administration as well as subjective difficulty ratings assigned during the item-editing process.
Exhibit 5. Content Category and Sub-Category Structure

<table>
<thead>
<tr>
<th>Content Category</th>
<th>*Content Sub-Categories</th>
<th>Test Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and Development</td>
<td>Career Planning</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Training and Development</td>
<td></td>
</tr>
<tr>
<td>Workforce Planning</td>
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<td>Staffing: Recruitment and Staffing</td>
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<td>Compensation</td>
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<td>20</td>
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<td></td>
<td>Negotiation Skills</td>
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</tr>
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</table>

**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 “an environment in which the test taker instructions, the test settings, and the scoring procedures follow the same detailed procedures” (AERA, APA, & NCME, 1999, p. 61). For the SHRM Assurance of Learning Assessment test administration, Prometric™ has been hired by SHRM to ensure a thorough standardized process with detailed instructions prior to and during the test administration was implemented. Each applicant who meets the eligibility requirements after registration is sent an Authorization to Test (ATT) letter via email with a detailed set of instructions.

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 rotating basis so that the number of students is equalized across all forms during an administration window. Each examinee has up to four hours to complete the exam followed by a “user experience” survey. Additionally, all students sign a non-disclosure agreement (NDA) when registering, and fill out demographic information (e.g., sex, race) before starting the exam.
DATA ANALYSES

After the test has been administered, psychometricians conduct item and person analyses. This analysis identifies problematic items which must be reviewed by test developers. If it is determined that an item should not be included in the final scoring of a test, then the following steps are taken: (a) official keys are updated, (b) the item is deactivated in the test bank, and (c) scores are adjusted accordingly.

If a sufficient number of people take the test, differential item functioning analyses will be conducted to determine if performance on the test is potentially due to factors other than those intended to be measured (i.e., items function differently across certain sub-groups). If an item is determined to have statistically high levels of differential item functioning, test developers will review the item and determine whether or not it should be deactivated in the test bank and if scores should be adjusted accordingly. In the next chapter we provide more detail on further psychometric properties that are continually reviewed for the Assurance of Learning Assessment.
CHAPTER 4: PSYCHOMETRIC PROPERTIES

OVERVIEW

Psychometricians at AIR have developed procedures to the support the development of valid and reliable test scores for the Assurance of Learning Assessment analysis. The psychometric properties explained in this section follow well-established guidelines in the *Standards for Educational and Psychological Testing* (1999). Items for the assessment have both pre- and post-administration psychometric properties. During the item writing process and prior to administration, each item is assigned a subjective item difficulty. These subjective item difficulties are then used to inform the form building process described above. Following administration, each item is assessed for two psychometric properties: objective difficulty and item discrimination. Each of these psychometric properties is explained in greater detail below.

SUBJECTIVE ITEM DIFFICULTY

Item writers are asked to assign a number of attributes to each item (e.g., cognitive classification, difficulty, content sub-category). Some of these attributes are a significant factor in the design of test forms. In particular, the difficulty of items was rated on a scale from 1 to 5 (1 = Very Easy; 5 = Very Difficult). Ratings from the item writer and the two editors were averaged for each item. These averages were then used to properly balance the perceived difficulty among the items when designing the test forms and determining item placement. When constructing the forms, the aim is to keep the overall average difficulty rating for a content sub-category between 2.00 and 4.00. These ratings serve as projections for how the items will actually perform when students respond to them. Thus, based on data analyses with student responses, we may find that items are more or less difficult than how they were perceived by writers and editors.

OBJECTIVE ITEM DIFFICULTY

Proportion correct (i.e., p-value) or percent correct are item difficulty indices and show how many students got that particular item correct. For a test with dichotomously scored items (i.e., right/wrong) such as the Assurance of Learning Assessment, p-values range from 0 to 1 with a p-value of 0 indicating that nobody answered the item correctly and a p-value of 1 indicating that everybody answered the item correctly. Generally, the guideline suggests that an item with a p-value greater than 0.90 is considered a very easy item and that an item with a p-value below 0.20 is considered a very difficult item. Mid-range p-values (.50) are usually desired for knowledge tests such as the SHRM Assurance of Learning Assessment (Anastasi, 1988).
ITEM DISCRIMINATION

The point-biserial correlation is a special case of the Pearson correlation and provides an indicator of item discrimination. In point-biserial correlations, one variable is quantitative and the other is dichotomous and nominal. Stated differently, it is an item (correct/incorrect) to total score correlation. A higher point-biserial correlation indicates that high performing students are getting the item correct and low performing students are getting the item incorrect. A positive and high point-biserial value suggests that the item discriminates well between high and low performing students, whereas a negative value indicates that the item does not discriminate well between high and low performing students. Generally, a point-biserial above 0.25 is preferred, but each assessment program sets their point-biserial cut-offs based on the test content and purpose.

ITEM SELECTION

Upon reviewing items using post-test administration data, important decisions must be made about the future of each item. Items are assigned one of four possible statuses: retest, retain, re-write, or retire. Items are considered useable and are retained if items had point-biserials above 0.25. Many of these items are then used as anchor items in future test forms. Items are assigned to the retest category if they had (a) positive corrected point-biserials and (b) p-values between .15 and .95. These criteria are slightly more liberal than conventional methods employed in traditional, high-stakes knowledge exams. However, given the small samples sizes in the early stages of development, AIR researchers were forced to be less stringent about the selection criteria. Many of the items that fell just short of the proposed criteria were allowed to undergo additional testing after which additional item-level analyses were conducted. Finally, item review and elimination sessions were conducted among AIR researchers and at least one SHRM representative for each test form. Items that did not meet the two aforementioned criteria for useable item statistics are assigned either the re-write or retire status. If the item did not meet the aforementioned criteria but could be improved with minimal changes to its content, then the item is assigned the re-write status. Conversely, if the item did not meet the criteria and would require excessive effort to improve its content, it was assigned the retire status and deleted from the item pool.
CHAPTER 5: SCORING METHODOLOGY

OVERVIEW

The Assurance of Learning assessment provides reports useful to students, faculty, and HR employers. Each student results report provides information on whether the student passed or failed. If the student failed, he or she receives information about which of the eighteen subscales need improvement in order to increase the likelihood of passing in each of those domains. School reports provide information that HR faculty and program directors can use to monitor and evaluate their programs as well as the academic achievement of their students.

SCORE EQUATING

The highest raw score possible across all forms was 160 and the lowest was 0 if the student did not answer any of the 160 items correctly. Raw scores, however, are not sufficient for making pass/fail decisions. Even though each form of the test was developed to meet the same content and psychometric specifications, the forms may be slightly different in difficulty. To make sure that these form differences were accounted for and students receive a fair assessment no matter which form they randomly receive, an equating process was used. Equating ensures scores are comparable across test forms and dates.

Due to the low number of participants in the first few years of the development of the assessment, score equating across forms was accomplished and verified through a multi-method process by leveraging information from the items with adequate responses for Item Response Theory analysis. Following the recalculation of classical item statistics for all items using all data available across all administrations to date, and the subsequent decisions of which items to use for scoring based on the statistics, a common set of test items with sufficient numbers of responses for IRT estimation were selected as statistically sound and adequately representative of the SHRM test content. As a result of the equating method, a score on Form A of a test and a score on Form B are considered equivalent if the participant ability, measured by a theta value, is equivalent. As a result of this process, conversion tables are created to transform raw scores on the new forms (i.e., new forms created for a full year administration) to scale scores. Consequently, Assurance of Learning Assessment tests scores are comparable across years, forms, and administrations.

SCORE SCALING

Scaling is a statistical procedure in which the raw scores are placed on a common metric so that student scores are easy to interpret and compare across all test administrations. Additionally, scaling is used when new test forms are administered in subsequent test administrations to compensate for any differences in item difficulty. If scaling is not performed, the student raw scores are interpreted only in terms of a particular set of items, thereby creating misinterpretation of raw score information and threatening test security. Furthermore, without scaling test security may be compromised because
students will receive information on their test performance in raw scores and thus risk item level information.

Linear observed score transformation of raw scores to scale scores was produced after obtaining Rasch item difficulties and theta estimates on a set of common (or anchored) items across all forms. We used Kolen and Brennan’s (2004) raw-to-scale score transformation that is typically used in practice. Based on the distributions of item- and person-parameter estimates, raw-to-theta score tables were calculated for each form. To verify the comparability of scores across forms, a linear observed score equating approach was then applied to the data across forms (Kolen & Brennan, 2004).
CHAPTER 6: QUALITY CONTROL

OVERVIEW

This chapter describes the activities that AIR undertakes to develop and maintain a high quality SHRM Assurance of Learning® Assessment. It is critical that the confidentiality and integrity of the student data is maintained throughout the test analysis process and until the results are released to students directly and to their school administrators.

QUALITY CONTROL SYSTEM

The SHRM Assurance of Learning® Assessment and its data play a key role in decision-making about student graduation and student performance in general. AIR strives to ensure that the raw student data we receive from the administration agency, Prometric, are thoroughly tested for accuracy and match the data specifications designed by Prometric. Since its inception there have been several stages of quality checks. Similar steps will continue to be performed for future administrations to ensure the confidentiality and accuracy of student data.

First, dummy data files are created by Prometric and sent to AIR before the live administration. During this time, AIR confirms that the dummy data files match the test specifications described by Prometric in a .DAT file. AIR tests these data files using the Statistical Analysis Software (SAS) program and reports any data related issues to Prometric.

Second, AIR receives actual student data files in a .DAT format from Prometric and performs the same quality checks that are conducted prior to live test administration to ensure the data files match the data specifications designed by Prometric. Again, if there were any issues or mismatches between the .DAT files and data specifications, these issues are promptly corrected with Prometric.

In the third and final stage, AIR tests all the .DAT files and scores the individuals using two different SAS macros. These SAS programs are independently checked by two AIR personnel and further quality steps are undertaken to ensure that the final test results for students match. Additionally, AIR confirms that its internal test scoring of students match the final test scores produced by Prometric. AIR releases the test scores for each administration to SHRM only after this last stage of quality control is thoroughly performed. The test scores were released to SHRM in the form of password protected Microsoft Excel sheets with the student information and associated demographics.

Beginning 2012, AIR took an additional quality control step. AIR employees visited the Prometric test centers during the first and second week of live test administration and took the entire student testing experience. The data produced by AIR employees was thoroughly analyzed by AIR psychometricians to check for any anomalies once the results were transmitted by Prometric to SHRM, and subsequently, from SHRM to AIR. This provided an additional and critical step in the quality control system because we are able to ensure the system is producing what it is supposed to produce.
REFERENCES


APPENDIX A: ASSURANCE OF LEARNING – SAMPLE TEST FORM

OVERVIEW

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. Both the Full Sample Assessment in the Study Guide and all operational forms of the assessment are 160-items in length. They 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 SHRM Assurance of Learning Assessment 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 this order on this sample exam: Training and Development; Workforce Planning and Talent Management; Strategy; Compensation and Benefits; Employment Law; and, Employee and Labor Relations. Note that the order of the operational exams change periodically based on test administration experiences that inform issues such as testing fatigue on part of examinees. For example, in 2014, the order in which the six segments are presented changed.

In the Study Guide, SHRM advises student 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 3-1/2 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.

Before beginning, please review the test taking tips in the Study Guide 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 for Graduating HR Students.

- 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 unless stated otherwise
- 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 the passage. Additionally, an end note is included to prompt you at the end. In this sample test this note appears as follows:
End of passage-related questions.

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.

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 TEST FORM

1. An overseas assignment and an externship at another organization are examples of what approach to career development?
   A. Job rotation
   B. Job promotion
   C. Job enlargement
   D. Job enrichment

2. Which training method will be most effective for ensuring that trainees can apply their new learning on the job?
   A. Classroom demonstration of the skills
   B. Structured on-the-job training
   C. Role play using the newly learned skills
   D. Classroom lecture on how to perform the job

3. Strategic workforce planning is identified by its focus on which of the following?
   A. Full compliance with all Federal, state and local employment laws
   B. Staffing success ratios for key positions within an organization
   C. Forecasting labor demands and monitoring pipelines for labor supply
   D. Published staffing plans that document flow statistics

4. A candidate is interviewing for a Senior HR Specialist position. The HR Director asks, “In your previous job, recall a time when you had to fire an employee with children for poor performance. How did you handle that situation?” This is an example of which type of interview?
   A. Behavioral
   B. Nondirective
   C. Stress
   D. Situational
5. A company’s delivery drivers are expected to meet the same performance standards for delivering packages on-time, regardless of extenuating circumstances, such as traffic congestion. What performance measurement issue arises with the uniform application of this standard?
   A. Recency error
   B. Criterion deficiency
   C. Criterion contamination
   D. Strategic relevance

6. Which approach would develop the most precise cost and performance estimate for a large HRIS implementation?
   A. Collect independent estimates from qualified subject matter experts
   B. Benchmark how other companies implement HRIS
   C. Perform internal cost-benefit analyses through historic records and cost benefit data
   D. Obtain ballpark estimates from the HRIS manager

7. Which metric is calculated as Revenue – (operating expense – [compensation cost + benefit cost]) divided by (compensation cost + benefits cost)?
   A. Human Capital ROI
   B. HR Expense Factor
   C. Absence Rate
   D. Vacancy Rate

8. Which best describes a core competency?
   A. A unique capability that creates high value and provides a source of differentiation for an organization
   B. The shared values in the organization
   C. The collective value of knowledge in the organization
   D. A general framework providing guidance for the organization

9. The European tradition of workers’ right to participate in decision making is best exemplified by which structure?
   A. Works councils
   B. Arbitration boards
   C. Mediation boards
   D. Appeals courts

10. What analysis in a merger or acquisition should be completed to raise sensitivity to and become aware of issues that need to be proactively managed during integration?
    A. Cultural assessment
    B. Cost analysis of past insurance claims
11. For a U.S. employer, what is the best response if a long-time employee announces they can no longer work on their Sabbath?
   A. Discipline the employee as you would anyone else who refuses to work
   B. Ignore it until a business need arises and the employee is asked to work on their Sabbath day
   C. Require all employees to self-identify religious practices for future planning
   D. Explore any options that will best meet employee and business needs

12. What model of managerial behavior are Blake and Mouton best known for?
   A. Managerial (Leadership) Grid
   B. Model for Team Leadership
   C. Transformational Leadership
   D. Leader-Member Exchange Theory

13. Which must occur to meet the salary and duties tests for Executive exemptions?
   A. Earns over the minimum wage
   B. Customarily and regularly directs the work of more than one employee
   C. Holds the title of Director or above
   D. Has the authority to hire and fire employees

14. You are the Benefits Administrator and you are on an HR Task Force to promote employee retention. Which vesting schedule for retirement will you most likely suggest?
   A. Six year graduated
   B. Immediate hire
   C. Cliff
   D. ERISA

15. What occurs when a manager hires men with young children but does not hire women with young children?
   A. Disparate treatment
   B. Adverse impact
   C. Bona fide occupational qualification
   D. Business necessity

16. When a company conducts nondiscrimination testing of its employee benefits, what type of discrimination is the main focus of the investigation?
   A. Against female employees
   B. Against nonwhite employees
   C. In favor of highly compensated employees
   D. In favor of disabled employees
17. Lee requests time off of work to watch her son perform in a school play. If you refuse, have you violated the Family and Medical Leave Act?
   A. Yes, but only if Lee’s husband is on active military duty
   B. Yes, all employees have the right to time off work for this purpose
   C. Yes, but only if Lee is a single parent
   D. No, this event cannot qualify for leave under FMLA

18. Sara, an HR Director, is looking at implementing an infectious disease disaster plan. What policy should she examine and possibly modify as she creates the new plan?
   A. Attendance
   B. Corrective action
   C. Payroll
   D. Performance management

THE FOLLOWING TEXT GOES WITH THE NEXT TWO QUESTIONS.

The room is full of company and union negotiators as talks continue:

2:34 AM: Frank, the CEO, states that the 4 percent first offer is also the final offer. Frank leaves to go to his office next door.

2:35 AM: Bill, the chief union negotiator, laughs at the suggestion and other inappropriate management behavior.

2:58 AM: Sue, the VP, asks what alternatives might satisfy the union’s interests. Bill and the rest of the union members immediately stop making fun of management and compliment the VP. Bill suggests 5 percent.

3:04 AM: Sue believes that 5 percent is doable. She is understanding the union point of view and is willing to work with Frank to get him to agree to that number.

3:09 AM: Sue reports that Frank will close down the plant if further suggestions like that are offered.

3:15 AM: Frank storms back in to the negotiations. Suggests that everyone is tired. “Why don’t we use highly recommended Devin from the professional group to help us reach a settlement?”

11:12 AM: Frank calls Devin. Devin responds. “Don’t know much about your organization but I would be happy to help, if both parties would agree to have me.”

19. When do win-win bargaining efforts first appear?
   A. When Frank makes his final offer and storms out of negotiations
   B. When Bill derides Frank’s behavior as inappropriate
   C. When Sue asks what alternatives might satisfy the union
   D. When Sue understands the union viewpoint and attempts to get Frank to agree
20. When is positive reinforcement first provided?
   A. When Bill derides Frank’s behavior as inappropriate
   B. When Sue asks what alternatives might satisfy the union and Bill stops laughing
   C. When Sue understands the union viewpoint and attempts to get Frank to agree
   D. When Frank disagrees with five percent and threatens to close down the plant

End of passage-related questions.

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 Technical Manual.

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Rationale</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Both examples are developmental and usually associated with an employee with high potential for promotion or greater value to the organization. Promotion would logically follow a series of job rotations. Enrichment and enlargement usually are without an increase in status.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Structured OJT actually involves the trainee applying the learning on the job and has a high potential for successful training transfer.</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Strategic workforce planning requires monitoring of the labor markets, including focusing on projected labor demands and the number and quality of employees available in the relevant labor market. Legal compliance does not focus on whether the staffing process is effective, but rather there has been a violation of law. Having key positions staffed successfully is only part of the staffing function. Staffing plans are not published; however, flow statistics should be monitored for indicators of potential discrimination.</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>Behavioral interviews ask about past performance, situational interviews ask about the future responses to situations.</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>Factors that affect the ability of the employee to meet the performance standard which are outside their control (here traffic congestion) result in criterion contamination.</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td>Detailed internal analyses are best among the choices. Gut level and comparative data tend to provide rougher estimates.</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>By Definition of the equation</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>Option B defines organizational culture. Option C defines human capital and Option D describes a strategy.</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>Works councils are a critical component to worker relations in Europe.</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>The merging of two companies typically present cultural differences that need to be dealt with. With multi-company mergers, the cultural differences become even more diverse and difficult to manage. Cultural issues have caused mergers to fail, especially if across foreign borders (international).</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td>Discipline, termination, ignoring the request and requiring self-disclosure all expose employers to claims of religious discrimination. The expectation is to explore reasonable accommodation.</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>Blake and Mouton developed the Managerial (Leadership) Grid relating to leadership style. Burns began the early work in the field of transformational leadership and team leadership research began with the human relations movement in the 1920s. Option D relates to Leader-Member Exchange theory as proposed by Graen.</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td>Salary test and duties test requires the following: Minimum earnings of $455/week not minimum wage; Customarily and regularly directs the work of 2 or more other employees - not 1; No title requirement - must have the primary duty of managing the enterprise or recognize department or subdivision; Has the authority to hire and fire other employees - D is true</td>
</tr>
<tr>
<td>Item</td>
<td>Key</td>
<td>Rationale</td>
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</tr>
<tr>
<td>14</td>
<td>A</td>
<td>A is the correct answer because six year graduated schedule allows employees to become 20% vested after 2 years and to vest at a rate of 20% each year thereafter until they are 100% vested. This promotes retention with the company. B is incorrect because a vesting schedule based on immediate hire will benefit a company if there are recruitment challenges. C is incorrect because Cliff scheduling must grant employees 100% vesting after no more than 3 years of service. While this schedule also promotes retention; after 3 years an employee could leave the company with 100% vesting while the six year graduated promotes longevity. D is incorrect because ERISA is the law that increased responsibility of pension plan trustees to protect retirees, establish certain rights related to vesting and portability to move retirement savings when changing employers. Thus, that does not promote retention.</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>This stem describes a scenario in which a hiring manager is treating men and women differently (based on a non-job related piece of information). When discrimination is overt, where people are being treated differently based on subgroup status, this is a case of disparate treatment.</td>
</tr>
<tr>
<td>16</td>
<td>C</td>
<td>Tax law is more relevant than EEO law in this case; tax-qualified pension plans must not discriminate in favor of highly paid employees. These discrimination tests do not group employees based on gender, race, or disability status.</td>
</tr>
<tr>
<td>17</td>
<td>A</td>
<td>Under the FMLA expansion (2008), employers must provide FMLA leave to the immediate family members (spouses, children or parents) of those on active duty, Reservists and members of the National Guard who have “qualifying exigencies.” School activities are included under qualifying exigencies.</td>
</tr>
<tr>
<td>18</td>
<td>A</td>
<td>Option A is the best answer since diseases spread more quickly if people feel they cannot stay home when they are ill. In addition, she needs to make sure there are not any issues with the new plan and the attendance policy.</td>
</tr>
<tr>
<td>19</td>
<td>C</td>
<td>At 2:34 and 2:35 it is all or nothing. 2:58 shows the first effort at win-win bargaining.</td>
</tr>
<tr>
<td>20</td>
<td>B</td>
<td>Positive reinforcement involves reacting with a reward upon the first good behavior seen. This action was first provided at 2:58 a.m. with the compliment to Sue, the VP after she asks the union about alternatives.</td>
</tr>
</tbody>
</table>