**MINISTRY OF AGRICULTURE AND FOOD
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"GRODNO STATE AGRARIAN UNIVERSITY"**

The department of management, marketing and law

HUMAN RESOURCE MANAGEMENT

Work book (part 1)

Field of study

1-26-02-02-07 –" Management (informational)"

Grodno

GSAU

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Work book Part I. Field of study 1-26-02-02-07 – «Management (informational)» for the 2-d year international students of economic faculty in EE «GSAU» is intended for the organization of independent work of the students on the course «Human resource management», carrying out practical lessons, diagnostics of level and quality of the knowledge gained.

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CONTEST

INTRODUCTION

Human resource management (HRM) is a comprehensive and coherent approach to the employment and development of people. HRM can be regarded as a philosophy about how people should be managed, which is underpinned by a number of theories relating to the behaviour of people and organizations. It is concerned with the contribution it can make to improving organizational effectiveness through people but it is, or should be, equally concerned with the ethical dimension – how people should be treated in accordance with a set of moral values. HRM involves the application of policies and practices in the fields of organization design and development, employee resourcing, learning and development, performance and reward and the provision of services that enhance the well-being of employees. These are based on human resource (HR) strategies that are integrated with one another and aligned to the business strategy.

Some people object to the term 'human resources' because it implies that people can be manipulated like any other factor of production. Instead they favour 'people management'. But HRM is the most commonly used term.

Whatever term is adopted the approach should be based on the principle 'Organizations are the people in them; that people make the place.' He went on to explain that: 'Positive job attitudes for workers in an organization can be expected when the natural inclinations of the persons there are allowed to be reflected in their behaviors by the kinds of processes and structures that have evolved there.'

HR work is now largely framed as a business issue. The emphasis is on business alignment and strategic fit. These are important requirements but focusing on them can lead HR professionals to place correspondingly less emphasis on employee needs and motivations when developing their new and altered arrangements. A simplistic view of the business imperative permits little room for considering how HR strategy should impact on individual employees. HRM indeed aims to support the achievement of business goals but, equally, it should aim to build a relationship based on trust, openness and personal fulfilment.

The overall aim of modern human resource management is to ensure that the organization is able to achieve its objectives through its staff. In order to reach its objectives an organization needs not only qualified staff but also effective and efficient systems as well as access to and effective allocation of financial resources. Institutional development therefore involves not only putting the right person at the right place at the right time, but also that the organization provides a conducive and effective work environment and systems and that the organization has access to adequate financial resources. In addition to human resources, the organization needs systems like computers and financial management system, transport to reach the client, medicines in a hospital, books in the school, etc. Top management must reach a harmonious balance between all such resources and push and pull factors. HRM integrated with other systems HRM should develop objectives for its activities linked to the overall objectives of the organization. The purpose of development of HRM objectives is to provide a direction for the HRM activities in an often turbulent environment so that, on the one hand, the business needs of the organization, and, on the other hand the individual and collective needs of its employees can be met by the development and implementation of understandable and effective HR policies and practices.

TOPIC 1. THE ESSENCE OF HUMAN RECOURCE MANAGEMENT(HRM)

Task 1.1.

Give the definition for the following terms:

Added value

_____

_____

Agency theory

_____

_____

AMO theory

_____

_____

Commitment

_____

_____

Contextual model of HRM

_____

_____

Contingency theory

_____

_____

European model of HRM

_____

_____

5-P model of HRM

_____

_____

Hard HRM

_____

_____

Harvard framework

_____

_____

HR philosophy

_____

_____

Human capital theory

_____

_____

Human relations

_____

_____

Human resource management (HRM)

_____

_____

Humanism

_____

_____

Institutional theory

_____

_____

Matching model of HRM

_____

_____

Motivation

_____

_____

Organizational behaviour theory

_____

_____

Organizational capability

_____

_____

Resource-based theory

_____

Resource dependence theory

_____

_____

Soft HRM

_____

_____

Strategic alignment

_____

_____

Strategic human resource management (SHRM)

_____

_____

Transaction costs theory

_____

_____

Unitarist

_____

_____

Task 2.1.

Give the definition for the following terms:

Best fit

_____

_____

Best practice

_____

_____

Bundling

_____

_____

Business model

_____

_____

Business model innovation

_____

_____

Competency framework

_____

_____

Competitive advantage

_____

_____

Configuration

_____

_____

Contingent determinism

_____

_____

High-commitment management

High-involvement management

_____

_____

High-performance management

_____

_____

High-performance work system

_____

_____

Human resource advantage

_____

_____

Life cycle model

_____

_____

Resource-based view

_____

_____

Resource dependence theory

_____

_____

Strategic configuration

_____

_____

Strategic fit

_____

_____

Strategic HRM

_____

_____

Strategic management

_____

_____

Strategy

_____

_____

TOPIC 3. RECRUITMENT AND SELECTION

Give the definition for the following terms:

Psychological test

_____

_____

Psychometric test

_____

_____

Recruitment

_____

_____

**Recruitment process outsourcing
(RPO)**

_____

_____

Reliability (test)

_____

_____

Role profile

_____

_____

Selection

_____

_____

Validity (test)

_____

_____

Web 2.0

_____

_____

Biodata

_____

_____

Criterion measure

_____

_____

Employer brand

_____

_____

Employer of choice

_____

_____

Intelligence quotient (IQ)

_____

_____

Job board

_____

_____

**Knowledge, skills and abilities
(KSAs)**

_____

_____

Person specification

_____

_____

Predictive ability

_____

_____

Task 3.2.

TEST QUESTIONS:

1: 'structured interview' also called

A. non directive interview
B. directive interview
C. Both A and B

12

D. None of above

2: 'unstructured interview' is also called

A. non directive interview
B. directive interview
C. Both A and B
D. None of above

3: Interview in which candidates are asked about relevant past experiences

A. situational interview
B. stress interview
C. behavioral tests
D. job related questions

4: Interview in which you ask candidates behavior in given situation is

A. situational interview
B. situational test
C. behavioral tests
D. job related questions

5: Interview which consists of a group of interviewers asking questions from group of interviewee is called

A. panel interview
B. mass interview
C. computer interview
D. None of above

Task 3.3.

CASE STUDIES

1. Recruitment assessment processes at Embarq

Embarq is the largest independent local telecoms provider in the United States. It suffered catastrophic rates of staff turnover in its call centres; then a new assessment process designed by PreVisor reduced turnover from 33.5 per cent in the first 90 days to 12.5 per cent. The new process begins with an online screening tool that identifies characteristics and motivations that define long-term success in the roles, such as 'customer focus' and 'persistence'. There follows a behaviour-based structured interview and a sales-based role-play exercise. This exercise takes place over the phone, which tests candidates in the most realistic way possible, and is more convenient and cost-effective. Sales have since increased by 24 per cent, and customer service has also improved.

2. Recruitment and retention at Paul UK

Paul UK operates a chain of 22 retail patisserie and bakery shops employing 400 people. Its staff turnover rate of 168 per cent was below the sector's average but still too high. The steps taken to overcome this problem were as follows:

● a robust recruitment process was introduced using branded application forms and centralized recruiting;

● role descriptions and skills specifications were created for posts;

● a competency-based approach to recruitment was introduced – the competencies are closely linked to the company's values and defined the behaviours and attitudes required;

● recruitment literature was professionally designed by an agency;

● an employer brand was built – the promotional leaflet highlights the benefits of working for the company;

● an employee referral scheme was introduced (helped by the employer brand);

● a resource centre for recruitment and training was established;

● a rolling induction training programme was introduced;

● a career progression framework was developed. The outcome was that within two years staff turnover had dropped by 30 per cent and retention rates had doubled.

TEST 1

1. Which is the least expensive method of recruitment?
   A. Walk –ins, write –ins and talk –ins
   B. Campus placement
   C. Employment exchange
   D. d. Consultants

2. Identifying the right people in rival companies offering them better terms and luring them away is popularly called as____
   A. Competition
   B. Acquisition
   C. Poaching
   D. None of the above

3. The poor quality of selection will mean extra cost on ___and supervisor
   A. Training
   B. Recruitment
   C. work quality
   D. None of the above

4. A major internal factor that can determine the success of the recruiting programm is whether or not the company engage in ___
   A. Hrp
   B. Selection
   C. Induction
   D. None of the above

5. ____ refers to the process of identifying and attracting job seekers so as to build a pool of qualified job applicant
   A. Selection
   B. Training
   C. Recruitment
   D. induction

6. ___ is the process of choosing qualified individual who are available to fill the position in organization
   A. Recruitment
   B. Training
   C. Competition
   D. Selection

7. What are the most common method used in selection?
   A. Testing, gathering information and interviewing
   B. Testing, selecting and recruitment
   C. Recruitment, interviewing and jobseekers
   D. None of the above

8. __is the two main types of interview?
   A. structure interview and unstructured interview
   B. structure interview and restructure interview

C. unstructured interview and selection
D. planning and fulfillment

9. ___are the two main source of recruitment?
   A.   internal and external source
   B.   internal and training
   C. talent and ability
   D.   external and employees

10. what is the main objectives of the recruitment and selection process
   A. recruit the right candidate
   B. Meet the high labor turnover
   C. to reduce the cost of recruiting
   D. None of the above

11. *What is the natural perception of the people on the process of recruitment and selection*
   A.   Positive
   B.   Negative
   C. Both positive and negative
   D. None of the above

TEST 2

1. What is selection?
   A. the process of identifying that the organization needs to employ someone up to the point at which application forms for the post have arrived at the organization.
   B. makes it possible to draw upon a wider range of talent, and provides the opportunity to bring new experience and ideas in to the business.
   C. the process of choosing of the suitable candidates out of the mass of candidates.

2. Recruitment is____?
   A. to obtain the number and quality of employees that can be selected in order to help the organization.
   B. corporation or individual that provides employment recruiting service
   C. will set out how a particular employee will fit into the organization

3. Internal recruitment sources are____?
   A. to provide useful information to a business in addition to serving+ as recruitment instruments
   B. it is the method of recruitment which is used to fill a vacancy position without any form of outside selection but among the existing employees.
   C. to give higher position, status, salary to the existing employees

4. The structural kind of interview are____?
   A. A behavioral
   B. interview
   C. situation

5. Testing as a selection methods is____?
   A. The process of finding out how a business will meet its labor requirements both now and in the future.
   B. Through a process of interview and assessment, managers identify if candidates have the precise skills and competencies that the job requires.
   C. The measures of knowledge, skill and ability as well as other characteristics, such as personality.

6. What is an interview?
   A. Focuses as much on personal growth as skills that are directly related to the job.
   B. This is the questionnaire method of selection where by applicants gives answers to questions asked.
   A. These preferred skills, knowledge, abilities and competencies can describe a more proficient level at

which the essential functions can be performed

7. External source of recruitment
A. To ensure applicants selected for interview and final consideration are evaluated by more than one individual to minimize the potential for personal bias, a selection committee is formed.
B. Executive recruitment agency that tracks qualified personnel during their work life, and can quickly and precisely locate a suitable candidate for a specific job requirement.
C. involves recruiting candidates existing outside the four corners of the organization for better performance.

8. Info gathering ……?
A. a common method for gathering info including application forms and resources and reference data
B. recruiting the top management
executives ,who are highly skilled and resourceful and
whose contribution to the organization leads to success or
these employees are the competitive advantage of the
organization.
C. working on behalf of a firm often scour international organizations for top talent

9. Unstructured interviews…?
A. The process that links the human resource needs of an organization to its strategic plan to ensure that staffing is sufficient, qualified, and competent enough to achieve the organization's objectives. HR planning is becoming a vital organizational element for maintaining a competitive advantage and reducing employee turnover
B. A position, office, or place of accommodation that is unfilled or unoccupied
C. It is an open ended question given to a candidate about what he/ she thinks about the company and so on.

10. Reference checking……..?
A. Supports the integration of human resources planning with business planning by allowing organizations to assess the current human resource capacity based on their competencies against the capacity needed to achieve the vision, mission and business goals of the organization.
B. The ongoing process of systematic planning to achieve the best use of an organization's most valuable asset - its human resources.
C. It involves contracting an applicant previous employers, teachers or for friends to learn more about the application issues.

Task 4.1.

Give the definition for the following terms:

Assessment

_____

_____

Steps to effective personnel assessment

_____

_____

Knowledge

_____

_____

Skills

_____

_____

Abilities

_____

_____

Traditional (Past oriented) methods

_____

_____

Modern (future oriented) methods

_____

_____

Humans Resource Accounting (HRA)

_____

_____

Assessment Center

_____

_____

360 Degree

Ranking Method

_____

_____

Graphic Rating Scales

_____

_____

Critical Incident Method

_____

_____

Narrative Essay

_____

_____

Management by Objectives (MBO)

_____

_____

Behaviorally Anchored Rating Scales (BARS)

_____

_____

720 Degree

_____

_____

Appraisal method

_____

_____

Performance

_____

_____

Control and appraisal

_____

_____

Task 4.2.

The following points provide a guide to the basics of developing and implementing a good performance appraisal system.

Checklist for an Effective Performance Appraisal

Introducing the performance appraisal process into the organization	
1. Are the purposes of the performance appraisal clearly outlined, understood and accepted? • Is the appraisal program consistent with the organization's objectives and goals? • Is there understanding and support from key stakeholders (e.g., management, workers, supervisors)? • Are all parties (i.e., supervisors and workers) involved in the performance appraisal process?	☐
2. Are the necessary resources available to implement an effective performance appraisal system? • Has time been set aside for supervisors and workers to participate in performance appraisals? • Have regular feedback and progress meetings been scheduled?	☐
Developing the performance appraisal program	
3. Have key performance criteria been clearly identified (i.e., competencies, behaviors, results / outcomes, organizational citizenship behaviors)?	☐
4. Have the criteria been extracted from an up-to-date job description?	☐
5. Have the criteria been developed in consultation with workers and appraisers?	☐
6. Are the appraisal measures individually tailored for each job or "families" of jobs?	☐
7. Are objective and subjective measures of performance included where they are relevant and appropriate?	☐
8. Are the assessment tools structured, with clear explanations about the criteria to be assessed, and performance standards?	☐
9. Does the appraisal process include an assessment of factors in the work environment that may impact on performance?	☐
10. Are supervisory and self appraisals included as the main sources of information? • Are other sources of information included in the appraisal (e.g., coworkers, subordinates, clients)?	☐
11. Is the assessment of performance limited to aspects that are observable by the appraiser?	☐
12. Can practical training in rating techniques be provided, including opportunities to practice appraising performance and providing feedback?	☐
Conducting a performance appraisal interview	
13. Has sufficient preparation been undertaken by the manager /supervisor and worker before the interview? • Have workers reviewed their own performance? • Has the manager / supervisor drafted a plan for the interview?	☐
14. Is the appraisal interview designed to be a constructive, two-way discussion of perfor-	

mance and goal setting? • Is the worker encouraged to participate in discussions? • Is the feedback provided constructive? • Are the goals set by negotiation? • Is there a clear agreement on performance objectives?	☐
15. Is there a written record of the appraisal interview?	☐
16. After the interview, is progress reviewed periodically? • Are workers provided with regular feedback to help improve their performance? • Is progress towards goals reviewed at regular intervals?	☐
Evaluating the performance appraisal process	
17. Has an evaluation strategy been developed to assess the impact of performance appraisals?	☐
18. Does the evaluation use appropriate methods to collect information? For example: • Surveys • Focus groups.	☐
19. Does the evaluation include an assessment of: • Improvements in workers' performance? • Changes in the work environment that support effective performance?	☐

Fill in the forms from section 1-4.

<u>Performance Appraisal Meeting Form</u>

Name:_____ **Length of service in this position:**_____
Job title:_____ **Review period from**_____to_____
Supervisor:_____ **Appraiser:** *Supervisor / Self / Coworker / Subordinate (circle appli-cable)*

SECTION 1: REVIEWING THE PAST
Performance Ratings:

1 - Needs Improvement   2 – Acceptable   3 – Good   4 - Very Good   5 – Outstanding

Key Competencies (knowledge, skills & abilities relevant to performance)		
Competency	**Performance rating**	**Additional comments**
1.	1 2 3 4 5	
2.	1 2 3 4 5	
3.	1 2 3 4 5	
4.	1 2 3 4 5	
5.	1 2 3 4 5	

Key Tasks / Behaviours (specific c actions conducted and / or tasks performed)		
Task / behaviour	**Performance rating**	**Additional comments**
1.	1 2 3 4 5	
2.	1 2 3 4 5	
3.	1 2 3 4 5	
4.	1 2 3 4 5	
5.	1 2 3 4 5	

Results / Outcomes (outputs, quantifi able results, measurable outcomes & achievements, objectives obtained)		
Results / Outcomes	**Performance rating**	**Additional comments**
1.	1 2 3 4 5	
2.	1 2 3 4 5	
3.	1 2 3 4 5	
4.	1 2 3 4 5	
5.	1 2 3 4 5	

Organizational Citizenship (actions that are over and above usual job responsibilities)			
Organizational Citizenship Behaviors	**Performance rating**		**Additional comments**
1. Helping behaviors Assisting others with work-related problems	1 2 3 4 5		
2. Organizational loyalty Promoting the organization, protecting it against external threats, remaining loyal under difficult circumstances	1 2 3 4 5		
3. Organizational compliance Acceptance and adherence to organizational rules, policies and procedures	1 2 3 4 5		
4. Individual initiative Contributing to the organization with creativity, innovation, effort and enthusiasm	1 2 3 4 5		
5. Civic virtue Interest in, and commitment to, the organization as a whole, including taking part in internal governance	1 2 3 4 5		
6. Self development Taking the initiative to improve knowledge, skills and abilities	1 2 3 4 5		

1. Please describe any aspects of the job performed particularly well (e.g., specific examples of particularly good performances).

_____

_____

_____

_____

_____

2. Please describe any aspects of the job that needed improvement (e.g., specific examples of performance that could have been better).

_____

_____

_____

_____

_____

SECTION 2: THE WORKPLACE ENVIRONMENT

LOOKING FORWARDS THE FUTURE
Quality Ratings Impact Ratings

1 - Needs Improvement   2 – Acceptable   3 – Good   4 - Very Good   5 - Outstanding
1 - No Impact   2 - Little Impact   3 - Moderate Impact   4 - Significant Impact

Resources necessary to maintain or improve performance			
Resources	**Quality of resources**	**Impact on work practice**	**Additional comments**
1.	1 2 3 4 5	1 2 3 4 5	
2.	1 2 3 4 5	1 2 3 4 5	
3.	1 2 3 4 5	1 2 3 4 5	
4.	1 2 3 4 5	1 2 3 4 5	

Barriers that hinder effective performance			
Barriers	**Impact on work practice**	**Potential strategies to address barrier**	**Additional comments**
1.	1 2 3 4 5		
2.	1 2 3 4 5		
3.	1 2 3 4 5		
4.	1 2 3 4 5		

SECTION 3: LOOKING FORWARDS THE FUTURE

CHANGES
1. What aspects of the job are working well?   _____   _____   _____   _____   _____
2. What aspects of the job could be improved?   _____   _____   _____   _____   _____
3. What can be changed to improve effectiveness?   _____   _____   _____   _____   _____
4. What needs to stop in order for effectiveness to be improved?   _____   _____   _____   _____   _____

PERFORMANCE DEVELOPMENT

Describe any training or professional development that could be taken to develop job-related knowledge and skills?

_____

_____

_____

_____

_____

_____

Note: For further information on training & professional development needs, please refer to the Professional Development chapter Guideline: Conducting Needs Assessments for Individuals, Teams and the Organisation

GOAL SETTING FOR THE NEXT [X] MONTHS

What are the key objectives to be achieved in the next [X] months?

_____

_____

_____

_____

_____

_____

Note: For further detail on goal setting, please refer to the Goal Setting chapter Forms and Templates: Individual Goal Setting Tool

ADDITIONAL COMMENTS

_____

_____

_____

_____

_____

_____

SECTION 4: SUMMARY

Evaluation of overall performance
(Circle the classification that best describes the overall performance of the worker)

Needs Improvement   I   Acceptable   I   Good   I   Very Good   I   Outstanding

Supervisor's Summary
_____ _____ _____

Worker's Comments - This is an opportunity to read the review and make any comments
_____ _____ _____ _____ _____ _____

Supervisor's Signature: _____ **Date:**_____
Employee's Signature: _____ **Date:**_____
HR Manager's Signature: _____ **Date:**_____

Task 4.4.

Answer true/false questions, multiple-choice questions, short essay questions.

REVIEW QUESTIONS

True/False Questions

1.   A performance management system is the systematic description of an employee's strengths and weaknesses. T or F?

2.   Linking each individual's performance to the organization's mission involves explaining to each employee how the employee's activities are helping the organization gain a competitive advantage. T or F?

3.   Feedback often decreases motivation to perform because it points out what an employee does wrong. T or F?

4.   Dangers of a poorly implemented performance management system include wasted time and money, lack of standardized employee ratings and confusion on how ratings are obtained. T or F?

5.   Intangible returns include benefits and work/life programs. T or F?

6.   Exempt employees are often employees in managerial or professional roles on a salary and they are not eligible for overtime pay. T or F?

7.   Short-term incentives are one-time payments typically given quarterly or annually. T or F?

8.   The strategic purpose of PM systems involves constructing the strategic vision for the organization. T or F?

9.   A reliable performance management system includes all relevant performance facets and does not include irrelevant performance facets. T or F?

10.   Distributive justice is the perception that the performance evaluation received is fair relative to the work performed. T or F?

Multiple-Choice Questions

11.   ____ is a continuous process of identifying, measuring and developing performance in organizations by linking each individual's performance and objectives to the organization's overall mission and goals.

    A. Strategic planning
    B. Performance management
    C. Reward system
    D. Performance appraisal

12.   Dangers of a poorly implemented performance management system include all of the following except:

    A. increased employee motivation.
    B. lawsuits.
    C. biased performance ratings.
    D. decreased employee motivation.

13.   One of the consequences of a poorly implemented PM system is ____, which occurs when an employee does not see the system as fair or valid and becomes dissatisfied with his/her job.

    A. job burnout
    B. lowered self-esteem
    C. damaged relationships
    D. lawsuits

14.   Income protection programs include:
    A.   pension plans.
    B.   medical insurance
    C.   social security.
    D.   all of the above.

15.   ____ is given to employees in exchange for work performed, and it focuses on positions and duties, rather than on an individual's contribution.
    A.   Contingent pay
    B.   Base pay

C. Cost-of-living adjustments
D. Short-term incentives

16. *The ____ purpose of PM systems is to furnish valid and useful information for making employment decisions, including salary adjustments, promotions and terminations.*
A. strategic
B. information
C. administrative
D. developmental

17. *Information gained from the organizational maintenance purpose of a PM system is used for all of the following except:*
A. workforce planning.
B. evaluating the effectiveness of job descriptions.
C. evaluating the effectiveness of HR programs.
D. creating talent inventories.

18. *Performance management systems should be thorough, meaning that:*
A. All employees should be evaluated.
B. An employee's flaws should be discussed at length.
C. The review should cover the entire review period.
D. A and C.

19. *An ideal PM system is ____, which means that performance is evaluated and feedback is given on an ongoing basis, the appraisal meeting consists of two-way communication, and performance standards are clear.*
A. open
B. standardized
C. ethical
D. specific

20. *PM system information is necessary for the implementation of which of the following HR function(s)?*
A. Workforce planning.
B. Training.
C. Recruitment and selection.
D. All of the above.

Short Essay Questions

21. *You want to change your organization's performance appraisal system to a performance management system. Write a one-page memo to your supervisor describing the advantages of having a well-designed, properly implemented performance management system.*

22. *Organizations can reward employees in several ways. Please list and describe five possible rewards that employees can receive, and describe when an organization should use that reward.*

23. *There are several characteristics of an ideal performance management system. Please discuss each characteristic of an ideal system, and explain how an organization can achieve each characteristic. For example, one characteristic of an ideal PM system is that it is reliable. An organization can make its system reliable by ensuring that performance measures are consistent and free of error.*

Task 4.5.

CASE STUDY 1.1: REALITY CHECK: IDEAL VERSUS ACTUAL PERFORMANCE MANAGEMENT SYSTEM
I. The table below summarizes the key characteristics of an ideal performance management system as discussed in Module 1. Think about a performance management system you know. This could be the one implemented at your current (or most recent) job. If you don't have information about such a system, talk to a friend/acquaintance who is currently working, and gather information about the system used in his or her organization. Use the Y/N column in the table to indicate whether each of the features is present (Y: yes) or not (N: no) in the system you are considering. In some cases, some elements may be present to a matter of degree and may require that you include some additional information in the 'comments' column. Then, prepare a brief report addressing the following issues.
1) How many of the 14 characteristics of an ideal system are present in the system you are

evaluating?

2)   Identify two characteristics that are not present at all, or barely present, in your system. Discuss the implications of the absence of these characteristics on the effectiveness of the system.

3)   Identify one characteristic that is clearly present in your system. Discuss the implications of the presence of this characteristic on the effectiveness of the system.

4)   Identify the characteristic in your system that is furthest from the ideal. What can be done to produce a better alignment between your system and the ideal one? Who should be responsible for what actions so that your system becomes 'ideal' regarding this characteristic?

Characteristics	Y/N	Definition	Comments
Strategic congruence		• Individual goals are aligned with unit and organizational goals	
Thoroughness		• All employees are evaluated • Evaluations include performance spanning the entire review period • All major job responsibilities are evaluated • Feedback provided on both positive and negative performance	
Practicality		• Readily available for use • Easy to use • Acceptable to those who use it for decisions • Benefits of the system outweigh the costs	
Meaningfulness		• Standards and evaluations for each job function are important and relevant • Only the functions that are under the control of the employee are measured • Evaluations take place at regular intervals and at appropriate moments • System provides for continuing skill development of evaluators • Results are used for important personnel decisions	
Specificity		Detailed guidance is provided to employees about what is expected of them and how they can meet these expectations	
Identification of effective and ineffective performance		The system distinguishes between effective and ineffective behaviors and results, thereby also identifying employees displaying various levels of performance effectiveness	
Reliability		• Measures of performance are consistent • Measures of performance are free of error	
Validity		• Measures include all critical performance facets • Measures do not leave out any important performance facets • Measures do not include factors outside employee control	

Acceptability and fairness		• Employees perceive the performance evaluation and rewards received relative to the work performed as fair (distributive justice) • Employees perceive the procedures used to determine the ratings and subsequent rewards as fair (procedural justice)	
Inclusiveness		Employee input about their performance is gathered from the employees before the appraisal meeting Employees participate in the process of creating the system by providing input on how performance should be measured	
Openness		• Performance is evaluated frequently and feedback is provided on an ongoing basis • Appraisal meeting is a two-way communication process and not one-way communication delivered from the supervisor to the employee • Standards are clear and communicated on an ongoing basis • Communications are factual, open, and honest	
Correctability		There is an appeals process, through which employees can challenge unjust and/or incorrect decisions	
Standardization		Performance is evaluated consistently across people and time	
Ethicality		• Supervisors suppress their personal self-interest in providing evaluations • Supervisors evaluate performance dimensions for which they have sufficient information only • Employee privacy is respected	

Task 4.6.

CASE STUDY 1.2: PERFORMANCE MANAGEMENT AT NETWORK SOLUTIONS, INC.[1]

Network Solutions, Inc., is a worldwide leader in hardware, software and services essential to computer networking. Until recently, Network Solutions, Inc., had over 50 different systems to measure performance within the company, many employees did not receive a review, fewer than 5 per cent of all employees received the lowest category of rating, and there was not a recognition program in place to reward high achievers. Overall, there was recognition that performance problems were not being addressed, and tough pressure from competitors increased the costs of not managing human performance effectively. In addition, quality initiatives (Six Sigma) were driving change in several areas of the business, and Network Solutions decided that these initiatives should also apply to 'people quality'. Finally, Network Solutions wanted to improve its ability to meet its organizational goals, and one way of doing this would be to ensure they were linked to each employee's goals.

Given the situation described above, in 2001 Network Solutions' CEO announced he wanted to implement a forced distribution performance management system in which a set percentage of employees are classified in each of several categories (e.g., rating of 1 to the top 20 per cent performers, rating of 2 to the middle 70 per cent performers, and rating of 3 to the bottom 10 per cent performers). A global cross-divisional HR team was put in place to design and implement the new system. The first task for the design team was to build a business case of the new system by showing that, if organizational strategy was carried down to team contributions and team contributions were translated into individual goals, then business goals would be met. Initially the program was rolled out as a 'year round people management system that raises the bar on performance management at Network Solutions by aligning individual performance objectives with organizational goals by focusing on development of all employees'. The desired outcomes of the new system included raising the performance level of all employees, identifying and retaining top talent, and

identifying low performers and improving their performance. Network Solutions also wanted the performance expectations for all employees to be clear.

Before rolling out the program , the design team received the support of senior leadership. They did this by communicating that the performance management system is the future of Network Solutions, and by encouraging all senior leaders to ensure that their direct reports [12]understood the process and also bought into it. In addition, they encouraged senior leaders actually to use the system with all of their direct reports, and to demand and utilize output from the new system. Next, the design team encouraged the senior leaders to stop the development and use of any other performance management systems, and pushed for standardization of performance management across all divisions. Finally, they had senior leaders call attention to the new program by involving employees in training about talent management and assessing any needs in their divisions that the new system would not address.

The Network Solutions global performance management cycle consists of the following process:

✖ Goal cascading and team building
✖ Performance planning
✖ Development planning
✖ Ongoing discussions and updates between managers and employees
✖ Annual performance summary

There are training resources available on Network Solutions' intranet for managers and individual contributors, including access to all necessary forms. In addition to the training available on the intranet, 1–2 hour conference calls took place before each phase of the program was rolled out.

Part of the training associated with the performance management system revolves around the idea that the development planning phase of the system is the joint year-round responsibility of managers and employees. Managers are responsible for scheduling meetings, guiding employees on preparing for meetings, and finalizing all development plans. Individual contributors are responsible for documenting the developmental plans. Both managers and employees are responsible for preparing for the meeting, filling out the development planning preparation forms, and attending the meeting.

With forced distribution systems, a set number of employees must fall into set rating classifications. As noted above, in the Network Solutions system employees are given a rating of a 1 (given to the top 20 per cent of employees in the performance distribution), 2 (given to the middle 70 per cent of employees in the performance distribution), or 3 (given to the bottom 10 per cent of employees in the performance distribution). Individual ratings are determined by the execution of annual objectives and job requirements as well as a comparison rating of others at a similar level at Network Solutions. Employees receiving a 3, the lowest rating, have a specified time period to improve their performance. If their performance does improve then they are released from the plan, but they are not eligible for stock options or salary increases. If performance does not improve, they can take a severance package and leave the company, or they can start on a performance improvement plan that has more rigorous expectations and timelines than the original action plan. If performance does not improve after the second period, their employment is terminated without a severance package. Individuals with a rating of 2 receive average to high salary increases, stock options and bonuses. Individuals receiving the highest rating, 1, receive the highest salary increases, stock options and bonuses. These individuals are also treated as 'high potential' employees and given extra development opportunities by their managers. The company also makes significant efforts to retain all individuals receiving this rating.

Going forward, there is a plan to continue reinforcing the needed cultural change to support forced distribution ratings. HR centres of expertise continue to educate employees on the system to ensure that they understand that Network Solutions still rewards good performance; they are just measuring it differently. There is also a plan to monitor for and correct any unproductive practices and implement correcting policies and practices. To do this they plan on continued checks with all stakeholders to ensure that the performance management system is serving its intended purpose.

Consider Network Solutions' performance management system in light of what we discussed as an ideal system. Then, answer the following questions:

1. Overall, what is the overlap between Network Solutions' system and an ideal system?
2. What are the features of the system implemented at Network Solutions that correspond to what the module described as ideal characteristics? Which of the ideal characteristics are missing? For which of the ideal characteristics do we need additional information to evaluate whether they are part of the system at Network Solutions?

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[1] This case study is based, in part, on actual information. The name Network Solutions, Inc. was created to protect the identity of the actual company in question.

3. Based on the description of the system at Network Solutions, what do you anticipate will be some advantages and positive outcomes resulting from the implementation of the system?

4. Based on the description of the system at Network Solutions, what do you anticipate will be some disadvantages and negative outcomes resulting from the implementation of the system?

Task 4.7.

PERFORMANCE APPRAISAL FORM TEMPLATE

org/division/dept:	location/based at:	
name:	position:	ref:
year or period covered:	time in present position:	length of service:
appraisal date & time:	appraisal venue:	appraiser:

Part A Appraisee to complete before the interview and return to the appraiser by (date)

A1 State your understanding of your main duties and responsibilities.

A2 Discussion points:

1. Has the past year been good/bad/satisfactory or otherwise for you, and why?
2. What do you consider to be your most important achievements of the past year?
3. What do you like and dislike about working for this organisation?
4. What elements of your job do you find most difficult?
5. What elements of your job interest you the most, and least?
6. What do you consider to be your most important aims and tasks in the next year?

7. What action could be taken to improve your performance in your current position by you, and your boss?

8. What kind of work or job would you like to be doing in one/two/five years time?

9. What sort of training/experiences would benefit you in the next year? Not just job-skills - also your natural strengths and personal passions you'd like to develop - you and your work can benefit from these.

A3 List the objectives you set out to achieve in the past 12 months (or the period covered by this appraisal) with the measures or standards agreed - against each comment on achievement or otherwise, with reasons where appropriate. Score the performance against each objective (1-3 = poor, 4-6 = satisfactory, 7-9 = good, 10 = excellent):

objective	measure/standard	score	comment

A4 Score your own capability or knowledge in the following areas in terms of your current role requirements (1-3 = poor, 4-6 = satisfactory, 7-9 = good, 10 = excellent). If appropriate bring evidence with you to the appraisal to support your assessment. The second section can be used if working towards new role requirements.

commercial judgement		creativity	
product/technical knowledge		problem-solving and decision-making	
time management		team-working and developing others	
planning, budgeting and forecasting		energy, determination and work-rate	
reporting and administration		steadiness under pressure	
communication skills		leadership and integrity	
delegation skills		adaptability, flexibility, and mobility	
IT/equipment/machinery skills		personal appearance and image others (for current or new role):	
meeting deadlines/commitments		corporate responsibility and ethics	

A5 In light of your current capabilities, your performance against past objectives, and your future personal growth and/or job aspirations, what activities and tasks would you like to focus on during the next year. Again, also think of development and experiences outside of job skills - related to personal aims, fulfilment, passions.

Part B To be completed during the appraisal by the appraiser - where appropriate and safe to do so, certain items can completed by the appraiser before the appraisal, and then discussed and validated or amended in discussion with the appraisee during the appraisal.

B1 Describe the purpose of the appraisee's job. **Discuss and compare with self-appraisal entry inA1. Clarify job purpose and priorities where necessary.**

B2 Review the completed discussion points in A2, and note the points of and action.

B3 List the objectives that the appraisee set out to achieve in the past 12 months (or the period covered by this appraisal - typically these objectives will have been carried forward from the previous appraisal record) with the measures or standards agreed - against each comment on achievement or otherwise, with reasons where appropriate. Score the performance against each objective (1-3 = poor, 4-6 = satisfactory, 7-9 = good, 10 = excellent). **Compare with the self-appraisal in A3. Discuss and note points of significance, particularly training and development needs and wishes, which should be noted in B6.**

objective measure/standard   self-score/app'r score   comment

---

B4 Score the appraisee's capability or knowledge in the following areas in terms of their current (and if applicable, next) role requirements (1-3 = poor, 4-6 = satisfactory, 7-9 = good, 10 = excellent). If appropriate provide evidence to support your assessment. The second section can be used for other criteria or if the appraisee is working towards new role requirements. **Compare scores with the self-appraisal in B4. Discuss and note agreed points training/development needs and wishes (to B6).**

commercial judgement		creativity	
product/technical knowledge		problem-solving and decision-making	
time management		team-working and developing others	
planning, budgeting and forecasting		energy, determination and work-rate	
reporting and administration		steadiness under pressure	
communication skills		leadership and integrity	
delegation skills		adaptability, flexibility, and mobility	
IT/equipment/machinery skills		personal appearance and image others (for current or new role)	
meeting deadlines/commitments		corporate responsibility and ethics	

B5 Discuss and agree the appraisee's career direction options and wishes, and readiness for promotion, **and compare with and discuss the self-appraisal entry in A5.** (Some people do not wish for promotion, but everyone is capable of, and generally benefits from, personal development - development and growth should be available to all, not just people seeking promotion). **Note the agreed development aim(s):**

B6 Discuss and agree the skills, capabilities and experience required for competence in current role, and if appropriate, for readiness to progress to the next role or roles. **Refer to actions arising from B3 and the skill-set in B4, in order to accurately identify all development areas, whether for competence at current level or readiness to progress to next job level/type.) Note the agreed development areas:**

B7 Discuss and agree the specific objectives that will enable the **appraisee to reach competence and to meet required performance in current job**, if appropriate taking account of the coming year's plans, budgets, targets etc., and that will enable the appraisee **to move towards, or achieve readiness for, the next job level/type, or if no particular next role is identified or sought, to achieve the desired personal growth or experience.** These objectives must adhere to the SMARTER rules - specific, measurable, agreed, realistic, time-bound, ethical, recorded.

B8 Discuss and agree (as far as is possible, given budgetary, availability and authorisation considerations) the training and development support to be given to help the appraisee meet the agreed objectives above.

Refer to the guidance notes. Personal development and support must be offered to all employees, irrespective of age, gender, race, disability, etc., and not just to those seeking promotion. Development is not restricted to job skills - it includes 'whole person'. Use your imagination. Job skills training isn't restricted to courses. Think about coaching, mentoring (by and of the appraisee), secondment to another role, holiday job cover, shadowing, distance-learning, e-learning, books, videos, attending meetings and workshops, workbooks, manuals and guides, researching, giving presentations; anything relevant, helpful and agreed to help the person develop. Avoid committing to training expenditure before suitable approval or availability has been confirmed. Understand development options and procedures before conducting the appraisal. Develop the whole person.

B9 Other issues (to be covered separately outside of this appraisal - continue on a separate sheet if necessary):

Signed and dated by appraisee: and by appraiser:

Grade/recommendation/summary as applicable:

Distribution of copies/confidentiality/accessibility details:

Task 4.8.

<div align="center">

EMPLOYEE PERFORMANCE REVIEW

</div>

Employee Information						
Employee Name:			**Date:**			
Department:			**Period of Review:**			
Reviewer:			**Reviewers Title:**			
Performance Evaluation	*Excellent*	*Excellent*	*Good*	*Fair*	*Poor*	*Comments*
Job Knowledge						
Productivity						
Work Quality						
Technical Skills						
Work Consistency						
Enthusiasm						
Cooperation						
Attitude						
Initiative						
Work Relations						
Creativity						
Punctuality						
Attendance						
Dependability						
Communication Skills						
Overall Rating						
Opportunities for Development						
Reviewers Comments						

By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this performance evaluation.

Employee   Signature   Date   Reviewers   Signature Date

Task 4.9.

Skill Set & Behavior Assessment - commercial role		Name		
		score/10		
Skills, work competencies and specialisms		self-assess	2nd view	Essential/ Desirable
1	Use of knowledge (technical, product, systems, etc.) within my personal responsibility area.			
2	Researching and getting information (organizations, suppliers, processes, regulations, etc).			
3	Business writing (letters, quotations, proposals, confirmations, contracts, etc.)			
4	Telephone appointment-making with senior people (executives and directors).			
5	Questioning and listening skills, ascertaining and developing needs and key issues.			
6	Developing solutions with customers, suppliers, partners, staff. Understanding and using USP's.			
7	Creating and giving senior-level presentations to groups.			
8	Negotiating strategy, techniques and skills so as to produce mutually positive outcomes.			
9	Financial understanding (P&L, cashflow, variable/fixed costs, capital/revenue, depreciation, etc).			
10	Managing relationships with customers and colleagues, internal selling.			
11	Closing and completing deals and agreements with individuals and groups.			
12	Competitor/industry research and awareness.			
13	Determining direction, taking initiative, project management and running meetings.			
14	Administration, planning, reporting and monitoring.			
15	Time management and being effective and productive.			
16	Appreciation/application of social responsibility, sustainability, humanity and ethical considerations.			

	Behavior, attitude and personal style			
1	Striving for new skills, knowledge, experience and personal development.			
2	Taking personal responsibility to resolve problems, even those not of my own making.			
3	Understanding the way people really feel, beyond what they seem to be saying.			
4	Developing positive relationships, co-operation with, and supporting my colleagues.			
5	Being a self-starter, self-motivated, keeping focused and productive.			
6	Planning how to achieve my business and personal goals.			
7	Handling stress, conflict and pressure in a positive way.			
8	Managing upwards and sideways (my managerial superiors and my peers).			
9	Contributing positively to team/company morale and spirit.			
10	Seeking and picking up responsibility that I see waiting to be filled.			
11	Coming up with recommendations and suggestions, more than asking for answers.			
12	Prioritizing, planning and organizing the balance between work and home life.			
13	Using integrity and ethics in my judgment about work and organizational issues.			

Score yourself out of 10 for each skill and behavior. Validate your scores by discussing them with your boss or someone who knows you (these scores go in the '2nd view' column and form the basis of the assessment). At the same time agree with the other person whether each skill and behavior is essential or desirable for the effective performance of your role, or your next job if you are seeking advancement. Your personal development priorities are therefore the lowest scores in the essential skills and behaviors. For group training needs see the Training Needs Analysis template, which is used to analyze a number of this individual assessment tool results. Adapt or change the elements above to suit the job role(s).

Task 4.10.

	Management Skill Set Assessment	Name		
	Skills (add skills or attributes relevant to your role as applicable)	**score/10**		
		self-assess	**2nd view**	**importance (A/B/C)**
1	Planning, prioritising and organising tasks and activities, time management, self and team.			
2	Motivation and leadership of team and individual team members.			
3	Communication skills, questioning and active listening, building trust, empathy and mutual understanding.			
4	Performance appraisals planning, conducting, and follow-up, for team, and self.			
5	One-to-one counselling, handling grievances, discipline, helping and enabling others with their challenges.			
6	Training and developing others, coaching and mentoring, assessing training needs.			
7	Delegation, identifying and agreeing tasks, measuring, follow-up, management by objectives (MBO's).			
8	Effective use of IT and equipment, esp. communication, planning and reporting systems.			
9	Financial and commercial understanding (eg, budgets, profit & loss, cashflow, etc)			
10	Managing relationships, inter-department, peers, upwards, obtaining approval for projects, changes etc.			
11	Planning and running meetings, effective follow-up.			
12	Business writing, eg, letters, reports, plans, project plans.			
13	Recruitment interviewing and selection, and effective induction of new people.			
14	Administration; financial/performance reporting, monitoring, maintaining and developing reporting systems.			
15	Creating and giving effective presentations to groups.			
16	Innovation, vision, creativity, taking initiative, problem-solving and decision-making.			
17	Quality awareness and managing, according to quality			

	standards and procedures.			
18	Employment and HR policy awareness and managing, according to policies (equality, disability, harassment, etc)			
19	Environmental and duty of care awareness and managing according to standards and procedures.			
20	Customer care and customer service management - external and internal.			
21	Self-development, self-control, compassion and humanity, seeking responsibility and personal growth.			
22	Appreciation/application of social responsibility, sustainability, humanity and ethical considerations.			
23				
24				
25				
26				
27				

Use this to assess your competence in your current job, or for your next job. Initially score yourself out of 10 for each skill in the self-assess column for the job concerned. Then validate or revise your scores in discussion with your boss or someone who knows you. Put these scores in the '2nd view' column - this is your actual assessment. At the same time confirm with the other person the importance of each skill (A, B or C, A = most important) for the job concerned. Your development priorities are therefore the lowest scores in the most important skills. This is an ideal tool for workshops, team meetings and group training needs analysis.

Task 4.11.

360 degree appraisals are a powerful developmental method and quite different to traditional manager-subordinate appraisals (which fulfil different purposes). As such a 360 degree process does not replace the traditional one-to-one process - it augments it, and can be used as a stand-alone development method.

360 degree appraisals involve the appraisee receiving feedback from people (named or anonymous) whose views are considered helpful and relevant. The feedback is typically provided on a form showing job skills/abilities/attitudinal/behavioural criteria and some sort of scoring or value judgement system. The appraisee should also assess themselves using the same feedback instrument or form.

360 degree respondents can be the appraisee's peers, up-line managers/execs, subordinate staff, team members, other staff, customers, suppliers - anyone who comes into contact with the appraisee and has opinions/views/reactions of and to the appraisee.

Developing 360 degree appraisals systems process make ideal subjects for a workshops, which in itself contains some very helpful developmental benefits and experience for all involved. If you're not able to get everyone together for a workshop you should solicit input and ideas - particularly about appraisal criteria and respondents and anonymity - then draft out process and materials - then issue for approval, then pilot, review, adapt and then implement. Adapt, improve and develop on an ongoing basis.

If 360 degree feedback results are to be analysed collectively to indicate the overall/total situation (ie., to assist in determining organizational training and development needs for instance), think carefully about the feedback form scoring system and particularly its suitability for input to some sort of analysis tool, which could be a spreadsheet, and therefore numerically based requiring numerical scores, rather than words,

(words of course are more difficult to count and measure, and while words and description assessment enables more subtlety, they also allow more room for misunderstanding and misinterpretation).

For guidance have a look at the skills and behavioural assessment tool - it's not a 360 degree tool, but is an example of the basis of one, and some of the skills elements that can be included in a 360 degree appraisals form.

Similarly the training needs analysis tool is an example of a collective or organizational measurement tool, based on the input of a number of individual feedback assessments. This tool can easily be adapted to analyse a number of 360 degree responses.

360 degree feedback form template. This template allows a mixture of key skills comprising one, two, three, four, and up to six elements. The number of elements per key skill/capability varies of course, so if necessary adjust the size of the boxes in the first column accordingly to accommodate more or less elements. See the 360 degree appraisals notes for more explanation about the purpose of each column and heading, and the feedback scoring method.

Insert your own Feedback Form headings and instructions: appraisee name, date, feedback respondent name, position (if applicable) plus local instructions and guidelines for completion, etc.				
key skill/capability area	skill/capability element	question number	feedback question	feedback score
		1		
		2		
		3		
		4		
		5		
		6		
		7		
		8		
		9		
		10		
		11		
		12		
		13		
		14		
		15		
		16		
		17		
		18		
		19		
		20		

		21		
		22		
		23		
		24		
		25		
		26		
		27		
		28		
		29		
		30		
Optional section: additional feedback about the appraisee – please be constructive				

The process of designing the feedback document (essentially a questionnaire) is to build it from the role's key skill areas: break these down into elements, and measure each via carefully worded questions, which the respondents answer and thereby grade the performance, ie., give feedback in respect of the person in question.

The question as to anonymity of respondents is up to you. A grown-up organization with grown-up people should be able to cope with, and derive more benefit from, operating the process transparently - but you need to decide this. Some people are happier giving feedback anonymously. And some people are not able to deal particularly well with criticism from a named person. For more information and guidance about handling and explaining this particular aspect refer to the Johari Window model - it's a powerful and helpful concept to use alongside the 360 degree feedback/appraisal process.

TOPIC 5. TRAINING, LEARNING & DEVELOPMENT

Task 5.1.

Give the definition for the following terms :

Development

_____

_____

Individual learning

_____

_____

Learning

_____

_____

Learning culture

_____

_____

Learning and development (L&D)

_____

_____

Organizational learning

_____

_____

Strategic L&D

_____

_____

Training

_____

_____

Bite-sized training

_____

_____

Blended learning

_____

_____

Coaching

_____

_____

Double-loop learning

_____

_____

**Experienced workers standard
(EWS)**

_____

_____

Experiential learning

_____

_____

Learning organization

_____

_____

Operant conditioning

_____

_____

Organizational learning

_____

_____

Progressive parts method of training

_____

_____

Self-directed (self-managed) learning

_____

_____

Single-loop learning

_____

_____

VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.

(It's best to complete the questionnaire before reading the accompanying explanation.)

1.   When I operate new equipment I generally:
   a) read the instructions first
   b) listen to an explanation from someone who has used it before
   c) go ahead and have a go, I can figure it out as I use it

2.   When I need directions for travelling I usually:
   a) look at a map
   b) ask for spoken directions
   c) follow my nose and maybe use a compass

3.   When I cook a new dish, I like to:
   a) follow a written recipe
   b) call a friend for an explanation
   c) follow my instincts, testing as I cook

4.   If I am teaching someone something new, I tend to:
   a) write instructions down for them
   b) give them a verbal explanation
   c) demonstrate first and then let them have a go

5.   I tend to say:
   a) watch how I do it
   b) listen to me explain
   c) you have a go

6.   During my free time I most enjoy:
   a) going to museums and galleries
   b) listening to music and talking to my friends
   c) playing sport or doing DIY

7.   When I go shopping for clothes, I tend to:
   a) imagine what they would look like on
   b) discuss them with the shop staff
   c) try them on and test them out

8.   When I am choosing a holiday I usually:
   a) read lots of brochures
   b) listen to recommendations from friends
   c) imagine what it would be like to be there

TEST: HUMAN RESOURCES DEVELOPMENT

1. The three phases of training are:

   A. Needs assessment, implementation, evaluation
   B. Job analysis, surveying trainees, evaluation
   C. Commitment from upper management, needs assessment, evaluation
   D. Approach, emphasis, presentation

2. The three learning domains that influence or change behavior are:

   A. Identification, development, education
   B. Cooperation, sharing, evaluating
   C. Preparing, implementing, evaluating
   D. Skills, knowledge, attitude

3. The Hawthorne Studies focused on which of the following:

   A. Assessing the impact of physical and environment on performance
   B. Factors of employee's social groups and interpersonal relationships created at the work place
   C. Examining interpersonal behavior and credibility
   D. Examining the factors that determine the need for achievement

4. A training technique that involves transferring trainees to different jobs to broaden their focus and to increase their knowledge is:

   A. Job rotation
   B. Job-instruction training
   C. Imitative learning
   D. Computer-assisted instruction

5. Which is not one of the six levels of learning?

   A. Knowledge
   B. Application
   C. Analysis
   D. Apprenticeship

6. Which is not one of the four criteria for evaluating training programs?

   A. Behavior
   B. Synthesis
   C. Reactions
   D. Learning

7. Which of the following job design practices broadens the scope of a job by expanding the number of different tasks to be performed?

   A. Job enrichment
   B. Division of labor
   C. Job rotation
   D. Job enlargement

8. An employer's mission statement includes:

   A. short-term needs to meet the strategic plan
   B. a statement of purpose for what the organization values

C. long-term objectives
D. a statement of employment practices

9. Direct costs to an employer include:

A. costs of operating a program
B. costs for operating the entire department
C. costs for operating a unit
D. costs for operating a division

10. The Hawthorne Studies:

A. examined the personal and interpersonal behaviors in a group setting, which means that trainers should have credibility in their instruction
B. looked at formal and informal work groups and at factors influencing their cohesiveness and effectiveness, which means social group and interpersonal factors are of key importance to designing a training environment
C. assessed the impact of physical and environmental influence on employee performance, which means special notice from management may work to increase motivation
D. examined the factors that determine the need for achievement and explored their relationship to occupational choice which means employees view training better when they see how it helps their career development

11. Which of the following is not a type of training needs analyses?

A. task analyses
B. organizational analyses
C. operations analyses
D. individual analyses

12. Common forms of behaviorally experienced training include all of the following except:

A. diversity training
B. in-basket training
C. apprenticeship
D. case studies/incidents
E. business games

13. Which of the following is not one of the four strategies used in behavior modification approach?

A. behavior modeling
B. positive reinforcement
C. negative reinforcement
D. punishment
E. extinction

14. The preparation of the employee for future responsibility, often at a different level in the organization is?

A. development
B. training
C. education
D. needs assessment

15. What assesses the impact of physical and environmental influence on employee performance, which means special notice from management may work to increase motivation?

A. group dynamics
B. laboratory training
C. Hawthorne studies
D. need for achievement

16. *All of the following are types of a training needs analysis, except:*

A. organizational analysis
B. financial analysis
C. task analysis
D. individual analysis

17. *The performance of job-related tasks and duties by trainees during training is known as:*

A. Spaced Practice
B. Active Practice
C. Massed Practice
D. Training Practice

18. *Which is not a benefit of training?*

A. To increase company expenses
B. Reduction in errors
C. Reduction in turnover
D. Attitude Changes

19. *What does the acronym KSA represent:*

A. Knowledge, skill, ability
B. Knowledge, social, ability
C. Knowledge, skills, accountability
D. None of the above

20. *Rating all employees in a narrow band in the middle of the rating scale refers to what error:*

A. Rater bias
B. Recently effect
C. Strictness
D. Central tendency

21. *An error that occurs when a raters values or prejudices distort the rating:*

A. Central tendency
B. Leniency
C. Raters bias
D. None of above

22. *Mentoring is:*

A. Ongoing and spontaneous meetings between supervisors and their employees to discuss the employee's career goals, and to give advice.
B. Assigning employees to various jobs.
C. A developmentally oriented relationship between two individuals that involves advising, networking, and supporting.
D. Demonstrating new skills to the mentored individual

23. *What do all four phases of the learning process have in common?*

A. Reaction
B. Questioning
C. Results
D. Behavior

24. Which of the following is not an example of a type of organization according to Miles and Snow Strategy typology

A. Reactor
B. Defender
C. Prospector
D. Collaborator

25. Which of the following correctly defines training?

A. Skills that apply to an employees current job
B. Preparation of the employee for future responsibility
C. A generalized, individual learning experience
D. An attempt to modify behavior

TOPIC 6. HR OUTSOURCING.

Task 5.1.

Give the definition for the following terms:

Outsourcing
_____

_____

Changing business
_____

_____

Employee orientation programs
_____

_____

Performance
_____

_____

Advantages of outsourcing
_____

_____

Disadvantages of outsourcing
_____

_____

Access
_____

_____

Recruiting
_____

_____

Training
_____

_____

Development
_____

_____

Human resource activities

_____

_____

Task 7.1.

Give the definition for the following terms:

Delegation

_____

_____

Management skills

_____

_____

Poor delegation

_____

_____

Guide

_____

_____

General delegation principles

_____

_____

Planning

_____

_____

Exhaustive list

_____

_____

Management skill

_____

_____

Delegation freedom

_____

_____

Individual projects

_____

_____

Specific

_____

_____

Measurable

_____

_____

Agreed

_____

_____

Realistic

_____

_____

Timebound

_____

_____

Ethical

_____

_____

**Recorded
successful delegation**

_____

_____

Define the task

_____

_____

Select

_____

_____

Agree deadlines

_____

_____

TOPIC 8. EMPLOYEE MOTIVATION

Task 8.1.

Give the definition for the following terms:

Cognitive evaluation

_____

_____

Content (needs) motivation theory

_____

_____

Discretionary behavior

_____

_____

Discretionary effort

_____

_____

Equity theory

_____

_____

Expectancy theory

_____

_____

Extrinsic motivation

_____

_____

Goal theory

_____

_____

Herzberg's two-factor model of motivation

_____

_____

Intrinsic motivation

_____

_____

Instrumentality

_____

_____

Job characteristics model

_____

_____

Job satisfaction

_____

_____

Law of effect

_____

_____

Line of sight

_____

_____

Management by objectives

_____

_____

Task 8.2.

COMPENSATION & BENEFITS

1. Direct compensation includes which of the following:
   A. Flexible benefits
   B. Long-term incentive pay
   C. Workers' Compensation
   D. Unpaid leave

2. Indirect compensation is represented by which of the following:
   A. Social Security benefits
   B. Short-term incentive pay
   C. Differential pay
   D. Merit pay

3. An audit and review of the services and costs billed by health-care providers is known as:

   A. Procedural review

B. Practice analysis
C. Utilization review
D. Operational control

4. *Person-based pay systems:*
   A. Pay higher performers more aggressively
   B. Pay employees with long service more
   C. Will not work when large numbers of professionals are employed
   D. Pay employees for what they are capable of doing rather than the tasks they currently perform

5. *Executives typically receive:*
   A. All of their direct compensation in incentives
   B. Fewer perquisites than other employees
   C. A higher percentage of their direct compensation in base salary than do other employees
   D. A wider variety of compensation programs than do other employees

6. *Which of the following employees must be paid overtime?*
   A. A janitor who worked 30 hours during the workweek and was also paid for 12 hours of vacation time
   B. A vice president in charge of operations who worked 50 hours last week
   C. A nonexempt employee who put in 45 hours last week
   D. A dock worker who worked 40 hours, including 10 hours on Christmas

7. *Which is an example of a health-related service that would be under the area of employee assistance programs?*
   A. Smoking cessation
   B. On-the-job accident protection
   C. Family and marital counseling
   D. High blood pressure control

8. *A compensation program should address which of the following objectives?*
   A. legal compliance with all appropriate laws and regulations
   B. cost effectiveness for the organization
   C. internal, external, and individual equity for employees
   D. all of the above

9. *An employee who holds a non-exempt position under the Fair Labor Standards Act:*
   A. exercises discretionary authority for independent action
   B. uses the percentage of his or her time performing routine, manual, or clerical work
   C. earns an annual income in excess of $100,000
   D. none of the above

10. *One strategic business reason for offering a comprehensive benefits package to employees is:*

    A. to help attract and retain employees
    B. to beat out the competition
    C. to decrease employer operating costs
    D. to offer cafeteria-style health care plans to employees

11. *The Davis-Bacon Act of 1931:*
    A. requires company with federal supply or service contracts exceeding $10,000 to pay a prevailing wage
    B. deals only with firms engaged in federal construction projects valued in excess of $2,000 and requires that the "prevailing wage" rate be paid
    C. addresses wage discrimination on the bases of sex
    D. establishes overtime pay requirements

12. *Which of the following is not one of the three main factors of the Hay system?*
    A. experience
    B. know-how
    C. problem solving
    D. accountability

13. *Which of the following is a legally mandated benefit?*
    A. social security
    B. unemployment compensation
    C. workers' compensation
    D. all of the above

14. *What provides counseling and other help to employees having emotional, physical and other personal problems?*
    A. employee assistance programs
    B. Drug Free Workplace Act
    C. OSHA
    D. wellness programs

15. *Which of the following acts deals directly with discrimination in compensation?*
    A. Comparable worth
    B. Equal Pay Act
    C. Davis-Bacon Act
    D. Fair Labor Standards Act

16. *Which of the following is a funding feature of a health plan?*
    A. HMO coverage
    B. PPO coverage
    C. self-insurance
    D. office visits

17. *Total benefits cost (TBC):*
    A. is a ratio of benefit cost per employee to average number of employees
    B. is exclusive of miscellaneous items such as education
    C. includes staff time, overhead, processing costs
    D. is not usually calculated because it varies so much

18. *Similarity in pay for jobs requiring comparable level of knowledge, skill, and ability, even where actual job duties differ significantly is the:*
    A. Equal Pay
    B. Pay Equity
    C. Paycheck Fairness Act
    D. None of the above

19. *An incumbent who is paid below the range set for the job:*
    A. red-circled employee
    B. green-circled employee
    C. blue-circled employee
    D. None of the above

20. *Variable pay is also know as:*
    A. incentives
    B. group pay
    C. performance pay
    D. B and C

21. *A security benefit voluntarily offered by employers to employees who lose their job:*

A. COBRA
    B. Severance pay
    C. Unemployment compensation
    D. Supplemental Pay

22. Which of the following categories is not an example of an exempt classification?
    A. Executive
    B. Sales
    C. Professional
    D. Technical

23. The Equal Pay Act for equal work of same skills, effort, and responsibilities. Which of the following is not an exemption of this act?
    A. Seniority
    B. Performance
    C. Geographic location
    D. Overtime

24. Which of the following is an example of payment that is consistent from period to period despite the number of hours worked
    A. Wage
    B. Salary
    C. Reward
    D. Incentive

Task 8.3

QUICK SELF-TEST BASED ON THE ADAPTED 8-STAGE 'HIERARCHY OF NEEDS'

Read the following eight statements and tick below those that apply to you. There are no right or wrong answers. Interpretation guide below.

DA I am successful in life and/or work, and I'm recognised by my peers for being so. I'm satisfied with the responsibility and role that I have in life and/or work, my status and reputation, and my level of self-esteem.

DB I am part of, and loved by, my family. I have good relationships with my friends and colleagues - they accept me for who I am.

□ **C** Above mostly everything else, I actively seek beauty, form and balance in things around me. My interest in beautiful culture and the arts is central to me.

□ **D** My aim is self-knowledge and enlightenment. The most important thing to me is realising my ultimate personal potential. I seek and welcome 'peak' experiences.

DE I generally feel safe and secure - job, home, etc - and protected from harm. My life generally has routine and structure - long periods of uncontrollable chaos are rare or non-existent.

□ **F** The most important thing to me is helping others to reach their ultimate potential, whatever that may be, even at my own expense.

□ **G** Aside from dieting and personal choice, I never starve through lack of food, nor lack of money to buy food. Aside from the usual trauma of moving house, I have no worry at all about having somewhere to live - I have 'a roof over my head'.

□ **H** Improving my self-awareness is one of my top priorites. The pursuit of knowledge and meaning of things, other than is necessary for my work, is extremely important to me.

Interpretation:	Circle
1 Biological Needs	G
2 Safety Needs	E
3 Belongingness and Love Needs	B
4 Esteem Needs	A
---	
5 Cognitive Needs	H
6 Aesthetic Needs	C
7 Self-Actualisation Needs	D
8 Transendence Needs	F

Maslow said that needs 1-4 are deficiency motivators and are generally satisfied in order when the previous need is fully or partially satisfied. If ticked above they are probably satisfied. If a need ceases to be satisfied there is less or no motivation to strive to maintain or satisfy higher level needs. Needs 5-8 are growth motivators. If ticked above they are likely to be a focus of personal growth motivation. This test is based on Maslow's Hierarchy of Needs.

Task 8.4

MOTIVATION TEST

Get a piece of paper and write down that following:

- Notatall
- Rarely
- Sometimes
- Often
- Veryoften

I will ask you a series of questions and I want you to tick the appropriate response.

Questions

1) I'm sure of my ability to achieve the goals I set for myself.
2) When working on my goals, I put in maximum effort and work even harder if I've suffered a setback.
3) I regularly set goals and objectives to achieve my vision for my life.
4) I think positively about setting goals and making sure my needs are met.
5) I use rewards (and consequences) to keep myself focused. For example, if I finish my revision on time, I allow myself to take a coffee break.
6) I believe that if I work hard and apply my abilities and talents, I will be successful.
7) I never worry about deadlines and getting things done.
8) When an unexpected event threatens or jeopardizes my goal, I stick with it anyway.
9) My biggest reward after completing something is the satisfaction of knowing I've done a good job.
10) I never do the minimum amount of work necessary to keep my parents and teachers satisfied.
11) I never worry about why I won't reach my goals, and I never focus on why something probably won't work.
12) I create a vivid and powerful vision of my future success before embarking on a new goal.

Count up your ticks for each category, for example:

Not at all = 2
Rarely = 1
Sometimes = 1
Often = 2
Very often = 6

Then multiply your first score by 1, your second score by 2 and so on.

Not at all = 2 x 1 = 2
Rarely = 1 x 2 = 2
Sometimes = 1 x 3 = 3
Often = 2 x 4 = 8
Very often = 6 x 5 = 30

Now add you the numbers to give a total score
2 + 2 + 3 + 8 + 40 = 45

So what do the scores tell you?

Now add up the total and see the table below.

Your Score
Out of 60

Score 44-60
Wonderful! You get things done, and you don't let anything stand in your way. You make a conscious effort to stay self-motivated, and you spend significant time and effort on setting goals and acting to achieve those goals. You attract and inspire others with your success. Treasure this - and be aware that not everyone is as self-motivated as you are!

28-43
You're doing OK on self-motivation. You're certainly not failing - however, you could achieve much more. To achieve what you want, try to increase the motivation factors in all areas of your life.

12-27
You allow your personal doubts and fears to keep you from succeeding. You've probably had a few incomplete goals in the past, so you may have convinced yourself that you aren't self-motivated - and then you've made that come true. Break this harmful pattern now, and start believing in yourself again.

Task 8.5

'X-Y THEORY' QUESTIONNAIRE
Score the statements (5 = always, 4 = mostly, 3 = often, 2 = occasionally, 1 = rarely, 0 = never)

To indicate whether the situation and management style is 'X' or 'Y':

1. My boss asks me politely to do things, gives me reasons why, and invites my suggestions.
2. I am encouraged to learn skills outside of my immediate area of responsibility.
3. I am left to work without interference from my boss, but help is available if I want it.
4. I am given credit and praise when I do good work or put in extra effort.
5. People leaving the company are given an 'exit interview' to hear their views on the organisation.
6. I am incentivised to work hard and well.
7. If I want extra responsibility my boss will find a way to give it to me.
8. If I want extra training my boss will help me find how to get it or will arrange it.
9. I call my boss and my boss's boss by their first names.
10. My boss is available for me to discuss my concerns or worries or suggestions.
11. I know what the company's aims and targets are.
12. I am told how the company is performing on a regular basis.
13. I am given an opportunity to solve problems connected with my work.
14. My boss tells me what is happening in the organisation.
15. I have regular meetings with my boss to discuss how I can improve and develop.

Total score
60-75 = strong Y-theory management (effective short and long term)

45-59 = generally Y-theory management

16-44 = generally X-theory management

0 -15 = strongly X-theory management (autocratic, may be effective short-term, poor long-term)

To indicate whether the person prefers being managed by 'X' or 'Y' style:

1. I like to be involved and consulted by my boss about how I can best do my job.
2. I want to learn skills outside of my immediate area of responsibility.
3. I like to work without interference from my boss, but be able to ask for help if I need it.
4. I work best and most productively without pressure from my boss or the threat of losing my job.
5. When I leave the company I would like an 'exit interview' to give my views on the organisation.
6. I like to be incentivised and praised for working hard and well.
7. I want to increase my responsibility.
8. I want to be trained to do new things.
9. I prefer to be friendly with my boss and the management.
10. I want to be able to discuss my concerns, worries or suggestions with my boss or another manager.
11. I like to know what the company's aims and targets are.
12. I like to be told how the company is performing on a regular basis.
13. I like to be given opportunities to solve problems connected with my work.
14. I like to be told by my boss what is happening in the organisation.
15. I like to have regular meetings with my boss to discuss how I can improve and develop.

Total score

60-75 = strongly prefers Y-theory management

45-59 = generally prefers Y-theory management

16-44 = generally prefers X-theory management

0-15 = strongly prefers X-theory management

Task 8.6

MULTIPLE INTELLIGENCES TEST - BASED ON HOWARD GARDNER'S MI MODEL

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree. Alternatively for speed or ease - tick the box if the statement is more true for you than not.		
Score or tick the statements in the white-out boxes only		**Score**
I can play a musical instrument		1
I often have a song or piece of music in my head		2
I find it easy to make up stories		3
I have always been physically well co-ordinated (run, jump, balance, etc)		4
Music is very important to me		5
I am a good liar (if I want to be)		6
I play a sport or dance		7
I am a very social person and like being with other people		8
I find graphs, charts and diagrams easy to understand		9
I find it easy to remember quotes or phrases or poems or song lyrics		10
I can always recognize places that I have been before, even when I was very young		11
When I am concentrating I tend to doodle		12
I find mental arithmetic easy (sums in my head)		13
At school one of my favorite subjects is / was English		14
I like to think through a problem carefully, considering all the consequences		15
I love adrenaline sports and scary rides		16

Statement								No.
I enjoy individual sports best								17
I find it easy to remember telephone numbers								18
I set myself goals and plans for the future								19
I can tell easily whether someone likes me or dislikes me								20
To learn something new, I need to just get on and try it								21
I often see clear images when I close my eyes								22
I don't use my fingers when I count								23
At school I love / loved music lessons								24
I find ball games easy and enjoyable								25
My favourite subject at school is / was maths								26
I always know how I am feeling								27
I keep a diary								28
My favourite subject at school is / was art								29
I really enjoy reading								30
It upsets me to see someone cry and not be able to help								31
I prefer team sports								32
Singing makes me feel happy								33
I am happy spending time alone								34
My friends always come to me for emotional support and advice								35

Add the scores or ticks in each column and write the total for each column in the boxes on the right.

The highest scores indicate your natural strengths and potential - your natural intelligences.

There are no right or wrong answers.

My strongest intelligences are (write them here):

Intelligence type	Your totals						
Linguistic							
Logical-Mathematical							
Musical							
Bodily-Kinesthetic							
Spatial-Visual							
Interpersonal							
Interpersonal							

You are **happiest** and **most successful** when you **learn, develop, and work** in ways that make **best use** of your **natural intelligences** (our strengths and style and brain-type in other words). This indicator can help you to focus on the sorts of learning and work that will be most fulfilling and rewarding for you. The multiple intelligences definitions are available in sheet 2 of the MSExcel file containing this test. If you are using this test tool for teaching and development purposes you might find it helpful also to refer to the 'Fantasticat' ideas on the businessballs website, which are designed to help young people identify and express their own unique personal potential.

Employment & Labor Relations

1. In a union setting the grievance procedure is a function of:

    A. Harassing the supervisor
    B. Pattern bargaining
    C. Airing gripes
    D. Conflict resolution

2. The phases in the labor relations process are:

    A. Recognition, negotiation, and administration
    B. Determining the bargaining unit, collective bargaining, grievance procedures
    C. Collection of authorization cards, elections, recognition
    D. Collective bargaining, grievances, economic pressures

3. A union shop is one where:

    A. Membership is required before one can be hired
    B. Membership is optional, but dues are required
    C. Membership is required within a specified time period after being hired
    D. Membership is required before the next contract negotiations

4. An informal process of agreement used by the EEOC for resolving charges of discrimination

    A. Constructive discharge
    B. Executive orders
    C. Conciliation
    D. Employment-at-will doctrine

5. Legal theory that makes employers liable for the abusive acts of employees if the employer knew or should have known about the employees' propensity for such conduct.

    A. Age Discrimination Act
    B. Four-fifths rule
    C. Affirmative Action plans
    D. Negligent hiring

6. Money provided to temporarily assist employees who are laid off through no fault of their own:

    A. Worker's compensation
    B. Medicare
    C. Perquisites
    D. Unemployment compensation

7. A union shop clause states that:

    A. Workers who take a job in a bargaining unit do not need to join the union
    B. Workers who take a job in a bargaining unit must pay dues to the union but do not need to join
    C. Workers must join the union before they will be considered for a job in a bargaining unit
    D. Workers who take a job in a bargaining unit must join the union within a certain period of time

8. What is the first step that these employees must take if they no longer wish to be represented by their union?

    A. The employees must request temporary leave from the union
    B. The employees must request an investigation by the NLRB
    C. The employees must inform union leaders of their dissatisfaction
    D. The employees must request a decertification election

9. Which of the following legislation prohibits mandatory retirement based on age?

A. Older Worker's Benefit Protection Act (1990)
B. Age Discrimination in Employment Act (1967)
C. Vocational Rehabilitation Act (1973)
D. Title I of the Americans with Disabilities Act (1990)

10. The Wagner Act (National Labor Relations Act) was enacted by Congress in:

A. 1935
B. 1936
C. 1947
D. 1959

11. The Labor Management Relations Act:

A. protects individuals from their unions with a guaranteed "bill of rights"

B. mandates employers maintain records on employees, pay at minimum wage, and pay one and one-half for hours worked over 40

C. provided workers right to organize

D. provides that employers may not terminate/discriminate against an employee for union involvement

12. The act which prohibits employers with 15 or more workers from discriminating in employment, public services & transportation, public accommodations, and telecom is:

A. Executive Order 11246
B. Equal Employment Opportunity Act
C. Age Discrimination in Employment Act
D. None of the above

13. A firm that requires employees who refuse to join the union to pay equivalent amounts equal to union dues and fees for the union representative services is defined as:

A. union shop
B. agency shop
C. closed shop
D. none of the above

14. The "National Labor Code" includes which of the following?

A. the Wagner Act
B. the Taft-Hartley Act
C. the Landrum-Griffin Act
D. all of the above
E. none of the above

15. Contract provisions to aid the union in obtaining and retaining members are referred to as:

A. dues checkoff
B. mandatory issues
C. permissive issues
D. union security provisions
E. none of the above

16. All of the following are mandatory bargaining items, except.

A. Holidays
B. Pensions
C. Hot cargo clauses
D. Employee security

17. What is the largest labor union?

A. National Education Assoc. (NEA)
B. Electrical (IBEW)

C.Teamsters (IBT)
D.Auto Workers (UAW)
18. What labor law amended the NLRA and added unfair union labor practices?

A.Landrum-Griffin Act
B.Taft-Hartley Act
C.Fair Labor Standards Act
D. Wagner Act
19. A firm that requires employees who refuse to join the union to pay amounts equal to union dues and fees for the union's representative service is known as:

A. Closed Shop
B.Union Shop
C.Open Shop
D.Agency Shop
20. The process by which a third party assists negotiators in their discussions and also suggests settlement proposals is known as:

A.Arbitration
B.Conciliation
C..Mediation
D.Ratification
21. Which of the following is not a type of strike?

A.Sympathy Strike
B.Empathy Strike
C.Economic Strike
D.Unfair Labor Practice Strike
22. Details of an employment agreement are often spelled out in a formal:

A.non-piracy agreement
B.non-compete covenant
C.implied agreement
D.employment contract
23. A firm that requires individuals to join a union before they can be hired:

A.Agency shop
B.Closed shop
C.Union shop
D.All of the above
24. The LRMA was enacted by which of the following acts:

A.Landrum-Griffin Act
B.Taft-Hartley Act
C.Wagner Act
D.Norris-LaGuardia Act
25. A means by which disputes arising from different interpretations of a labor contract are settled by a third party:

A.Mediation
B.Grievance procedure
C.Grievance arbitration
D.A and B
26. Research has identified three psychological determinants that influence a person's decision to join or avoid a union. What are the three determinants?

A.The health of the economy, desire to feel accepted, and strong beliefs about the union.

B.Perception of the work environment, desire to participate, and strong beliefs about the union.

C.The health of the economy, the perceptions of family members, and the desire to impact society.

D.Perception of the work environment, the perception of family members, and the feeling that its "the right thing to do."

27. When is the NLRB authorized to conduct an election?

A.When a petition has been filed by an employee, an individual, a labor organization, or an employer.

B.When 30% or more eligible employees have sign authorization cards.

C.A and B.

D.When an employer signs a contract agreeing to a union election

28. What is a consent election?

A.When the regional director schedules a hearing to resolve election disputes.

B.An order by the NLRB to cancel the election.

C.An agreement between an employer and the union to waive the pre-election hearing.

D.None of the above

29. What is the very first step in the union decertification process?

A.When an employee or group of employees request a decertification.

B.When union members stop paying dues and attending meetings.

C.When the employer, the union, and the community come together to request a decertification election.

D.When the NLRB sends a notice requiring a decertification election.

30. Which of the following is an example of an employee who must join the union as a condition of employment?

A.Union shop

B.Agency shop

C.Closed shop

D.Industrial shop

31. Which of the following is considered illegal?

A.Agency shop

B.Union shop

C.Closed shop

D.Hiring halls

32. Which of the following is an example of a union organizer working within the company that the union wants to unionize?

A.Scab

B.Indirect Pressure

C.Hand billing

D.Salting

33. What percent of employees must sign union representation cards to hold an election?

A.50%

B.30%

C.75%

D.25%

34. The NLRB can waive an election based on all except:

A.The authorization cards are clear and unambiguous

B.Employees' signatures were obtained through threatening and coercing

C.A fair and impartial election is impossible based on the employers conduct.

D.The majority of the employees have signed union authorization cards.

35. In an unionized organization which group of employees are more likely to have their own bargaining unit :

A.Security Guards
B.Janitors
C.Electricians and other skilled employees
D.Unskilled laborers

36. Organizational picketing is done to:

A.Obtain employer recognition of the unit as a bargaining representative
B.Gain public support for the union and its goals
C.Promote employees acceptance of the union as their representative
D.Inform employees about what the key issues are

37. The collective bargaining agreement should guarantee specific rights to the employer except:

A.Rights to determine what product or services they will produce
B.Restrict the unions use of the company's property for union meetings
C.The employer can not file charges against the union
D.The employer can discipline employees for "just cause"

38. Which of the following activities is a protected activity?

A.Picketing
B.Wildcat Strike
C.Secondary boycotts
D.Shutdowns

39. In the face of a strike threat, management is most interested in:

A.How to continue production or providing a service
B.Providing security for the strikers
C.Maintaining benefits for striking employees
D.Notifying the local press

40. What type of strike is unapproved by the union?

A.Secondary strike
B.Economic Strike
C.Lockout
D.Wildcat Strike

41. Mandatory topics of negotiation is established by:

A.Unions and employers
B.Unions
C.Employers
D.NLRB

42. Illegal subjects of negotiations include all the following except for:

A.Wildcat Strikes
B.Hot Cargo Clauses
C.Discipline Procedures
D.Closed Shop Agreements

43. Parallel or pattering bargaining is most common in what industry?

A.Airline Industry
B.Professional Sports
C.Heavy Manufacturing
D.Automotive Industry

44. Principled negotiations is not based on:

A.Separate the people from the problem
B.Focus on positions
C.Invent options for mutual gains
D.Insist on objective criteria

45. What reasons does an employer have to not give the union requested information?

A.The union requests information for non bargaining related purposes
B.If the cost of providing the information is prohibitive to the employer
C.It would violate trade secrets of the employer
D.The employer must provide all information requested by the union

46. A company that wants to change an existing collective bargaining agreement must notify the other party how many days in advance prior to the expiration of the contract?

A.30 days
B.60 days
C.90 days
D.120 days

47. What is the final step in the grievance procedure?

A.The Shake-Out Step between top management and top union officials
B.The NLRB makes a ruling
C.Third party determination
D.The local labor relations representative and the union chairperson

48. Which of the following is least likely to be used in a nonunion environment?

A.Open door policy
B.Alternative dispute resolution
C.Arbitration
D.Peer reviews

49. The governmental agency that watches over public sector labor management relations is:

A.NLRB
B.Department of Labor
C.Justice Department
D.Federal Labor Relations Council

50. What law governs collective bargaining among federal employees?

A.Civil Service Reform Act
B.National Labor Relations Act
C.Federal Labor Relations Act
D.Labor-Management Relations Act

51. If an employee files a grievance who is the person that has first opportunity to solve the grievance?

A.Union Representative
B.First Line Supervisor
C.Labor Relations Representative
D.Union Shop Chairperson

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