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| 1. Strategic planning involves a set of procedures for making decisions about an organization’s long-term goals and strategies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 2. Human resource planning (HRP) refers to the process of recruitment and selection that caters to the welfare of an organization's existing employees.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 3. Strategic human resources management (SHRM) is a combination of strategic planning and HR planning.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 4. The first step in strategic planning of a firm involves establishing a mission, vision, and values for the firm.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 5. The strategic vision of an organization never moves beyond its mission statement to provide a perspective on where the company is headed and what the organization can become in the future.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 6. Organizational core values form the foundation of a firm’s decisions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 7. Changes in labor supply can place limits on the strategies available to firms.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 8. An internal analysis enables strategic decision makers to assess an organization’s workforce—its skills, cultural beliefs, and values.  ​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 9. Internal analysis focuses on culture and conflicts within an organization.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 10. A cultural audit can be used to examine the attitudes and expectations of employees.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 11. Strategic planning is the process of anticipating and providing for the movement of people into, within, and out of an organization.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 12. Trend analysis relies on a single factor to predict employment needs.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 13. An organization’s core values are the strong enduring beliefs and principles that the company uses as a foundation for its decisions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 14. Organizations tend to make long-term commitments to strategic knowledge employees, investing in their continuous training and development, and perhaps giving them an equity stake in the organization.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 15. Forecasting is frequently more of an art than a science, providing inexact approximations rather than absolute results.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 16. Qualitative HR forecasting techniques generally employ sophisticated analytical models.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 17. Trend analysis is a qualitative approach to labor demand forecasting.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 18. Trend analysis refers to the use of statistical techniques to plot a historical trend of a business factor.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 19. A vision statement clarifies the long-term direction of a company and its strategic intent.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 20. Staffing tables provide data on external labor supply sources.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 21. ​A Markov analysis can be used to track the pattern of employee movements through various jobs.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 22. Core values are the essence of corporate cultures and an expression of their personality.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 23. Succession planning is the process of identifying, developing, and tracking talented individuals so that they may eventually assume top-level positions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 24. ​A SWOT analysis helps executives summarize the major facts and forecasts derived from external and internal analyses.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 25. Corporate strategy focuses on domain selection.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 26. In international joint ventures, the issue of culture is paramount.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 27. Dell has been very successful competing based on a low-cost strategy.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 28. FedEx has been very successful in utilizing a differentiation strategy.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 29. In the long run, firms must approach outsourcing decisions based on cost alone to strengthen their core capabilities.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 30. Critical success factors for a low-cost strategy include efficiency, productivity, and minimizing waste.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 31. While unemployment rates vary by sector, the lack of talent in low-skill jobs continues to create a real challenge for firms.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 32. Organizational structure is the framework in which the activities of organization members are coordinated.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 33. Shared values act as a guiding parameter for strategic planning.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 34. In unionized firms, layoffs are only based on performance.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 35. Unionized organizations recognize seniority.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 36. A disadvantage of overemphasizing seniority is that less competent employees receive the same rewards and security as more competent employees.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 37. A Markov analysis can show the percentage of employees who remain in each of a firm’s jobs from one year to the next.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 38. ​Benchmarking is a process that companies use to look at their practices and performance in a given area and then compare them with other companies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 39. The target company for benchmarking does not need to be a competitor.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 40. The Balanced Scorecard is a tool for mapping a firm’s strategy in order to ensure strategic alignment.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 41. ​The quality-of-fill metric attempts to measure how well new hires of an organization are performing so that the organization will have enough top performers to propel it towards its strategic objectives.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 42. The process of setting procedures for making decisions about an organization’s long-term goals is called:   |  |  |  | | --- | --- | --- | |  | a. | strategic planning. | |  | b. | HR planning. | |  | c. | job analysis. | |  | d. | environmental scanning. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 43. Human resource planning is:   |  |  |  | | --- | --- | --- | |  | a. | the technique that identifies the critical aspects of a job. | |  | b. | the process of anticipating and providing for the movement of people into, within, and out of an organization. | |  | c. | the process of setting major organizational objectives and developing comprehensive plans to achieve these objectives. | |  | d. | the process of determining the primary direction of a firm. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 44. Customers, suppliers, and substitutes are part of a \_\_\_\_\_ environment.   |  |  |  | | --- | --- | --- | |  | a. | political | |  | b. | technological | |  | c. | demographic | |  | d. | competitive |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 45. The group of employees which has skills that are quite valuable to a company in creating customer value but not particularly unique or difficult to replace is referred to as:   |  |  |  | | --- | --- | --- | |  | a. | core employees. | |  | b. | strategic knowledge workers. | |  | c. | supporting workers. | |  | d. | partners. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 46. The mission of a company:   |  |  |  | | --- | --- | --- | |  | a. | is used for the systematic monitoring of its external opportunities. | |  | b. | is the basic purpose of the company. | |  | c. | is the strong enduring belief used by the company to make decisions. | |  | d. | provides a perspective on where the company is headed. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 47. The strategic vision of a company:   |  |  |  | | --- | --- | --- | |  | a. | is used for the systematic monitoring of its external opportunities. | |  | b. | is the basic purpose of the company. | |  | c. | is the strong enduring belief used by the company to make decisions. | |  | d. | provides a perspective on where the company is headed. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 48. The core value of a company:   |  |  |  | | --- | --- | --- | |  | a. | is the systematic monitoring of its external opportunities. | |  | b. | is the basic purpose of the company. | |  | c. | is the strong enduring belief used by the company to make decisions. | |  | d. | is determined by conducting a trend analysis on its employees. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 49. The systematic, regular monitoring of major external forces influencing an organization is called:   |  |  |  | | --- | --- | --- | |  | a. | demand forecasting. | |  | b. | environmental scanning. | |  | c. | exception reporting. | |  | d. | influence analysis. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 50. A competitive environment includes all the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | new entrants. | |  | b. | suppliers. | |  | c. | rivals. | |  | d. | subordinates. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 51. At the fundamental level, a firm's strategy should focus on creating value for:   |  |  |  | | --- | --- | --- | |  | a. | resellers. | |  | b. | suppliers. | |  | c. | customers. | |  | d. | subordinates. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 52. The examination of the attitudes and activities of a company's workforce is done using:   |  |  |  | | --- | --- | --- | |  | a. | environmental scanning. | |  | b. | trend analysis. | |  | c. | cultural audit. | |  | d. | behavioral modeling. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 53. Integrated knowledge sets within an organization that distinguish it from its competitors and deliver value to customers are known as:   |  |  |  | | --- | --- | --- | |  | a. | individual competencies. | |  | b. | core capabilities. | |  | c. | human capital. | |  | d. | organizational competencies. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 54. When a firm's resources improve the efficiency or effectiveness of the company, the resources are always considered to be:   |  |  |  | | --- | --- | --- | |  | a. | difficult to imitate. | |  | b. | valuable. | |  | c. | organized. | |  | d. | rare. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 55. When the knowledge, skills, and abilities of a firm's human resources are not equally available to its competitors, these resources are considered to be:   |  |  |  | | --- | --- | --- | |  | a. | impossible to imitate. | |  | b. | devalued. | |  | c. | common. | |  | d. | rare. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 56. Strategic knowledge workers have:   |  |  |  | | --- | --- | --- | |  | a. | unique skills not directly related to company strategy. | |  | b. | unique skills directly related to company strategy. | |  | c. | skills that are valuable but not unique. | |  | d. | skills that are generally available in the labor market. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 57. Which of the following is NOT a component of SWOT analysis?   |  |  |  | | --- | --- | --- | |  | a. | Weakness | |  | b. | Threat | |  | c. | Strategy | |  | d. | Opportunity |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 58. In order to do an effective job at strategic planning managers do all of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | making forecasts of labor demand. | |  | b. | neglecting supply considerations. | |  | c. | performing supply analyses. | |  | d. | balancing supply and demand considerations. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 59. Which of the following is NOT an element of organizational growth?   |  |  |  | | --- | --- | --- | |  | a. | Increased employee productivity | |  | b. | Large number of employees | |  | c. | Employees developing or acquiring new skills | |  | d. | High employee turnover rate |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 60. A qualitative approach to demand forecasting can include any of the following EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | trend analysis | |  | b. | the Delphi technique | |  | c. | soliciting expert opinion | |  | d. | management forecast |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 61. Trend analysis includes all of the following steps EXCEPT:   |  |  |  | | --- | --- | --- | |  | a. | selecting a business factor. | |  | b. | soliciting expert opinions. | |  | c. | predicting employment needs. | |  | d. | plotting historical trends. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 62. The Delphi technique:   |  |  |  | | --- | --- | --- | |  | a. | is an attempt to decrease subjectivity of forecasts. | |  | b. | is a quantitative method. | |  | c. | is used to plot historical trends. | |  | d. | is the quickest method for increasing employee turnover rates. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 63. A graphical representation of all organizational jobs along with the numbers of employees currently occupying those jobs and future employment requirements is called:   |  |  |  | | --- | --- | --- | |  | a. | a staffing table. | |  | b. | an organization chart. | |  | c. | a skills inventory. | |  | d. | career planning. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 64. A \_\_\_\_\_ is used to depict the number and percentage of employees of an organization in each job from year to year, with proportions of those who are promoted, demoted, transferred, or who exit the organization.   |  |  |  | | --- | --- | --- | |  | a. | staffing table | |  | b. | Markov analysis | |  | c. | skills inventory | |  | d. | trend analysis |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 65. Talent inventories can be used to develop \_\_\_\_\_, which list current jobholders.   |  |  |  | | --- | --- | --- | |  | a. | core values | |  | b. | replacement charts | |  | c. | trend models | |  | d. | staffing tables |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 66. The process of identifying, developing, and tracking talented individuals so that they may eventually assume top-level positions is:   |  |  |  | | --- | --- | --- | |  | a. | target forecasting. | |  | b. | predicted change. | |  | c. | succession planning. | |  | d. | replacement selection. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 67. A \_\_\_\_\_ analysis is intended to help executives summarize the major facts and forecasts derived from external and internal analyses.   |  |  |  | | --- | --- | --- | |  | a. | gap | |  | b. | Markov | |  | c. | SWOT | |  | d. | trend |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 68. Cooperative strategies pursued by firms include:   |  |  |  | | --- | --- | --- | |  | a. | joint ventures. | |  | b. | trend analysis. | |  | c. | mergers. | |  | d. | acquisitions. |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 69. An organizational structure:   |  |  |  | | --- | --- | --- | |  | a. | lays out the route that the organization will take in the future to increase absenteeism. | |  | b. | is the framework in which activities of employees are coordinated. | |  | c. | is the formal procedure that governs every day activity. | |  | d. | is used to increase employee turnover rate. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 70. In the 7-S framework analysis, the "Hard S" category includes systems and processes which:   |  |  |  | | --- | --- | --- | |  | a. | lay out the route that the organization will take in the future to increase absenteeism. | |  | b. | only includes the framework in which activities of employees are coordinated. | |  | c. | include formal and informal procedures that govern the every day activities of a firm. | |  | d. | act as guiding parameters for strategic planning in order to increase employee turnover rate. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 71. Shared values:   |  |  |  | | --- | --- | --- | |  | a. | are essential for an organization that aims to increase its employee turnover rate. | |  | b. | act as the framework in which activities of employees are coordinated to reduce absenteeism. | |  | c. | are formal and informal procedures that govern every day activity of the managers of an organization. | |  | d. | act as guiding parameters for strategic planning. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 72. Layoff decisions are usually based on:   |  |  |  | | --- | --- | --- | |  | a. | union membership. | |  | b. | department ranking. | |  | c. | seniority. | |  | d. | favoritism. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 73. According to 7-S framework analysis, which of following is NOT in the “Hard S” category?   |  |  |  | | --- | --- | --- | |  | a. | Strategy | |  | b. | Shared values | |  | c. | Structure | |  | d. | Systems and processes |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 74. Measures of turnover costs do NOT include:   |  |  |  | | --- | --- | --- | |  | a. | separation costs. | |  | b. | employee turnover costs. | |  | c. | replacement costs. | |  | d. | training program costs. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 75. ​A \_\_\_\_\_ is a measurement framework that helps managers translate strategic goals into operational objectives.   |  |  |  | | --- | --- | --- | |  | a. | benchmark | |  | b. | trend analysis | |  | c. | Balanced Scorecard | |  | d. | cultural audit |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 76. The capacity of an organization to continuously act and change in pursuit of sustainable competitive advantage is known as:   |  |  |  | | --- | --- | --- | |  | a. | coordination flexibility. | |  | b. | predicted capability. | |  | c. | organizational capability. | |  | d. | turnover flexibility. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 77. \_\_\_\_\_ is the ability of an organization to rapidly reallocate resources to new or changing needs.   |  |  |  | | --- | --- | --- | |  | a. | Coordination flexibility | |  | b. | Predicted flexibility | |  | c. | Organizational capability | |  | d. | Turnover capability |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 78. Cross-training and job rotations are intended to improve the \_\_\_\_\_ of an organization.   |  |  |  | | --- | --- | --- | |  | a. | coordination flexibility | |  | b. | turnover capability | |  | c. | organizational capability | |  | d. | resource flexibility |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 79. Which of the following is NOT a cell of the Balanced Scorecard model?   |  |  |  | | --- | --- | --- | |  | a. | Financial | |  | b. | Turnover | |  | c. | Customer | |  | d. | Process |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 80. The first step in strategic planning involves:   |  |  |  | | --- | --- | --- | |  | a. | analyzing the competition. | |  | b. | interviewing potential employees. | |  | c. | reviewing failed plans from the past in order to improve employee turnover rate. | |  | d. | establishing a mission, vision, and values for an organization. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-1 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 81. Analysis of external opportunities and threats is \_\_\_\_\_ step of the strategic management process.   |  |  |  | | --- | --- | --- | |  | a. | the second | |  | b. | the last | |  | c. | an optional | |  | d. | the penultimate |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 82. In the telephone industry, mobile phones and VOIP (Voice-over-the Internet Protocol) are examples of \_\_\_\_\_ for traditional firms.   |  |  |  | | --- | --- | --- | |  | a. | companions | |  | b. | rivals | |  | c. | substitutes | |  | d. | supplements |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-2 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 83. As companies diversify into new businesses, managers are inevitably faced with a make or \_\_\_\_\_ decision.   |  |  |  | | --- | --- | --- | |  | a. | buy | |  | b. | lease | |  | c. | forego | |  | d. | substitute |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 84. Describe the basics of SWOT analysis.   |  |  | | --- | --- | | *ANSWER:* | A comparison of strengths, weaknesses, opportunities, and threats is referred to as a SWOT analysis. A SWOT analysis helps executives summarize the major facts and forecasts derived from external and internal analyses. Strategy formulation builds on SWOT analysis to use the strengths of an organization to capitalize on opportunities, counteract threats, and alleviate internal weaknesses. In short, strategy formulation moves from simple analysis to devising a coherent course of action. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-5 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 85. Describe the criteria necessary for firms to achieve sustained competitive advantage through people.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | *ANSWER:* | For an organization to achieve sustained competitive advantage through people, four criteria must be met.  ​   |  |  | | --- | --- | | a. | First, the resources that are developed must be of value to the organization. People are a source of competitive advantage when they improve the efficiency or effectiveness of the organization. This value is increased when employees find ways to decrease costs, provide something unique to customers, or some combination of the two. | | b. | Second, the resources must be rare. People are a source of competitive advantage when their skills, knowledge, and abilities are not equally available to competitors. | | c. | Third, people are a source of competitive advantage when employee capabilities and contributions are inimitable, or cannot be copied by other firms. For example, companies such as Disney, Southwest Airlines, and Starbucks are known for creating unique cultures that get the most from employees and are difficult to imitate. | | d. | Finally, people are a source of competitive advantage when their talents can be combined and deployed to work on new assignments at a moment's notice when they are organized. |   ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-3 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 86. Describe the three key elements of the HR forecasting model.   |  |  | | --- | --- | | *ANSWER:* | The three key elements in the HR forecasting process are: (1) forecasting the demand for labor, (2) forecasting the supply of labor, and (3) balancing supply and demand considerations.  ​  Employment forecasting involves estimating in advance the number and type of people needed to meet organizational objectives. It may involve a quantitative approach using statistical analysis and mathematical models or a qualitative approach focusing on employee performance and promotability.  ​  Supply analysis determines if there are sufficient numbers and types of employees available to staff anticipated openings. Sources of supply can be external or internal.  ​  HR planning should strive for a proper balance between the emphasis placed on demand considerations and that placed on supply considerations. Demand considerations are based on the forecast of trends in business activity. Supply considerations involve the determination of where and how candidates with the required qualifications are to be found to fill vacancies. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-4 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 87. What is the Balanced Scorecard?   |  |  | | --- | --- | | *ANSWER:* | The Balanced Scorecard is a tool developed by Drs. Robert Kaplan and David Norton that helps organizations clarify their vision and strategy and translates them into operational objectives. This tool builds on some existing key management concepts like customer-defined quality, continuous improvement, employee empowerment, and measurement-based management and feedback.  The model has four related cells: (1) financial, (2) customer, (3) processes, and (4) learning. The logic of this tool is firmly rooted in HRM. People management and learning helps management improve their internal business processes (e.g., product development, service, etc.) and provide excellent customer service. Internal processes are critical for creating customer satisfaction, customer loyalty, contain costs, and improve productivity. Customer value creation then can lead to higher profitability and market value. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 88. Briefly describe the concept of organizational capability.   |  |  | | --- | --- | | *ANSWER:* | Organizational capability refers to the capacity of the organization to continuously act and change in pursuit of sustainable competitive advantage. Flexibility can be achieved in two primary ways: coordination flexibility and resource flexibility. Coordination flexibility is the ability to rapidly reallocate resources to new or changing needs. Through Human resources planning (HRP), managers can anticipate upcoming events, keep abreast of changes in legal regulations, forecast economic trends, spot competitors’ moves, and the like. With advance notice, managers can move people into and out of jobs, retrain them for new skill requirements, and modify the kinds of incentives they use. The use of a contingency workforce composed of part-timers, temporary employees, and external partners also helps achieve coordination flexibility. Resource flexibility*,* on the other hand, results from having resources that can be used different ways and people who can perform different functions in different ways. Cross-training employees, rotating them into different jobs, and using teams are all efforts that focus on building a flexible workforce.  ​ | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *LEARNING OBJECTIVES:* | MGHR.SNEL.17.2-6 | | *NATIONAL STANDARDS:* | United States - BUSPROG - Analytic - Business knowledge and analytic skills | | *STATE STANDARDS:* | United States - OH - DISC: HRM | | *KEYWORDS:* | Bloom's: Comprehension | |