

Managing-Human-Capital Latest Test Testking, New Managing-Human-Capital Dumps Book

Managing Human Capital

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This page contains an overview of the main ideas from Chapter 5. Use the chapter's learning objectives and key takeaway points to complete the downloadable chapter review.

Sourcing and Recruiting

In this section, you will review information about sourcing and recruiting and use it to build your chapter review. **Objectives:**

- Explain the difference between sourcing and recruiting.
- Identify types and benefits of internal and external recruiting sources.

Sourcing means identifying qualified individuals and labor markets from which to recruit, and it uses analytical skills to generate recruiting leads. The goal of sourcing is to learn what talent is likely to be interested in a job and determine how to best reach them. Recruiting refers to activities that affect either the number or the type of people willing to apply for and accept job offers. Recruiters must rely on interpersonal and communication skills to convert leads into applicants and new hires.

Chapter Review: Sourcing and Recruiting

Use the writing template to answer the following questions for your downloadable chapter review.

WRITING TEMPLATE

What is sourcing?

Type your response here.

What is recruiting?

Type your response here.

To complete this template, you must click the "Add to Chapter Review" button.

If the button cannot be clicked, make sure you have responded to all the prompts.

An internal recruiting source locates current employees who would be a good fit in another position, while an external recruiting source targets people outside the organization. Internal recruiting sources include:

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WGU Managing-Human-Capital Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"> Managing Human Capital: Managing Human Capital focuses on strategies and tools that managers use to maximize employee contribution and create organizational excellence. You will learn talent management strategies to motivate and develop employees as well as best practices to manage performance for added value.
Topic 2	<ul style="list-style-type: none"> Maximizing Employee Contribution: This section of the exam measures skills of Business Managers and covers strategies to maximize employee contribution to organizational excellence. Learners investigate methods for leveraging employee strengths and capabilities to achieve business objectives. The material focuses on how managers can create environments where employees are empowered to contribute their best work and how individual contributions integrate to create overall organizational excellence.
Topic 3	<ul style="list-style-type: none"> Employee Motivation and Development: This section of the exam measures skills of Organizational Development Specialists and covers strategies to motivate and develop employees for optimal performance. Learners study approaches for understanding employee motivation factors and creating development opportunities. The material focuses on techniques managers use to enhance employee skills, encourage professional growth, and build a motivated workforce that contributes to organizational success.
Topic 4	<ul style="list-style-type: none"> Talent Management Strategies: This section of the exam measures skills of Human Resource Managers and covers talent management strategies to motivate and develop employees. Learners explore methods for attracting, developing, and retaining talent within organizations. The content addresses how managers can implement effective talent management programs that align employee capabilities with organizational goals and foster employee engagement and productivity.
Topic 5	<ul style="list-style-type: none"> Performance Management Best Practices: This section of the exam measures skills of Human Resource Managers and covers best practices to manage performance for added value. Learners examine systems and processes for measuring, evaluating, and improving employee performance. The content addresses how managers can establish clear performance expectations, provide effective feedback, conduct performance reviews, and implement improvement plans that drive individual and organizational results.

WGU Managing Human Capital C202 Sample Questions (Q67-Q72):

NEW QUESTION # 67

Why is setting individual employee performance goals important to organizational success?

- A. It gives employees input in the content of performance evaluations.
- B. It standardizes performance expectations for employees across the organization.
- C. It replaces the need for conducting job analyses.
- D. It helps align individual employees' goals with the organization's mission.

Answer: D

Explanation:

Setting individual employee performance goals is essential for organizational success because it ensures that employees' efforts are directed towards the broader objectives of the organization. This alignment fosters a cohesive and motivated workforce working towards common goals, which enhances overall productivity and effectiveness. When employees understand how their personal goals contribute to the organization's mission, they are more likely to be engaged and committed to their work.

References

* Managing Human Capital Textbook

* "Performance Management: Integrating Strategy Execution, Methodologies, Risk, and Analytics" by Gary Cokins

* SHRM (Society for Human Resource Management) guidelines on performance management

NEW QUESTION # 68

How is understanding a trainee's learning style important to training effectiveness?

- A. It increases the positive feedback given to the trainer.
- B. It expands employee skill gaps.
- C. It influences the location of the training.
- **D. It improves training outcomes.**

Answer: D

Explanation:

Understanding a trainee's learning style is crucial for the effectiveness of training because it allows the training to be tailored to the individual's preferred method of learning, thereby improving retention and application of the material. For instance, visual learners benefit from diagrams and videos, auditory learners from lectures and discussions, and kinesthetic learners from hands-on activities. By aligning training methods with learning styles, the overall training outcomes improve, leading to better performance and skill acquisition.

References

- * Managing Human Capital Textbook
- * "Training and Development for Dummies" by Elaine Biech
- * SHRM (Society for Human Resource Management) guidelines on training effectiveness

NEW QUESTION # 69

What is the difference between adverse impact and disparate treatment?

- A. Disparate treatment is when a discriminatory effect impacts a protected group but is unintentional, whereas adverse impact is blatantly discriminating against a protected class.
- **B. Disparate treatment is intentional discrimination based on protected characteristics, while adverse impact is where employment practices appear neutral but have a discriminatory effect.**
- C. Adverse impact provides a level of discrimination that is intentional and causes harm to protected groups, while disparate treatment relates to employer practices that seem to be nondiscriminatory but cause negative effects for protected groups.
- D. Adverse impact provides nonneutral discriminatory effects on a protected group, whereas disparate treatment is unseen discrimination of an employment policy that produces negative consequences.

Answer: B

Explanation:

* Disparate Treatment: This involves deliberate discrimination where an individual is treated differently based on a protected characteristic (e.g., race, gender, age).

* Intentionality: The key aspect of disparate treatment is the intent to discriminate.

* Adverse Impact: Also known as disparate impact, this occurs when a policy or practice that appears neutral results in a disproportionate negative effect on a protected group.

* Unintentional Discrimination: Adverse impact does not require intent to discriminate, only that the outcome of a practice is discriminatory.

* Legal Standards: Both concepts are critical in employment law and are evaluated under different standards of proof and remediation.

References:

- * Civil Rights Act of 1964, Title VII
- * Uniform Guidelines on Employee Selection Procedures (1978)

NEW QUESTION # 70

What are mandatory benefits?

- A. Benefits that are required by the employer to be provided to employees
- **B. Benefits that are required by law to be provided to employees**
- C. Benefits that are customarily provided to employees and are rarely denied
- D. Benefits that are in high demand and attract the most desirable candidates

Answer: B

Explanation:

Mandatory benefits are benefits that employers are legally required to provide to employees. According to Human Resource Management, 16th Edition by Gary Dessler, these benefits are established by federal and state laws to protect employees' economic security and well-being.

Examples of mandatory benefits include Social Security, unemployment insurance, workers' compensation, and in some cases family and medical leave. Employers do not have discretion over whether to offer these benefits, as failure to comply can result in legal penalties.

Dessler distinguishes mandatory benefits from voluntary or customary benefits, which employers may offer to remain competitive or attract talent. Therefore, mandatory benefits are best defined as those required by law.

Source:

Gary Dessler, Human Resource Management, 16th Edition, Chapter on Employee Benefits and Legal Compliance

NEW QUESTION # 71

What is a characteristic of psychological contracts in the workplace?

- A. They include formal agreements made during voluntary counseling sessions.
- **B. They consist of the unwritten expectations of the employment relationship.**
- C. They are based on shared core values between employees and their managers.
- D. They are formed to encourage positive workplace environments.

Answer: B

Explanation:

Psychological contract refers to the informal and unwritten set of expectations that exists between an employee and the employer. According to Human Resource Management, 16th Edition by Gary Dessler, psychological contracts include beliefs about job security, career development, fairness, recognition, and mutual obligations that are not formally stated in employment contracts.

Dessler emphasizes that psychological contracts develop over time through communication, organizational culture, and managerial behavior. When employees believe these unwritten expectations are fulfilled, trust and commitment increase. When they are violated, employees may experience dissatisfaction, reduced engagement, or withdrawal behaviors.

Psychological contracts are not formal legal agreements, nor are they created through counseling sessions.

While shared values and positive environments may influence them, their defining characteristic is that they are unwritten expectations governing the employment relationship. Therefore, the correct answer is they consist of the unwritten expectations of the employment relationship.

Source:

Gary Dessler, Human Resource Management, 16th Edition, Chapter on Employee Engagement and Organizational Culture

NEW QUESTION # 72

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