

Certified Human Resource Professional (CHRP) Practice Exam (Sample)

Study Guide



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SAMPLE

Questions

- 1. Why would an organization's overall average compa ratio be below 1?**
 - A. The organization is underpaying its employees**
 - B. The organization's employee compensation is not competitive**
 - C. The organization has many new employees**
 - D. The organization's pay ranges are narrow**
- 2. What method of performance appraisal involves a supervisor comparing the performance of each employee to every other employee?**
 - A. Forced distribution**
 - B. Paired comparison**
 - C. Relative percentile**
 - D. Absolute rating**
- 3. Which of the following describes employees who are red-circled?**
 - A. Newly hired employees on probation**
 - B. Employees who are paid above the maximum of their pay range**
 - C. Employees at risk of leaving the organization**
 - D. Employees on the layoff priority list owing to low seniority**
- 4. What does an open-door policy in an organization aim to achieve?**
 - A. Encourage formal grievances.**
 - B. Facilitate constant communication between employees and management.**
 - C. Blame assignment for departmental failures.**
 - D. Promote isolation of management decisions.**
- 5. Which of the following should an organization do if it wants to strengthen the training transfer climate of its management development program?**
 - A. Ensure the program is interactive.**
 - B. Include role-playing exercises.**
 - C. Provide post-training coaching on the job.**
 - D. Tailor the program to the learning styles of the employees.**

- 6. What is true about training and development?**
- A. Training is instructional; development is experiential.**
 - B. Training supports performance in a current job; development supports performance in a future job.**
 - C. Training occurs outside of the immediate work environment; development occurs on the job.**
 - D. Training supports new employees; development supports succession planning.**
- 7. A job applicant applied twice to the same organization. The first time, the applicant did very poorly on the selection test, but then scored very high 4 weeks later. What can be concluded about the selection test?**
- A. It has low validity**
 - B. It has low reliability**
 - C. It has range restriction**
 - D. It has test-retest bias**
- 8. Assigning a group of emerging managers a supply chain problem to solve is an example of what type of development activity?**
- A. Succession planning**
 - B. Case study method**
 - C. Action learning**
 - D. Organizational learning**
- 9. What training and development approach combines in-class lectures with on-the-job application?**
- A. Job rotation**
 - B. Cross-training**
 - C. Apprenticeship**
 - D. Vertical transfer**

10. The super seniority clause in a collective agreement refers to what?

- A. The seniority granted to employees who have worked for the organization since its inception.**
- B. The seniority granted to employees who are protected from layoff.**
- C. The highest seniority granted to a union representative while in office.**
- D. The highest seniority kept by exempt staff when transferring to union jobs.**

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Answers

SAMPLE

1. C
2. B
3. B
4. B
5. C
6. B
7. B
8. C
9. C
10. C

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Explanations

SAMPLE

1. Why would an organization's overall average compa ratio be below 1?

- A. The organization is underpaying its employees**
- B. The organization's employee compensation is not competitive**
- C. The organization has many new employees**
- D. The organization's pay ranges are narrow**

A compa ratio measures an employee's salary against the midpoint of the pay range for their job. A ratio below 1 indicates that, on average, employees are being paid less than the midpoint of their respective pay ranges. When an organization has many new employees, it often means that these individuals are typically at the lower end of the pay scale, as new hires might start at entry-level wages or at the bottom of the designated pay range. This situation can lead to a situation where the overall employee salary average drags down the compa ratio, particularly if many employees are new and earning lower salaries. In contrast, the other factors mentioned—such as being uncompetitive in compensation or having narrow pay ranges—imply broader systemic issues with wages and may not directly point to the average being below 1 simply due to the proportion of new hires. While underpayment and narrow margins can also contribute to low compa ratios, the specific effect of having a significant number of new employees provides a clear reason for the average to be below the midpoint.

2. What method of performance appraisal involves a supervisor comparing the performance of each employee to every other employee?

- A. Forced distribution**
- B. Paired comparison**
- C. Relative percentile**
- D. Absolute rating**

The paired comparison method of performance appraisal requires a supervisor to directly compare the performance of each employee against every other employee in a systematic manner. This approach allows for a detailed analysis of performance levels, as each employee's performance is evaluated in pairs, resulting in a ranking based on how they measure up against one another. In this method, a supervisor assesses which individual performs better in each pair, leading to a comparative ranking of all employees. By the end of this process, it becomes possible to determine the relative effectiveness of each employee within the group. This form of evaluation is particularly valuable in identifying top performers and those who may need improvement, which supports making informed decisions regarding promotions, raises, or development opportunities. Other methods mentioned, such as forced distribution, involve categorizing performances into predetermined percentages, which may not provide as nuanced a comparison as the paired approach. Relative percentile focuses on ranking based on a defined population, while absolute rating assesses individuals against fixed standards rather than directly against one another. Therefore, the paired comparison method is notably effective for direct, one-on-one evaluation of performance.

3. Which of the following describes employees who are red-circled?

- A. Newly hired employees on probation**
- B. Employees who are paid above the maximum of their pay range**
- C. Employees at risk of leaving the organization**
- D. Employees on the layoff priority list owing to low seniority**

Red-circled employees are those whose pay exceeds the maximum limit established for their specific pay grade or salary range. This situation often occurs when employees receive salary increases or have been with the company for a considerable time, resulting in a salary that surpasses the maximum compensation set for their role. Organizations may red-circle these employees to prevent their pay from being reduced, while also ensuring that they do not receive further increases until they fall back within the established pay range. The other scenarios mentioned do not accurately capture the essence of red-circled employees. Newly hired employees on probation typically start at the base of their salary range. Employees at risk of leaving the organization refer to retention issues rather than pay classification. Lastly, employees on the layoff priority list due to low seniority are considered based on their employment status rather than their compensation relative to pay structures.

4. What does an open-door policy in an organization aim to achieve?

- A. Encourage formal grievances.**
- B. Facilitate constant communication between employees and management.**
- C. Blame assignment for departmental failures.**
- D. Promote isolation of management decisions.**

An open-door policy in an organization is designed to facilitate constant communication between employees and management. This approach fosters an environment of transparency and approachability, where employees feel comfortable sharing their thoughts, concerns, and feedback directly with management. By encouraging open dialogue, organizations can foster trust, increase morale, and improve relationships across different levels of the company. This open communication can lead to quicker problem resolution as employees are more likely to bring issues or suggestions to management before they escalate. While other options address important aspects of organizational management, they do not align with the principles of an open-door policy. For instance, encouraging formal grievances can create a more adversarial environment, which runs counter to the supportive nature intended by an open-door policy. Similarly, blaming assignments for departmental failures would discourage open communication and could foster a culture of fear rather than one of collaboration. Finally, promoting isolation of management decisions contradicts the purpose of an open-door policy, which seeks to create accessibility and inclusion in decision-making processes. Therefore, the focus of the open-door policy on promoting communication makes the answer regarding constant communication the most appropriate choice.

5. Which of the following should an organization do if it wants to strengthen the training transfer climate of its management development program?

- A. Ensure the program is interactive.**
- B. Include role-playing exercises.**
- C. Provide post-training coaching on the job.**
- D. Tailor the program to the learning styles of the employees.**

To strengthen the training transfer climate of a management development program, providing post-training coaching on the job is highly effective because it helps reinforce the skills and knowledge gained during the training. This approach ensures that employees can apply what they learned in real-world situations, thus bridging the gap between theory and practice. Coaching provides ongoing support and feedback, enabling individuals to gain confidence in their abilities and improve performance. Moreover, post-training coaching allows for the addressing of any challenges that might arise when trying to implement new skills or behaviors, further enhancing the likelihood that training will lead to meaningful changes in behavior and job performance. The consistency of support also helps maintain momentum after the training sessions have concluded, making the learning experience more relevant and actionable. While other options such as ensuring interactivity, including role-playing exercises, and tailoring programs to learning styles can enhance the training experience and engagement, the focus on post-training support is crucial to ensure that the actual application of skills is successful and sustainable in the long term.

6. What is true about training and development?

- A. Training is instructional; development is experiential.**
- B. Training supports performance in a current job; development supports performance in a future job.**
- C. Training occurs outside of the immediate work environment; development occurs on the job.**
- D. Training supports new employees; development supports succession planning.**

The statement that training supports performance in a current job while development supports performance in a future job accurately reflects the distinct purposes of these two concepts within human resource management. Training is typically focused on enhancing the skills and knowledge required to perform immediate tasks effectively. It often involves structured programs that are job-specific and aimed at improving current job performance. In contrast, development is broader in scope, emphasizing the growth and progression of employees for future roles and responsibilities. This may encompass leadership training, career planning, and competency development that prepares individuals for future challenges and positions within the organization. By focusing on long-term career growth, development initiatives ensure that employees are not only capable of performing their current job but are also equipped to take on greater responsibilities as they advance in their careers. The other options present descriptions that do not accurately differentiate the primary objectives of training and development. For instance, while training often takes place in the immediate work environment, development is not confined to just experiential contexts. Each serves a unique role in fostering employee capabilities and organizational growth, but the essence of the question revolves around their differing contributions to current versus future job performance.

7. A job applicant applied twice to the same organization. The first time, the applicant did very poorly on the selection test, but then scored very high 4 weeks later. What can be concluded about the selection test?

- A. It has low validity**
- B. It has low reliability**
- C. It has range restriction**
- D. It has test-retest bias**

The conclusion that the selection test has low reliability is based on the significant difference in the applicant's scores between the two time points. Reliability refers to the consistency of a measurement tool; a reliable test should yield similar results under consistent conditions. In this scenario, the applicant's initial poor performance followed by an exceptionally high score just four weeks later suggests that the test did not produce stable, repeatable results. If the test were reliable, one would expect that the applicant's scores would be relatively consistent when taken at different times, assuming no significant changes in the applicant's knowledge or skills. The drastic change in the score indicates the possibility that the test may be influenced by factors such as question phrasing, test-taker's mood or stress levels, or other external variables, rather than measuring an accurate representation of the applicant's abilities. The other options relate to different aspects. Low validity would imply that the test does not measure what it is intended to measure, while range restriction pertains to a scenario where the variability of scores is limited due to selection criteria. Test-retest bias usually involves systematic variations between tests taken by the same individual over time, not merely fluctuations in scores. Therefore, the substantial score difference points more directly to low reliability of the selection test.

8. Assigning a group of emerging managers a supply chain problem to solve is an example of what type of development activity?

- A. Succession planning**
- B. Case study method**
- C. Action learning**
- D. Organizational learning**

Assigning a group of emerging managers a supply chain problem to solve is an example of action learning. This approach involves engaging learners in real-life challenges to promote their development through practical experience. By working collaboratively on a meaningful issue, managers not only apply their knowledge and skills but also enhance critical thinking, problem-solving, and teamwork abilities. Action learning emphasizes learning through action, where participants reflect on their experiences and develop solutions in a dynamic environment. This method fosters a deeper understanding of concepts as managers navigate complexities inherent in real business scenarios. It is particularly effective in developing leadership competencies and enhancing strategic thinking, which are essential for emerging leaders. While organizational learning focuses on the overall knowledge and skill development of an organization through various processes and experiences, it does not specifically involve the direct problem-solving scenarios characteristic of action learning. Succession planning refers to preparing individuals for future roles within the organization, which is not the primary focus in this context. The case study method entails analyzing specific instances for learning but typically does not involve the collaborative, problem-solving elements present in action learning.

9. What training and development approach combines in-class lectures with on-the-job application?

- A. Job rotation**
- B. Cross-training**
- C. Apprenticeship**
- D. Vertical transfer**

The approach that combines in-class lectures with on-the-job application is known as apprenticeship. This training method is particularly effective in fields that require both theoretical knowledge and practical skills. During an apprenticeship, individuals typically receive formal instruction in a classroom setting, which provides them with foundational knowledge and concepts relevant to their work. Alongside this, they gain hands-on experience by applying what they have learned in real work situations under the supervision of experienced professionals or mentors. This dual training method not only helps in reinforcing theoretical knowledge with practical application but also aids in skill development that is often essential for careers in skilled trades, technical professions, and various other industries. The structured nature of apprenticeship programs enhances both learning and productivity, as apprentices can immediately integrate classroom lessons into their work tasks, leading to a more comprehensive and effective learning experience. Other options like job rotation, cross-training, and vertical transfer do not specifically combine lecture-based learning with on-the-job experience in the same structured way that apprenticeships do. Job rotation refers to moving employees between different tasks or jobs to enhance their skills and experiences, cross-training involves training employees to perform various roles within the organization, and vertical transfer describes the progression of skills or knowledge from a lower to a higher level within the same hierarchy, which does

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- B. The seniority granted to employees who are protected from layoff.**
- C. The highest seniority granted to a union representative while in office.**
- D. The highest seniority kept by exempt staff when transferring to union jobs.**

The super seniority clause is typically included in collective agreements to provide specific protections or advantages to certain individuals within a unionized workforce. The correct choice relates to the concept that during their time in office, union representatives maintain the highest level of seniority within the bargaining unit. This means that while they serve in their role as a representative, they are afforded a status that enhances their job security compared to regular union members. This super seniority is important as it encourages individuals to take on union leadership roles without the concern of losing job security or being laid off during difficult economic circumstances, reinforcing the union's ability to advocate effectively for its members. By ensuring that union leaders have this protection, it fosters stability and continuity in union representation. In relation to the other options, they either misinterpret the nature of seniority as it pertains to job security or the scope of its application within the collective agreement. The first option implies a historical tenure without context concerning specific protections during union representation. The second option seems to reference protections from layoffs but doesn't specify the role of union representation. Lastly, the fourth option involves exempt staff transitioning to union roles, which doesn't align with the standard use of super seniority connected to union officials.