

DUMPS ARENA

C2: Job Analysis, Documentation and Evaluation

WorldatWork C2

Version Demo

Total Demo Questions: 9

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Topic Break Down

Topic	No. of Questions
Topic 1, Job Analysis	32
Topic 2, Job Documentation	12
Topic 3, Job Evaluation	33
Topic 4, Mix Questions	16
Total	93

QUESTION NO: 1

What is one of the steps in the point factor job evaluation method?

- A. Define the budget that will be needed
- B. Define the degree levels within each compensable factor
- C. Define as many levels as possible within each factor to ensure an adequate degree of distinction.
- D. Determine the dependent and independent variables in the regression analysis for each degree level

ANSWER: B

Explanation:

Define the degree levels within each compensable factor is a core step in a point-factor job evaluation system. This method evaluates jobs using compensable factors—job-related characteristics that the organization is willing to recognize and pay for, such as knowledge, problem solving, responsibility, or working conditions. For each selected factor, evaluators establish clearly defined degree levels that describe progressively greater job requirements or impact. For example, a knowledge factor may distinguish among basic procedural knowledge, specialized technical knowledge, and broad professional or strategic knowledge.

These degree definitions make the evaluation process consistent and repeatable. Evaluators can compare documented job content with the factor-level descriptions, select the degree that best fits each job, and then assign the corresponding point value. The resulting total points provide a structured basis for grouping jobs of similar relative value and supporting pay-grade design. Degree-level definitions must be sufficiently distinct, observable from job information, and aligned with the organization's work and compensation philosophy. This is the essential design feature that allows a point-factor plan to translate qualitative job demands into a defensible numerical job-value hierarchy. See WorldatWork's [Total Rewards Model](#) and the U.S. Office of Personnel Management's overview of [job classification and qualifications](#).

QUESTION NO: 2

A job evaluation committee is reviewing a proposed evaluation for a job that appears unusually high compared with similar jobs in the same function. Which THREE actions are appropriate before the committee finalizes the evaluation? Select three.

- A. Confirm that the job documentation reflects the job's current duties and scope
- B. Review the job-content evidence supporting the factor degrees
- C. Compare the job with relevant internal reference jobs using the same plan
- D. Reduce the score if the manager considers the result politically difficult
- E. Adjust the score to align with the incumbent's current pay rate

ANSWER: A B C

Explanation:

The committee should verify that the job description is current and complete, review the documented evidence supporting the assigned degrees, and compare the job with relevant internal reference jobs using the same evaluation standards. These actions test whether the result reflects actual job content and consistent application of the plan. Reducing the score merely to fit a manager's expectation or considering the incumbent's salary would undermine job-based evaluation.

QUESTION NO: 3

"Development and career opportunities" is the alignment and assessment of organizational, team and individual efforts toward the achievement of business goals. Also gives special attention to employee actions, efforts, behavior or performance.

- A. True
- B. False

ANSWER: B

Explanation:

False is correct because the description given is the function of performance management, not development and career opportunities. Performance management is a continuing process that aligns individual, team, and organizational contributions with business strategy and goals. It includes setting expectations, observing and assessing performance, providing feedback, recognizing results, and supporting improvement. Its focus on employees' actions, effort, behavior, and demonstrated performance is central to how organizations evaluate contribution and guide future performance.

In contrast, development and career opportunities concern building employees' capabilities and helping them prepare for current or future roles. This may include learning programs, stretch assignments, coaching, mentoring, career-path planning, and opportunities for internal mobility. Although performance discussions can identify development needs and inform career planning, development and career opportunities are not defined by the alignment and assessment process described in the question. WorldatWork identifies performance management and development/career opportunities as distinct elements within a broader total rewards approach. See WorldatWork's overview of the [Total Rewards Model](#) and its [HR and total rewards competencies](#) resources for related professional-practice context.

QUESTION NO: 4

A job has changed following a reorganization, and its job description has been revised. Which THREE actions are appropriate when determining whether the job's evaluation should change? Select three.

- A. Confirm that the changed duties are sustained and material to the job
- B. Apply the established evaluation method to the revised job content
- C. Document the rationale for the resulting evaluation or placement
- D. Increase the job's grade automatically because the description changed
- E. Base the evaluation on the incumbent's increased workload and performance

ANSWER: A B C

Explanation:

The organization should first confirm that the revised duties represent a sustained and material change to the job, rather than a temporary assignment or incumbent-specific practice. It should then apply the established job evaluation method to the revised job content and document the evaluation rationale and any resulting placement in the job-worth hierarchy. These actions preserve consistency and provide an audit trail.

A revised description does not automatically require a higher grade, and an increase in the incumbent's workload alone does not establish greater job value. Individual performance remains separate from the evaluation of the job itself.

QUESTION NO: 5

An organization is analyzing a field-service job performed in several regions. Local managers believe the work is identical, but turnover and customer complaints suggest that regional operating conditions may differ. Which THREE actions would provide the strongest job-analysis evidence? Select three.

- A. Interview incumbents from each region and compare their reported work
- B. Review current procedures, organizational charts, and existing job documentation
- C. Validate the consolidated findings with supervisors and knowledgeable subject-matter experts

- D. Use the highest-performing incumbent's work practices as the standard job content
- E. Base the description solely on the region with the largest number of employees

ANSWER: A B C

Explanation:

Interviewing incumbents from different regions, reviewing relevant existing documentation, and validating findings with supervisors and subject-matter experts provide complementary evidence about the work. Multiple sources help the analyst identify whether reported differences reflect true job-content variations, local practices, or individual preferences. Relying only on one manager's view or on performance measures would not establish the full duties, requirements, and working context of the job.

QUESTION NO: 6

What best describes one of the purposes of job analysis?

- A. To document work processes for training purposes
- B. To define the level of coaching needed by supervisors
- C. To define the scope of any follow-up studies

ANSWER: A

Explanation:

To document work processes for training purposes is correct because job analysis is a structured process for collecting and documenting reliable information about a job: its essential duties, work activities, responsibilities, required knowledge and skills, tools, working conditions, and expected results. This task-level information provides a factual foundation for designing training that is relevant to the work employees must actually perform. By identifying the steps and competencies involved in successful performance, an organization can determine what new hires or incumbents need to learn, where skill gaps may exist, and how instructional content should be sequenced around real job requirements.

In the broader job-management framework, job-analysis outputs can be used to create job descriptions and specifications and to support several talent practices, including selection, performance management, and learning. For training specifically, documenting work processes helps ensure that learning objectives, practice activities, and performance standards are tied to the role rather than based on assumptions or informal custom. The U.S. Office of Personnel Management describes job analysis as a systematic method of gathering information about a job and the competencies needed to perform it, including its application to HR decisions: [OPM Job Analysis](#). Additional guidance on using job analysis to identify job duties and worker requirements is available from [O*NET](#).

QUESTION NO: 7

A word processing unit has five word processors, one proofreader and one supervisor. How many jobs are in the unit?

- A. Two
- B. Three
- C. Six
- D. Seven

ANSWER: B

Explanation:

Three is correct because a job is defined by a distinct set of duties, responsibilities, and required qualifications—not by the number of people who perform it. In this unit, word processor, proofreader, and supervisor represent three distinct job types. The five word processors are five incumbents assigned to the same word processor job; they do not create five separate jobs merely because several employees hold that role. The proofreader is an incumbent in a second job, and the supervisor is an incumbent in a third job. Therefore, the unit contains seven employees or incumbents but only three jobs. This distinction is fundamental to job analysis and job documentation: analysts identify and describe the work performed in each unique role, then may evaluate that role for its relative value within the organization. Staffing levels, headcount, and the number of incumbents are separate workforce measures and should not be used to count jobs. The U.S. Office of Personnel Management describes job analysis as examining the work performed and the competencies needed for successful performance; this work-centered approach supports identifying distinct jobs rather than counting individuals. See [OPM's Job Analysis guidance](#) and the [U.S. Department of Labor overview of job analysis](#).

QUESTION NO: 8

An organization is beginning job analysis for a represented employee group and intends to use the results in a job evaluation project. Which THREE communication practices are most likely to support effective participation by employee representatives? Select three.

- A. Explain the purpose of the project and the role of job analysis
- B. Clarify the expected level and timing of representative participation
- C. Discuss the proposed approaches for gathering and reviewing job information
- D. Promise that no job evaluation results will change before analysis begins
- E. Provide information only after all evaluation decisions are final

ANSWER: A B C

Explanation:

Effective communication begins by explaining the project purpose and the role of job analysis, clarifying the expected level of representative participation, and discussing the data-collection and review approaches. These practices promote understanding, allow meaningful involvement, and help establish credible job information. Promising a predetermined evaluation result or limiting information to final decisions would reduce transparency and undermine the purpose of consultation.

QUESTION NO: 9

A point-factor plan includes separate factors for knowledge and problem solving. Evaluators consistently assign high problem-solving degrees whenever they assign high knowledge degrees because the degree descriptions use nearly identical language. What change would most improve the plan?

- A. Revise the factor definitions and degree descriptions so that knowledge and problem solving measure distinct job requirements
- B. Add more points to the highest knowledge and problem-solving degrees
- C. Place all jobs with high scores into the same salary grade
- D. Use market rates instead of applying the two factors

ANSWER: A

Explanation:

Revise the factor definitions and degree descriptions so that knowledge and problem solving measure distinct job requirements is correct. A sound point-factor plan requires factors that are clearly defined, job-related, and sufficiently

independent to avoid measuring the same characteristic twice. Knowledge should address the breadth, depth, and type of know-how required, while problem solving should address the thinking required to analyze issues and develop solutions.

Adding more points or degrees would not resolve the overlap if the underlying definitions remain unclear. Combining all jobs into one grade or relying on market rates would avoid rather than correct the design weakness in the evaluation plan.