

ORDRE **EQUIVALENCE** EXAM **PREPARATION** GUIDE

Fall 2018

CRHA

Ordre des conseillers
en ressources
humaines agréés

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1. Purpose of the exam

The equivalence exam is an evaluation tool that is part of the Ordre's admission process. It is intended to determine whether your theoretical knowledge is equivalent to that of candidates holding a bachelor's degree with a specialization in human resources or industrial relations.

The Ordre's equivalence exam thus measures your **theoretical knowledge** of human resources management. It is not intended to assess the quality of professional acts as they are implemented in practice. In other words, the exam evaluates your what you know (knowledge) rather than your know-how (skills).

The exam is therefore designed to ensure you possess the minimum level of theoretical knowledge required in each of the following areas of practice of the profession of CHRP and CIRC:

- Strategic management of human resources and the organization
- Staffing
- Labour relations
- Organizational learning, development and training
- Total compensation
- Organizational development
- Occupational health and safety and wellness

The appended tables present useful information that will help you acquire the concepts the exam will assess, which are required in the seven areas of practice as set out in the *Guide des compétences des CRHA et des CRIA* (professional capabilities guide).

2. General information

2.1 | Exam format

The exam is comprised of 150 multiple-choice questions on the seven areas of practice listed opposite. These questions are organized at random rather than by area of practice.

The questions are presented in an examination booklet and the answers must be entered on an answer sheet similar to that presented previously.

To indicate your answer, you must fill in the corresponding box with a lead pencil.

Note: The answer sheet is a standard answer sheet. Even though it contains 180 boxes, only 150 questions are to be answered in the Ordre equivalence exam.

2.2 | Passing grade and marking system

To determine the examination passing grade, the Ordre uses the Angoff method, which is well-recognized for assessing skills and knowledge. This method relies on the collaboration of a committee of experts and professors involved in basic training programs and takes into account the level of difficulty of the questions.

The passing grade reflects the threshold established to determine whether candidates have the knowledge required to practice the profession; that is, knowledge equivalent to that of holders of a bachelor's degree with a specialization in human resources or industrial relations.

N.B.

The negative marking system is not used for this exam, which means that you will not lose marks for a wrong answer, unlike for a question you leave unanswered. It's therefore to your advantage to answer each question, even if you aren't absolutely certain your answer is the right one.

2.3 | Language

You may take the exam in English or in French and must indicate your choice of language when you register.

Validation mechanisms have been put in place to ensure that the English and French versions of the exam are completely consistent and free from translation bias.

2.4 | Duration of the exam

The exam lasts three hours, which allows an average of 1.2 minutes per question or 1 minute per question and 30 minutes for revision at the end of the exam.

2.5 | Exam content

The exam assesses candidates' theoretical knowledge in each of the seven areas of practice of CHRPs and CIRCAs as set out in the professional capabilities guide (*Guide des compétences des CRHA et des CRIA*). The following table indicates the percentage of theoretical knowledge questions on each area of practice.

| Area of practice | Weighting (%) |
|--|---------------|
| Strategic management of human resources and the organization | 15 - 20 % |
| Staffing | 15 - 20 % |
| Labour relations | 15 - 20 % |
| Organizational learning development and training | 10 - 15 % |
| Total compensation | 10 - 15 % |
| Organizational development | 10 - 15 % |
| Occupational health and safety and wellness | 10 - 15 % |
| Total | 100 % |

The questions are prepared by experienced professors representing all Quebec universities who are assisted and advised by measurement and evaluation experts (test evaluation). These experts evaluate the exam's validity, reliability and the general performance after each exam session.

2.6 | Types of questions

To assess candidates' theoretical knowledge, the exam is made up of three types of questions: knowledge questions, comprehension questions and application questions.

The knowledge questions, which are memory-oriented, require you to remember words, facts, dates, agreements, classifications, principles, theories, etc. A correct answer to this type of question shows that you remember the information.

The comprehension questions require you to transpose, interpret and extrapolate based on a certain body of knowledge. A correct answer to this type of question shows that you understand the theoretical material, i.e. that you have grasped its meaning.

The application questions require you to use theoretical knowledge to solve a problem. A correct answer to this type of question shows that you are able to use this knowledge appropriately to solve a given problem

EXAMPLES OF KNOWLEDGE QUESTIONS

Area: Staffing

When is the right time to offer a candidate a job?

- a) After the candidate has satisfied the various evaluation requirements, including the medical exam.
- b) After the candidate has satisfied the various evaluation requirements, but before the medical exam.**
- c) Immediately after the candidate has successfully completed the selection interview.
- d) Only after the candidate has passed the security check.

Area: Organizational learning, development and training

What is the purpose of the *Act to Promote Workforce Skills Development and Recognition*?

- a) To promote skills transfers between experienced staff and job seekers.
- b) To facilitate succession planning through the development of management skills.
- c) To improve the integration of tacit and explicit skills through recognizing training outcomes.
- d) To improve workforce qualifications and skills through investment in training.**

2.6 | Types of questions (cont'd)

EXAMPLES OF COMPREHENSION QUESTIONS

Area: Occupational health and safety and wellness

What special importance does the concept of “reasonable diligence” as understood by occupational health and safety legislation have for employers?

- a) It is a means of legal defence.
- b) It is an obstacle to employees seeking to exercise their right of refusal.
- c) It has an impact on contributions.
- d) It enables the employer to deny an inspector access to the workplace.

Area: Compensation

Stock options are the most common long-term incentive plan offered to executives. Which of the following statements is false?

- a) An executive who holds stock options becomes, by doing so, a shareholder of the organization.
- b) An executive who participates in a stock option plan may risk a loss of earnings but not a real loss.
- c) An executive may manipulate to his or her advantage the disclosure of information respecting a stock option plan.
- d) For an organization, a stock option plan may compensate for a lack of liquidity to attract (and retain) a sought-after senior executive.

EXAMPLES OF APPLICATION QUESTIONS

Area: Labour relations

As a labour relations consultant, you are mandated to make recommendations on how to inform the union that management wants to set up a joint committee to improve productivity, even though you are aware that the board of directors isn't fully convinced of the need to establish such a committee. What would you suggest?

- a) A clause respecting the productivity committee in the collective agreement.
- b) A letter of agreement respecting the productivity committee.
- c) A letter of intent respecting the productivity committee.
- d) Simply informing the union of the employer's wish to create a productivity committee.

Area: Strategic management of human resources and the organization

A new generation of employees, Generation Y, has entered the workforce. As a result, organizations often have to deal with four generations of employees. Which statement represents the best way to promote the engagement of these four very different generations?

- a) Draft engagement measures specific to each generation.
- b) Set up a plan to unite all generations based on common values.
- c) Create two groups, with traditional and baby-boomer employees in one and Generations X and Y in another. Establish engagement measures for each group.
- d) Institute the same measures for all employees.

3. Suggestions to help you pass the exam

3.1 | General considerations

Passing the exam depends on how well you're prepared. Where should you start?

1. First begin by reading the study aids to make sure you fully understand the material to be learned.
2. Assess your level of theoretical knowledge in each area of practice according to your profile.
3. Use the tools available to prepare for the exam. Allow yourself enough study time, but don't start too early in case you forget the concepts you've studied too long ago. You should usually start to study about eight weeks before the exam. The Study plan in the Appendix will help you structure your study time (4.2).

Different profiles, different strategies!

- If you are a specialist in one area of practice, you very likely won't have to spend as much time on it as on the others.
- If you have extensive experience in all the profession's areas of practice, you might want to concentrate more on theory.
- If you are a recent graduate of a business administration program, a number of theoretical concepts are probably still fresh in your mind. However, if you have never taken a course in some areas of practice, you should probably focus more on them.
- If you studied and acquired your professional experience outside of Quebec, it would probably be useful to you to study the Quebec legislation applicable to each area of practice.

3.2 | Mistakes to avoid in a multiple-choice exam

Below are a few mistakes to avoid in a multiple-choice exam.

- Don't go over the exam looking for questions with key words that will remind you of familiar elements so that you can answer these questions first. You'll waste valuable time and increase your chances of entering the answers in the wrong place on the answer sheet.
- Don't choose an answer simply because you remember learning about the concepts it mentions. The statement as such may be true, but it may not necessarily be the right answer to the question being asked.
- Don't eliminate an answer simply because it seems too obvious or easy.
- Don't be intimidated by "scholarly" terms in the answer options.
- Don't choose your answer based on the idea that there is some form of answer pattern. For example, don't eliminate option "c" just because you selected "c" for the three preceding questions.
- Don't try to figure out whether the right answers follow some kind of pattern. No such pattern exists.

3.3 | Strategies for answering questions

Here are a few tips:

- Read each question and answer option thoroughly from beginning to end.
- Try not to jump to conclusions about what the question means.
- First answer the questions you're sure you know the answer to and then go back to the harder questions.
- If you find the question hard, proceed by elimination. In other words, eliminate the answers that are obviously wrong.
- Underline the key words in the premise and in the answer options. This can help you remember important details when you choose the answer you think is right.
- Pay attention to the words used to express an indisputable fact, such as "each," "completely," "all," "always," "never," "none," "only," etc. They indicate that the right answer must be a hard fact.
- Also pay attention to the words used to qualify the statement, such as "often," "generally," "usually," "seldom," "possibly," "apparently," etc.
- Take note of any negative words in the premise such as "none," "no," "not," "never," etc. Remember that the right answer has to be a hard fact and that the other options could be true statements without being the right answer.

4. Exam preparation tools

4.1 | Preparation platform

The Ordre has just launched its new exam preparation platform online (in French only). The platform includes a variety of learning tools to help you study and can be accessed via the exam new candidates' welcome page at portailrh.org/candidat under the tab "Préparation à l'examen" (in French only).

Remember that these tools are simply useful ways to help you study. There is no guarantee that one particular method or tool will ensure you a passing grade.

The platform offers the following tools:

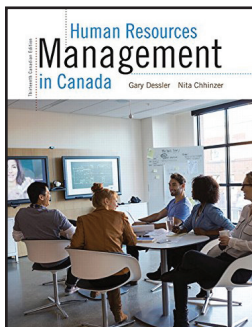
1. Exam preparation guide
2. Self-assessment questionnaire
3. Definitions and glossary
4. Videos
5. Reference works
6. Study aids
7. Study plan
8. Relevant links
9. Helpful tips
10. Exam info newsletters

Each of these tools has been designed to help you access the knowledge to be acquired. These different perspectives offer you a variety of ways to prepare for the exam. Research has shown that multiple sources increase an exam's pass rate, which is why you should make sure you consult diverse sources such as reference works, internet links, journals, etc.

These tools are available on the online platform. Some, such as a complete list of the suggested reference works that constitute the basis of your study, are also presented in this guide. It also includes (section 4.3) study aids focusing on the theoretical knowledge to be acquired. This general and specific knowledge is broken down into areas of practice and related references. At the end of this section, you will find a study plan to help you organize the time you spend on each area of practice.

4.2 | Suggested references

These references are not exhaustive. The English-language books do not cover all the specific knowledge that is examined in the training equivalence exam. These books address the field of human resources management from a perspective that focuses on Canada in general. However, since the training equivalence exam will examine your knowledge of human resources management in Quebec, it is important that you complete your preparation by consulting French-language preparation tools as well. A list of French-language works is provided at the end of this section. It is candidates' responsibility to consult the resources they need.



Human Resources Management in Canada

13th Canadian Edition Plus
Gary Dessler, Nita Chhinzler
and Nina Cole

- Part 1 Human Resources Management in Perspective
- Part 2 Meeting Human Resources Requirements
- Part 3 Developing Effective Human Resources
- Part 4 Total Rewards
- Part 5 Building Effective Employee-Employer Relationships
- Part 6 Global Issues in Human Resources Management



Managing Human Resources

8th Edition
Monica Belcourt, Parbudyal Singh,
George Bohlander and Scott Snell

- Part 1 Human Resources Management in Perspective
- Part 2 Meeting Human Resources Requirements
- Part 3 Developing Effectiveness in Human Resources
- Part 4 Implementing Compensation and Security
- Part 5 Enhancing Employee-Management Relations
- Part 6 Expanding Human Resources Management



Recruitment and Selection in Canada

7th Edition
Victor M. Catano, Willi H. Wiesner
and Rick D. Hackett

- Chapter 1 An Introduction to Recruitment and Selection
- Chapter 2 Foundations of Recruitment and Selection I: Reliability and Validity
- Chapter 3 Foundations of Recruitment and Selection II: Legal Issues
- Chapter 4 Job Analysis and Competency Models
- Chapter 5 Job Performance
- Chapter 6 Recruitment: The First Step in the Selection Process
- Chapter 7 Selection I: Applicant Screening
- Chapter 8 Selection II: Testing and Other Assessments
- Chapter 9 Selection III: Interviewing
- Chapter 10 Decision Making

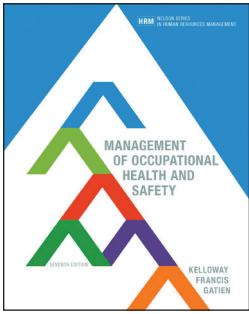


Industrial Relations in Canada

3rd Edition
Robert Hebdon and Trevor C. Brown

- Part 1 Introduction
- Part 2 Labour History
- Part 3 Economic, Social and Political Environments
- Part 4 The Legal Environment
- Part 5 The Union Perspective
- Part 6 The Management Perspective
- Part 7 Negotiations
- Part 8 Collective Agreement Administration
- Part 9 Conflict Resolution, Grievances, and Strikes
- Part 10 Third Party Dispute Resolution Procedures
- Part 11 Impacts of Unionization
- Part 12 Public-Sector Issues

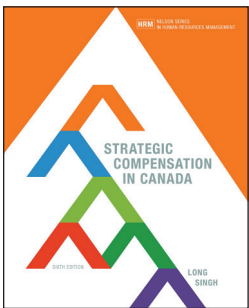
4.2 | Suggested references (cont'd)



Management of Occupational Health and Safety

7th Edition
Kevin Kelloway

- Chapter 1 Introduction
- Chapter 2 Legislative Framework
- Chapter 3 Workers' Compensation
- Chapter 4 Hazard Recognition, Risk Assessment, and Control
- Chapter 5 Physical Agents
- Chapter 6 Biological and Chemical Agents
- Chapter 7 Psychosocial Hazards
- Chapter 8 Workplace Violence, Aggression, and Harassment
- Chapter 9 Training
- Chapter 10 Motivation and Safety Management Systems
- Chapter 11 Emergency Planning
- Chapter 12 Incident Investigation
- Chapter 13 Disability Management and Return to Work
- Chapter 14 Workplace Wellness: Work-Family and Health Promotion Programs

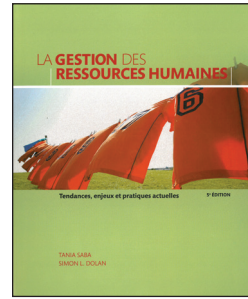


Strategic Compensation in Canada

6th Edition
Richard J. Long and Parbudyal Singh

- Chapter 1 A Road Map to Effective Compensation
- Chapter 2 A Strategic Framework for Compensation
- Chapter 3 A Behavioral Framework for Compensation
- Chapter 4 Components of Compensation Strategy
- Chapter 5 Performance Pay Choices
- Chapter 6 Formulating the Reward and Compensation Strategy
- Chapter 7 Evaluating Jobs: The Job Evaluation Process
- Chapter 8 Evaluating Jobs: The Point Method of Job Evaluation
- Chapter 9 Evaluating the Market
- Chapter 10 Evaluating Individuals
- Chapter 11 Designing Performance Pay Plans
- Chapter 12 Designing Indirect Pay Plans
- Chapter 13 Activating and Maintaining an Effective Compensation System

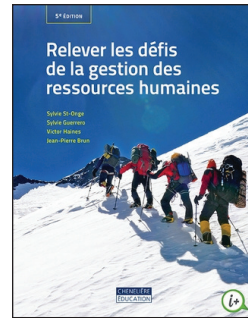
The following are two basic French-language references:



La gestion des ressources humaines – Tendances, enjeux et pratiques actuelles

5^e édition
Tania Saba, Simon L. Dolan

- Section 1 Les préalables à la gestion des ressources humaines
- Section 2 Les activités de dotation
- Section 3 Le développement des ressources humaines
- Section 4 La rémunération et la reconnaissance de la performance
- Section 5 Les aspects juridiques de la gestion des ressources humaines
- Section 6 Les défis contemporains



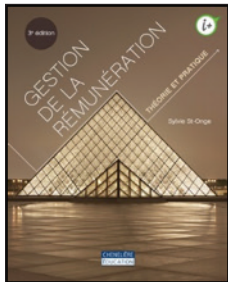
Relever les défis de la gestion des ressources humaines

5^e édition
Sylvie St-Onge, Sylvie Guerrero, Victor Haines et Jean-Pierre Brun

- Chapitre 1 Miser sur la gestion des ressources humaines
- Chapitre 2 Planifier les ressources humaines
- Chapitre 3 Gérer l'organisation du travail
- Chapitre 4 Assurer le recrutement, la sélection et l'accueil
- Chapitre 5 Assurer la formation et le développement des compétences
- Chapitre 6 Gérer la performance
- Chapitre 7 Gérer les carrières
- Chapitre 8 Gérer la rémunération
- Chapitre 9 Gérer les relations du travail
- Chapitre 10 Promouvoir la santé, la sécurité et le mieux-être au travail
- Chapitre 11 Gérer la diversité
- Chapitre 12 Évaluer la gestion des ressources humaines

4.2 | Suggested references (cont'd)

We have also identified a number of specialized works that could help you improve your theoretical knowledge in some areas of practice. Again, remember that the list of works suggested is for information purposes only and cannot be considered exhaustive.



Gestion de la rémunération – Théorie et pratique

3^e édition
Sylvie St-Onge et Roland Thériault

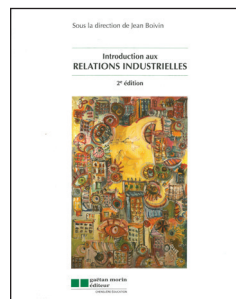
- Chapitre 1 La gestion de la rémunération : importance et modèle
- Chapitre 2 La rémunération globale : enjeux et stratégie
- Chapitre 3 L'implantation des programmes de rémunération globale
- Chapitre 4 La gestion des enquêtes de rémunération
- Chapitre 5 L'analyse et l'évaluation des emplois et la Loi sur l'équité salariale
- Chapitre 6 La gestion des structures salariales
- Chapitre 7 La gestion des programmes de reconnaissance
- Chapitre 8 La rémunération et la gestion des performances individuelles
- Chapitre 9 La rémunération de la performance collective
- Chapitre 10 La gestion des avantages sociaux et des régimes de retraite
- Chapitre 11 Les différentes catégories de personnel et les contextes particuliers en gestion de la rémunération



Gestion de la santé et de la sécurité au travail

2012
Sous la direction d'Elena Laroche

- Chapitre 1 La problématique et les notions de base
- Chapitre 2 La structure opérationnelle du régime québécois de prévention et d'indemnisation pour les organisations de compétence québécoise et canadienne
- Chapitre 3 Le régime québécois de prévention applicable aux organisations de compétence québécoise et canadienne
- Chapitre 4 Le Règlement sur la santé et la sécurité du travail
- Chapitre 5 Le régime québécois d'indemnisation des lésions professionnelles applicable aux organisations de compétence québécoise et canadienne
- Chapitre 6 Le système de gestion de la santé et de la sécurité du travail
- Chapitre 7 Le programme de prévention : une activité structurelle au centre du système de gestion de la santé et de la sécurité du travail
- Chapitre 8 Les interventions structurelles destinées à identifier et à évaluer les risques
- Chapitre 9 Les interventions structurelles destinées à éliminer et à contrôler les risques
- Chapitre 10 Les interventions intégratives, relationnelles et liées au développement d'une culture de prévention
- Chapitre 11 La gestion de dossiers de lésions professionnelles et les indemnités
- Chapitre 12 La réadaptation et le retour au travail
- Chapitre 13 Le cumul des recours, les examens de santé et les tests de dépistage
- Chapitre 14 La gestion de la tarification

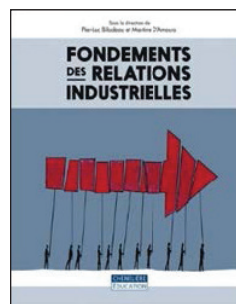


Introduction aux relations industrielles*

2^e édition
Sous la direction de Jean Boivin

- Chapitre 1 La place et le rôle des employeurs dans un système de relations industrielles
- Chapitre 2 La place et le rôle des syndicats dans un système de relations industrielles
- Chapitre 3 La place et le rôle de l'État dans un système de relations industrielles
- Chapitre 4 Les politiques publiques de l'emploi
- Chapitre 5 Les normes minimales du travail : bilan et éléments de prospective
- Chapitre 6 La santé et la sécurité au travail
- Chapitre 7 La discrimination au travail
- Chapitre 8 Les défis contemporains de la gestion des ressources humaines
- Chapitre 9 L'encadrement juridique général des rapports collectifs de travail : le Code du travail
- Chapitre 10 Le processus de négociation collective
- Chapitre 11 La convention collective

*** This book is no longer in production and has been replaced by "Fondements des Relations Industrielles."**

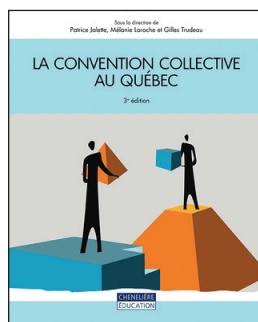


Fondements des Relations Industrielles

Sous la direction de Pier-Luc Bilodeau
et Martine D'Amours

- Chapitre 1 Les repères généraux
- Chapitre 2 Les théories en relations industrielles
- Chapitre 3 L'action collective des employeurs
- Chapitre 4 L'action collective des travailleurs et l'évolution du syndicalisme
- Chapitre 5 L'État et la régulation des relations industrielles
- Chapitre 6 Les politiques publiques de l'emploi (PPE)
- Chapitre 7 Les normes minimales du travail : bilan et éléments de prospective
- Chapitre 8 L'interdiction de discrimination en milieu de travail et les lois proactives du Québec
- Chapitre 9 Le régime québécois de santé et de sécurité du travail et sa mise en œuvre
- Chapitre 10 L'encadrement juridique général des rapports collectifs du travail : le Code du travail
- Chapitre 11 Les fondements, la théorie et les pratiques de gestion des ressources humaines (GRH)
- Chapitre 12 L'organisation de la prévention en santé et sécurité du travail (SST)
- Chapitre 13 La négociation collective
- Chapitre 14 La convention collective

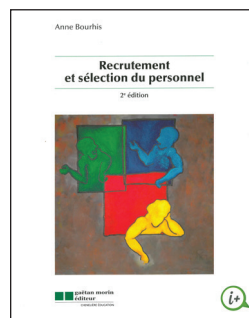
4.2 | Suggested references (cont'd)



La convention collective au Québec

3^e édition
Sous la direction de Patrice Jalette,
Mélanie Laroche et Gilles Trudeau

- Chapitre 1 Aspects généraux de la convention collective
- Chapitre 2 Cadre juridique de la convention collective
- Chapitre 3 Administration de la convention collective
- Chapitre 4 Durée et renouvellement des conventions collectives
- Chapitre 5 Droits de direction
- Chapitre 6 Vie et sécurité syndicales
- Chapitre 7 Règlement et arbitrage des griefs
- Chapitre 8 Mesures disciplinaires
- Chapitre 9 Ancienneté
- Chapitre 10 Gestion et protection de l'emploi
- Chapitre 11 Organisation de la production et du travail
- Chapitre 12 Formation continue de la main-d'œuvre
- Chapitre 13 Heures de travail
- Chapitre 14 Évaluation des emplois
- Chapitre 15 Salaires
- Chapitre 16 Avantages sociaux
- Chapitre 17 Conciliation travail-vie personnelle
- Chapitre 18 Santé et sécurité du travail
- Chapitre 19 Évolution de la convention collective au Québec :
Bilan et tendances



Recrutement et sélection du personnel

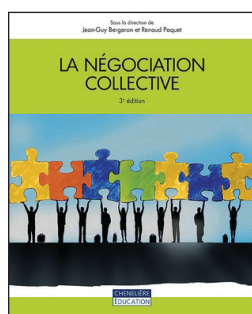
2^e édition
Anne Bourhis

- Partie 1 Les enjeux de la dotation
- Partie 2 La préparation de la dotation
- Partie 3 Le recrutement
- Partie 4 La sélection
- Partie 5 L'embauche et l'intégration en emploi



Comportement organisationnel

2^e édition
Steven L. McShane, Sandra L. Steen
et Charles Benabou



La négociation collective au Québec

3^e édition
Sous la direction
de Jean-Guy Bergeron

- Chapitre 1 Théorie et modèle de la négociation collective
- Chapitre 2 Structure de négociation
- Chapitre 3 Préparation à la négociation collective
- Chapitre 4 Processus de la négociation collective
- Chapitre 5 Analyse des coûts de la convention collective
et de la masse salariale
- Chapitre 6 Le règlement des conflits de négociation
- Chapitre 7 Négociation collective dans le secteur public au Québec

- Chapitre 1 Introduction au comportement organisationnel
- Chapitre 2 Les comportements humains et les organisations
dans un environnement complexe
- Chapitre 3 La personnalité, les valeurs, l'éthique et les attitudes
- Chapitre 4 La perception et l'apprentissage dans les organisations
- Chapitre 5 Les émotions, le stress et la santé mentale au travail
- Chapitre 6 La motivation au travail : les fondements
- Chapitre 7 La motivation par les rétributions et l'organisation du travail
- Chapitre 8 La dynamique des groupes
- Chapitre 9 La prise de décision et la créativité
- Chapitre 10 La communication dans les organisations
- Chapitre 11 Le pouvoir, l'influence et la politique dans les organisations
- Chapitre 12 Le conflit, la collaboration et la négociation au travail
- Chapitre 13 Le leadership
- Chapitre 14 La structure et la conception des organisations
- Chapitre 15 La culture organisationnelle
- Chapitre 16 Le changement et la transformation des organisations

4.3 | Study aids – Knowledge tables

The study aids are in the form of knowledge tables applicable to each of the seven areas of practice. General and specific knowledge covers key concepts, principles and theories to be memorized, understood and applied in problem situations.

STRATEGIC MANAGEMENT OF HUMAN RESOURCES AND THE ORGANIZATION

| Knowledge | Specific knowledge | Suggested references |
|-------------------------------------|--|---|
| Organizational strategy | Typology | Human Resources Management in Canada |
| | Determining factors and challenges | |
| | Strategic plan and its implementation | |
| Legal framework | Legislation | 13 th Canadian Edition Plus Gary Dessler, Nita Chhiner and Nina Cole |
| Project management | Basic concepts | |
| Human resources strategy | Basic principles | |
| | Added value of HR | Managing Human Resources |
| | Types of strategies | |
| Human resources information systems | Basic concepts | |
| | Selection criteria and selection steps | 8 th Edition Monica Belcourt, George Bohlander and Scott Snell |
| | Implementation | |
| | Confidentiality management | Legislation, articles, websites |
| | Software evaluation | |
| Strategic management evaluation | HR dashboard and indicators | |
| | Methods and techniques | |

4.3 | Study aids – Knowledge tables (cont'd)

STAFFING

| Knowledge | Specific knowledge | Suggested references |
|---|---|---|
| Evaluation of the recruitment and selection process | Staffing evaluation process and related indicators | Human Resources Management in Canada 13 th Canadian Edition Plus Gary Dessler, Nita Chhiner and Nina Cole |
| Legislative, regulative and normative framework | Legal provisions and concepts related to the protection of individual rights | |
| | Staffing and collective agreements | |
| Staffing challenges | Employment contracts | Managing Human Resources 8 th Edition Monica Belcourt, George Bohlander and Scott Snell |
| | Changes to the nature of the jobs or the workforce profile | |
| | Potential bias | Recruitment and Selection in Canada 7 th Edition Victor M. Catano, Willi H. Wiesner, Rick D. Hackett |
| | Attraction strategies | |
| Human resources planning | Human resources planning, job analysis and skills profile: concepts and methods | |
| | Workforce movement | |
| Typical staffing process | Recruitment steps and their respective concepts | Legislation, regulation, articles, websites |
| Communication throughout the staffing process | Importance, recipients and techniques | |

4.3 | Study aids – Knowledge tables (cont'd)

LABOUR RELATIONS

| Knowledge | Specific knowledge | Suggested references |
|---|--|--|
| Labour relations process | Disciplinary and administrative management | Managing Human Resources 8 th Edition Monica Belcourt, George Bohlander and Scott Snell Industrial Relations in Canada 3 rd Edition Robert Hebdon and Trevor C. Brown Legislation, regulation, articles, websites |
| | Grievances | |
| | Conflict and dispute resolution mechanisms | |
| | Evaluating the different positions of the interested parties in order to determine areas of convergence and divergence | |
| Labour relations, underlying principles | Values: respect, trust, etc. | |
| | Good-faith negotiations | |
| | Ethics of negotiations | |
| Organizational policies | Major labour relations policies | |
| Legislative and regulatory framework | Laws and regulations | |
| | Public policies | |
| Institutions and players | The State: employer, legislator and regulator | |
| | Union organizations and their players | |
| | Employers' organizations and their players | |
| | Public sector organizations | |
| | Private sector organizations | |
| | Courts and their players | |
| | Mediation and dispute resolution organizations and their players | |
| Collective agreement | Content and interpretation | |
| | Challenges | |
| Collective bargaining | Dimension juridique d'une négociation | |
| | Legal framework | |
| | Negotiation mandate and related strategies | |
| | Negotiation preparation and related tools | |
| | Bargaining power analysis | |
| | Cost evaluation | |

4.3 | Study aids – Knowledge tables (cont'd)

ORGANIZATIONAL LEARNING, DEVELOPMENT AND TRAINING

| Knowledge | Specific knowledge | Suggested references |
|----------------------------------|---|---|
| Knowledge and competence | Concepts Types of knowledge: know, know-how, know-why | Human Resources Management in Canada 13 th Canadian Edition Plus Gary Dessler, Nita Chhiner and Nina Cole |
| Legal framework | Legislation | |
| Culture of learning organization | Concepts and definitions Methods and strategies Impact and benefits | |
| Training issues | Globalization Principles of andragogy | |
| Skills development | Steps Key players | |
| Training needs | Assessment of needs: tools and methodology Performance management principles | |
| Training program | Methods and techniques Considerations Success factors | |
| Transfer of learning | Concepts Success factors Methods and strategies | |
| Training management evaluation | Criteria and indicators Outils et méthodes | |
| | | Managing Human Resources 8 th Edition Monica Belcourt, George Bohlander and Scott Snell Legislation, articles, websites |

4.3 | Study aids – Knowledge tables (cont'd)

TOTAL COMPENSATION

| Knowledge | Specific knowledge | Suggested references |
|-------------------------------------|---|--|
| Compensation, underlying principles | Theories | Managing Human Resources 8 th Edition Monica Belcourt, George Bohlander and Scott Snell Strategic Compensation in Canada 6 th Edition Richard J. Long and Parbudyal Singh Legislation, articles, websites |
| | Justice | |
| | Ethics | |
| Role of compensation | Impact and consequences of compensation | |
| | Potential bias relating to compensation | |
| | Importance of compensation | |
| | Compensation goals | |
| Legal framework | Legislation | |
| Compensation components | Salary and salary increases | |
| | Performance-based regimes | |
| | Employee benefits | |
| Salary determination | Job evaluation process | |
| | Compensation survey | |
| | Pay structure determination | |
| | Pay grade placement | |
| | Pay equity exercise | |
| Compensation strategies | Deciding factors | |
| | Effects of the strategy | |
| | Executive compensation | |
| | Compensation in a unionized context | |
| Compensation management evaluation | Indicators and methods | |

4.3 | Study aids – Knowledge tables (cont'd)

ORGANIZATIONAL DEVELOPMENT

| Knowledge | Specific knowledge | Suggested references |
|--|---|--|
| Organizational development principles | Definitions | Human Resources Management in Canada 13 th Canadian Edition Plus Gary Dessler, Nita Chhiner and Nina Cole Managing Human Resources 8 th Edition Monica Belcourt, George Bohlander and Scott Snell Legislation, articles, websites |
| | Concepts | |
| Legal framework | Legislation | |
| Organizational evaluation (audit) | Steps | |
| | Tools and methods of analysis | |
| Types of organizational culture | Types | |
| | Transmission of culture | |
| Organizational structure | Types and components | |
| | Selection criteria | |
| Work processes | Models | |
| | New forms of work organization | |
| Team management | Impact | |
| | Tools and performance evaluation criteria | |
| | Conflict management (behaviour) | |
| | Diversity management | |
| Individual performance management | Definitions and importance | |
| | Steps | |
| | Methods and techniques | |
| Organizational commitment (engagement or motivation) | Definitions and types | |
| | Means of action | |
| | Change management | |
| Communication concepts | Types | |
| | Strategies | |

4.3 | Study aids – Knowledge tables (cont'd)

OCCUPATIONAL HEALTH AND SAFETY AND WELLNESS

| Knowledge | Specific knowledge | Suggested references |
|---|---|---|
| Occupational health and safety system | Legislative and regulative framework | Management of Occupational Health and Safety 7 th Edition E. Kevin Kelloway, Lori Francis, Bernadette Gatien Legislation, regulation, standards, articles, websites |
| | Historical background | |
| | The CSST | |
| | Relationships between internal and external players | |
| Prevention in the workplace | Concepts and types | |
| | Prevention programs | |
| | Hazard recognition and correction | |
| Compensation | Concepts and types | |
| | Compensation plan regimes: rates and financing | |
| | Compensation case and appeal management | |
| | Return-to-work management | |
| Integrated occupational health and safety management system | Health and safety organizational structure | |
| | Health and safety organizational culture | |
| | Major players, their respective roles and relationships | |
| Main hazards | Concepts and definitions | |
| | Workplace hazards | |
| | Non-workplace hazards | |
| Health, safety and wellness promotion | Concepts and definitions | |
| | Standards and policies | |
| | Initiatives | |
| Positive health determinants | Protective factors | |
| | Best practices | |
| Crisis and emergencies | Crisis and emergency management | |
| Evaluation of occupational health, safety and wellness management | Methods | |
| | Performance indicators | |

4. Study plan

Below is an example of a study plan that could be used starting eight weeks before the exam to help you structure your study time.

| PERSONALIZED STUDY PLAN | | | Week 8 | Week 7 | Week 6 | Week 5 | Week 4 | Week 3 | Week 2 | Week 1 |
|--|---------------|----------|---|--------|--------|--------|--------|--------|--------|--------|
| | | | Number of hours of study | | | | | | | |
| Area of practice | Weighting (%) | Priority | Hours of study in each area of practice | | | | | | | |
| Strategic management of human resources and the organization | 15 - 20 % | | | | | | | | | |
| Staffing | 15 - 20 % | | | | | | | | | |
| Labour relations | 15 - 20 % | | | | | | | | | |
| Organizational learning, development and training | 10 - 15 % | | | | | | | | | |
| Total compensation | 10 - 15 % | | | | | | | | | |
| Organizational development | 10 - 15 % | | | | | | | | | |
| Occupational health and safety and wellness | 10 - 15 % | | | | | | | | | |

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