



# Fact Sheet

## **ORGANIZATIONAL BEHAVIOR**

### **TEST INFORMATION**

This test was developed to enable schools to award credit to students for knowledge equivalent to that, which is learned, by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

### **CONTENT**

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

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| <ul style="list-style-type: none"> <li>I. Organizational Behavior Overview           <ul style="list-style-type: none"> <li>A. The field of organizational behavior               <ul style="list-style-type: none"> <li>1. Definition and framework</li> <li>2. Fundamental concepts</li> <li>3. History</li> </ul> </li> <li>B. The study of organizational behavior               <ul style="list-style-type: none"> <li>1. Scientific approaches</li> <li>2. Research designs</li> <li>3. Data collection methods</li> </ul> </li> </ul> </li> </ul> | <p><b>Approximate<br/>Percent<br/>6%</b></p> |
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**Approximate  
Percent  
36%**

- II. Individual Processes and Characteristics
  - A. Perpetual processes
    - 1. Characteristics of the perceptual process
    - 2. Barriers to accurate perception of others
    - 3. Attributional approaches to perception and behavior
  - B. Personality
    - 1. Theories of personality
    - 2. Personality traits and characteristics
    - 3. Influence of personality on work behavior
  - C. Attitudes
    - 1. Attitude formation
    - 2. Attitude and values
    - 3. Key employee attitudes
  - D. Learning processes
    - 1. Basic models of learning
    - 2. Major influences on the learning process
    - 3. Reinforcement theory
      - a. Nature of punishment
      - b. Types of reinforcement
      - c. Schedules of reinforcement
  - E. Motivation
    - 1. Role of motivation in organizations
    - 2. Theories of motivation
      - a. Process theories (e.g., expectancy, equity, goal-setting)



	<u>Approximate Percent</u>		<u>Approximate Percent</u>
<ul style="list-style-type: none"> <li>b. Content theories (e.g., Maslow's theory of hierarchy of needs, Herzberg's two-factor theory, Alderfer's ERG-existence, relatedness, and growth-theory, McClelland's achievement theory)</li> <li>3. Application in organizations               <ul style="list-style-type: none"> <li>a. Behavior modification</li> <li>b. Job design</li> <li>c. Reward systems</li> </ul> </li> <li>4. Evaluation of theories and models of motivation</li> <li>5. Implications for managers</li> </ul>		<ul style="list-style-type: none"> <li>E. Communication processes               <ul style="list-style-type: none"> <li>1. The communication process</li> <li>2. Models of interpersonal communication styles</li> <li>3. Communication networks</li> <li>4. Barriers to effective communication within organizations</li> <li>5. Nonverbal communication</li> </ul> </li> </ul>	
F. Work stress and the individual <ul style="list-style-type: none"> <li>1. Nature of stress</li> <li>2. Causes and consequences of stress</li> <li>3. Coping with stress—individual and organizational approaches</li> </ul>		<ul style="list-style-type: none"> <li>IV. Organizational Processes and Characteristics <b>19%</b> <ul style="list-style-type: none"> <li>A. Organizational decision-making               <ul style="list-style-type: none"> <li>1. Classification and definition of decisions</li> <li>2. Models of the decision-making process</li> <li>3. Individual vs. group decision-making</li> </ul> </li> <li>B. Organization structure               <ul style="list-style-type: none"> <li>1. Dimensions of organization structure</li> <li>2. Types of organization structure</li> <li>3. Responsibility and authority</li> </ul> </li> <li>C. Organization design               <ul style="list-style-type: none"> <li>1. Classic approaches</li> <li>2. Contingency approaches</li> </ul> </li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>III. Interpersonal and Group Processes and Characteristics <b>32%</b> <ul style="list-style-type: none"> <li>A. Group dynamics               <ul style="list-style-type: none"> <li>1. Types of groups</li> <li>2. Reasons for group formation</li> <li>3. Stages of group development</li> <li>4. Characteristics of groups</li> </ul> </li> <li>B. Group behavior and conflict               <ul style="list-style-type: none"> <li>1. Levels of conflict</li> <li>2. Consequences of functional and dysfunctional conflict</li> <li>3. Conflict management</li> </ul> </li> <li>C. Leadership               <ul style="list-style-type: none"> <li>1. Nature of the leadership process</li> <li>2. Models of leadership</li> <li>3. Evaluation of models of leadership</li> <li>4. Implications for managers</li> </ul> </li> <li>D. Power and politics               <ul style="list-style-type: none"> <li>1. Power and influence</li> <li>2. Interpersonal sources of power</li> <li>3. Structural and situational sources of power</li> <li>4. Political behavior in organizations</li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>V. Change and Development Processes <b>7%</b> <ul style="list-style-type: none"> <li>A. Basic processes and concepts of change               <ul style="list-style-type: none"> <li>1. Pressures for change</li> <li>2. Models and processes for planned organizational change</li> <li>3. Resistance to organizational change</li> <li>4. Corporate culture</li> </ul> </li> <li>B. Applications and techniques of change and development               <ul style="list-style-type: none"> <li>1. Overview of organization development</li> <li>2. Group and individual change</li> <li>3. Sociotechnological approaches to change</li> <li>4. Structural approaches to change</li> </ul> </li> </ul> </li> </ul>	

Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 50-55% of the examination)
- Understanding of concepts and principles (about 30-35% of the examination)
- Ability to apply knowledge to specific problems and situations (about 10-15% of the examination)

### SAMPLE QUESTIONS

1. An employee who bases his or her job-evaluation rating on an unfair rating form may be
  - (A) stereotyping supervisory personnel
  - (B) engaging in perceptual defense
  - (C) making a causal attribution
  - (D) learning about job tasks
2. Which of the following accurately lists needs in Maslow's hierarchy?
  - (A) Physiological, power, growth, and esteem
  - (B) Security, esteem, power, and self-actualization
  - (C) Security, belonging, mastery, psychological, and self-esteem
  - (D) Physiological, security, belonging, esteem and self-actualization
3. Operant conditioning is primarily concerned with
  - (A) physiological causes of behavior
  - (B) cognition of behavior
  - (C) consequences of behavior
  - (D) punishment of behavior
4. Which of the following is one reason why Herzberg's two-factor theory is viewed as controversial?
  - (A) It states that job satisfaction and dissatisfaction do not exist on a single continuum.
  - (B) It does not explain why people desire to achieve.
  - (C) It states that organizational policies have too strong an impact on intrinsic rewards.
  - (D) It does not explain why people choose particular behaviors to accomplish work-related goals.
5. Standing close to another individual to communicate a sense of power is an example of
  - (A) an authority stance
  - (B) a stereotype
  - (C) a nonverbal cue
  - (D) a leadership behavior
6. From the organization's perspective, which of the following is an example of a positive norm?
  - (A) The appearance of working hard, regardless of results
  - (B) The use of group sanctions against the person who exceeds productivity levels
  - (C) A general practice of arriving to work on time
  - (D) A supervisor's public criticism of a subordinate's poor performance
7. Which of the following statements best describes the path-goal theory of leadership?
  - (A) It focuses on goals to achievement.
  - (B) It measures the philosophical assumptions behind a leader's style.
  - (C) It looks at leader behaviors, subordinate characteristics, and environmental pressures.
  - (D) It emphasizes personality traits critical for effective leadership.

8. George Bacon is considered one of the leading surgeons in the field of artificial heart transplants. Even though he is not associated with Western Memorial Hospital, he exerts much influence over many of the surgeons there. Such influence is best termed
- (A) legitimate power
  - (B) coercive power
  - (C) reward power
  - (D) expert power
9. Which of the following is a major feature of a matrix organization?
- (A) Provision for horizontal communication
  - (B) Establishment of profit centers
  - (C) Presence of employees with two supervisors
  - (D) Increased separation of line and staff responsibilities
10. Which of the following statements is NOT true about organizational development (OD)?
- (A) It is a system-wide change effort.
  - (B) It frequently leads to new organizational structures.
  - (C) It is characterized by participatory methods of change.
  - (D) It emphasizes short-term rather than long-term methods of change.

## STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject. Sources for study material suggested but not limited to the following:

Davis, Keith A., and John W. Newstrom. *Human Behavior at Work: Organizational Behavior*. New York: McGraw-Hill, current edition.

Gibson, James L., John M. Ivancevich, and James H. Donnelly, Jr. *Organizations: Behavior, Structure, Processes*. Chicago, IL: Irwin, current edition.

Gordon, Judith R. *A Diagnostic Approach to Organizational Behavior*. Upper Saddle River, NJ: Prentice Hall, current edition.

Hellriegel, Don, John W. Slocum, and Richard W. Woodman. *Organizational Behavior*. Cincinnati, OH: South-Western College Publishing, current edition.

Luthans, Fred. *Organizational Behavior*. New York: McGraw-Hill, current edition.

Moorhead, Gregory, and Ricky W. Griffin. *Organizational Behavior: Managing People and Organizations*. Boston: Houghton-Mifflin, current edition.

Newstrom, John W., and Keith Davis. *Organizational Behavior: Human Behavior at Work*. New York: McGraw Hill, current edition.

Organ, Dennis W., and Thomas S. Bateman. *Organizational Behavior*. Homewood, IL: Irwin, current edition. (Note: this is a slightly advanced-level text).

Robbins, Stephen P. *Organizational Behavior: Concepts, Controversies, Applications*. Upper Saddle River, NJ: Prentice Hall International, current edition.

Robbins, Stephen P. *Essentials of Organizational Behavior*. Upper Saddle River, NJ: Prentice Hall International, current edition.

Schermerhorn Jr., John R., James G. Hunt, and Richard N. Osborn. *Organizational Behavior*. New York: Wiley, current edition.

Current textbook used by a local college or university for a course on the subject.

## CREDIT RECOMMENDATIONS

The Center For Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. ACE has made the following recommendations:

Area or Course	
Equivalent:	Organizational Behavior
Level:	Lower level Baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

## INFORMATION

Colleges and universities that would like additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Prometric, 2000 Lenox Drive, 3rd Floor, Lawrenceville, NJ 08648.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. Prometric will be happy to help schools in this effort.

Correct Responses: 1.B; 2.D; 3.C; 4.A; 5.C; 6.C; 7.C; 8.D; 9.C; 10.D.

