

**EXAM INFORMATION**

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam covers topics such as individual processes and characteristics, interpersonal and group processes, organizational and group processes and change and development processes.

The exam contains 100 questions to be answered in 2 hours.

**Form Codes:** SS531. ST531. SY531. SZ531

**CREDIT RECOMMENDATIONS**

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

**Area or Course Equivalent:** Organizational Behavior

**Level:** Lower-level baccalaureate

**Amount of Credit:** 3 Semester Hours

**Minimum Score:** 400

**Source:** [www.acenet.edu](http://www.acenet.edu)

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**EXAM CONTENT OUTLINE**

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

- I. Organizational Behavior Overview – 10%**
  - a. The field of organizational behavior
    - i. Definition and framework
    - ii. Fundamental concepts
    - iii. History
  - b. The study of organizational behavior
    - i. Scientific approaches
    - ii. Research designs
    - iii. Data collection methods
- II. Individual Processes and Characteristics – 30%**
  - a. Perceptual processes
  - b. Personality
  - c. Attitudes and emotions
  - d. Learning Processes
  - e. Motivation
  - f. Work Stress
- III. Interpersonal and Group Processes – 30%**
  - a. Group Dynamics
  - b. Group Behavior and conflict
  - c. Leadership and influences
  - d. Power and politics
  - e. Communication processes
- IV. Organizational Processes and Characteristics – 15%**
  - a. Organizational decision-making
  - b. Organization structure and design

- c. Organization culture and strategy

**V. Change and Development Processes – 15%**

- a. Basic processes
- b. Concepts of change
- c. Applications and techniques of change and development

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## REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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 provided before selecting textbooks that cover the test content from which to study.

Sources for study material are suggested but not limited to the following:

1. Robbins, Stephen; Judge, Timothy A. (2019). *Organizational Behavior*, 18<sup>th</sup> Edition. Pearson.
2. Colquitt, Jason; Wesson, Michael; LePine, Jeffrey; Gellatly, Ian. (2019). *Organizational Behavior: Improving Performance and Commitment in the Workplace*, 6<sup>th</sup> Edition. McGraw-Hill Ryerson.
3. Griffin, Ricky W; Moorhead, Gregory. (2017). *Organizational Behavior: Managing People and Organizations*, 12<sup>th</sup> Edition. Cengage Learning.

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## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

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. 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

Answers to sample questions:

1.B; 2.D; 3.C; 4.A; 5.C; 6.C; 7.C; 8.C