

EXAM
CODE **353**

CATALOG
NUMBER

BUSx315

TAKE ADVANTAGE OF ONLINE

**PRACTICE
EXAMS**

SEE PAGE 5 FOR DETAILS

Organizational Behavior

CREDIT
HOURS

3

LEVEL

UPPER

PUBLISHED FEBRUARY 2021

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 120 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

^① In general, two-hour exams do not award a D letter grade.

See page 28, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required):
www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam.

If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit www.excelsior.edu and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Organizational Behavior

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the [Excelsior College Bookstore](#).

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

Strongly Recommended

Nelson, D.L. & Quick, J.C. (2013). *Organizational behavior: Science, the real world, and you* (8th ed.). Mason, OH: Southwestern CENGAGE.

Robbins, S.P. & Judge, T.A. (2017). *Organizational behavior*. (18th ed.). Englewood Cliffs, NJ: Prentice Hall.

The study materials may be purchased from the [Excelsior College Bookstore](#).

Optional Resources

The examination development committee did not identify any specific Optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through [www.ocwconsortium.org](#) and/or [www.oercommons.org](#).

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!



SECTION TWO

Content Outline

General Description of the Examination

The UExcel Organizational Behavior examination is based on material typically taught in a one-semester, three-credit, upper-level course in organizational behavior, usually taken in the junior or senior year of a business administration program. The content of the examination corresponds to course offerings such as Behavior in Organizations, Management and Organizations, or Human Relations in Organizations.

The examination measures knowledge of facts and terminology, an understanding of basic concepts and theories or individual, group, and organizational processes and structure, and the ability to apply this knowledge and understanding to typical business situations, integrating global, technological, cultural, and diversity issues.

Those beginning to study for this exam should have a basic knowledge of management principles.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Define organizational behavior and identify the contributions made to the field by major behavioral science disciplines.
2. Define ability, learning, behavior, personality, emotion, attitude, value, and ethics as they relate to organizational behavior. (Aligns to GECC 6.1)
3. Describe how perception affects the decision making process.
4. Outline the motivation process and identify factors that increase performance.
5. Describe the strengths and weaknesses of decision making models.
6. Define the ethical decision making criteria of utilitarianism, rights, and justice. (Aligns to GECC 6.1)
7. Determine the benefits and challenges of managing workforce diversity. (Aligns to GECC 4.2)
8. Describe the communication process and identify common barriers to effective communication. (Aligns to GECC 1.2)
9. Identify the foundations of group behavior and examine the differences between groups and teams and between leaders and managers.
10. Evaluate several leadership models.

11. Differentiate among the traditional, human relations, and interactionist views of conflict. (Aligns to GECC 5.1)
12. Determine the characteristics and behavioral implications of different organizational designs.
13. Define the common characteristics making up organizational culture and their functional and dysfunctional effects on people and the organization. (Aligns to GECC 4.2)
14. Discuss the organizational change process.

General Education Career Competencies Addressed in this Exam

GECC-1: Oral and Written Communication: Deliver written communication with appropriate content, organization, syntax, mechanics, and style for the audience and purpose.

GECC-4: Cultural Diversity and Expression: Explain the dynamics of social identity or cultural differences within interpersonal and societal relations.

GECC-5: Global Understanding: Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

GECC-6: Ethical Reasoning: Explain different ethical positions in relation to a problem or issue.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Organizational Behavior examination, the percent of the examination, and the hours to devote to each content area are listed below.

| Content Area | Percent of the Examination | Hours of Study* |
|---|----------------------------|-----------------|
| I. Organizational Behavior, the Individual, and Workforce Diversity | 40% | 54 |
| II. Interpersonal Processes and the Group | 35% | 47 |
| III. Organizational Processes and Structure | 25% | 34 |
| Total | | 100% |

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Organizational Behavior, the Individual, and Workforce Diversity

40 PERCENT OF EXAM

Nelson & Quick (2013)

Part 2, Individual Processes and Behavior

Appendix A, A Brief Historical Perspective

Appendix B, How Do We Know What We Know about Organizational Behavior?

Robbins (2015)

Chapter 1, What Is Organizational Behavior?

Part 2, The Individual

Appendix A, Research in Organizational Behavior

A. An introduction to organizational behavior (OB)

1. What is the field of organizational behavior?
 - a. Relationship with the social sciences
 - b. The organizational context
2. Organizational behavior: past, present, and future
 - a. Evolution of organizational behavior
 - b. Globalization
 - c. Diversity/intercultural aspects
 - d. Managing technological innovation
 - e. Managing ethical issues
3. Developing theory and research methodology in organizational behavior

B. Foundations of individual behavior

1. Biographical/demographical characteristics of diversity
2. Ability/competency

- a. Physical
 - b. Intellectual
3. Personality
 - a. Theories
 - b. Determinants
 - 1) Heredity
 - 2) Environment
 - 3) Situation
 - c. Characteristics and traits
 - d. Personality and culture
 - e. Assessment instruments

4. Emotions

- a. Felt versus displayed
- b. Gender and emotions
- c. External constraints

C. Attitudes, values, and ethics

1. Attitude formation
 - a. Affective
 - b. Behavioral
 - c. Cognitive (cognitive dissonance)
2. Attitudes and behavior
3. Work attitudes
 - a. Job satisfaction
 - b. Commitment
 - c. Organizational citizenship behavior
4. Types of values (for example: terminal, instrumental, dominant, and cultural)
5. Attitudes and values across cultures
6. Values and ethical behavior

D. Perception and attribution

1. Factors influencing perception
 - a. Perceiver
 - b. Perceived (target)
 - c. Setting (situation)
2. Factors distorting perception
3. Impression management
4. Attribution theory

- a. Internal attribution
 - b. External attribution
 - c. Attributional biases
- E. Learning**
1. Classical conditioning
 2. Operant conditioning
 3. Shaping (reinforcement, punishment, and extinction)
 4. Social learning theory
 5. Continuous learning
- F. Motivation**
1. Definition and concept
 2. Content (endogenous)
 - a. Need theories (Maslow, McClelland, Alderfer)
 - b. Motivation-hygiene theory/two-factor theory (Herzberg)
 3. Process (exogenous)
 - a. Expectancy theory (Vroom)
 - b. Equity theory (Adams)
 - c. Cognitive evaluation theory
 - d. Goal-setting theory (Locke & Latham)
 - e. Reinforcement theory
 4. From theory to application
 - a. Theory X and Theory Y (McGregor)
 - b. Management by objectives (MBO)
 - c. Behavior modification
 - d. Rewarding performance/ Performance-based compensation
 - e. Employee involvement programs
- G. Individual decision-making models and applications**
1. Rational/optimizing
 2. Bounded rationality/satisficing
 3. Intuitive
 4. Normative decision making/leader participation model (Vroom-Yetton)
 5. Ethical decision making
 6. Cultural and national decision making
- H. Workforce diversity**
1. Cultural diversity
 2. Gender diversity
 3. Age diversity
 4. Ability diversity
 5. Managing workforce diversity: benefits and challenges
- I. Stress and well-being in the workplace**
1. Definition of stress
 2. Sources of stress
 3. Consequences of stress
 4. Stress management

II. Interpersonal Processes and the Group

35 PERCENT OF EXAM

Nelson & Quick

Part 3, Interpersonal Processes and Behavior

Robbins

Part 3, The Group

A. Interpersonal, group, and organizational communication

1. Communication process/model/ channels
 - a. Individual
 - b. Group
 - c. Organizational
2. Direction of communication
 - a. Upward
 - b. Downward
 - c. Lateral
3. Interpersonal communication
4. Types and methods
 - a. Formal/informal
 - b. Verbal/nonverbal
 - c. Technology-aided communication
 - d. Cross cultural
5. Barriers to communication

- a. Filtering
 - b. Selective perception
 - c. Overload
 - d. Defensiveness
 - e. Language, culture, and diversity
 - f. Physical separation
 - 6. Effective communication
 - 7. Effective listening
 - 8. Overcoming barriers
 - 9. Communication networks
- B. Groups and work teams**
- 1. Definition and theories of group formation
 - a. Five-stage model (Tuckman)
 - b. Punctuated equilibrium/alternative model for temporary groups with deadlines
 - 2. Characteristics of groups
 - a. Defining and classifying groups
 - b. Composition and diversity
 - c. Status
 - d. Size
 - 3. Norms
 - 4. Roles
 - 5. Cohesiveness
- C. Group dynamics/processes**
- 1. Group member resources
 - a. Knowledge
 - b. Skills
 - c. Abilities
 - 2. Group maintenance
 - 3. Effects of groups on individuals
 - a. Social loafing
 - b. Loss of individuality
 - c. Social facilitation
 - d. Groupthink/groupshift and conformity
 - e. Polarization
- f. Synergy
 - 4. Work teams
 - a. Autonomous/self-managed teams
 - b. Cross functional teams
 - c. Quality circles
 - d. Virtual teams
 - e. Multicultural teams
 - f. Task forces/groups
 - g. Informal teams/groups
 - 5. Group decision making
 - a. Types of decisions
 - 1) Formal/informal
 - 2) Programmed/non-programmed
 - b. Advantages
 - c. Disadvantages
 - d. Techniques
 - 1) Brainstorming
 - 2) Delphi technique
 - 3) Nominal group technique
 - 4) Devil's advocacy
 - e. Feedback and evaluation
 - f. Technological aids to decision making
 - g. Cultural considerations
 - h. Ethical considerations
- D. Leadership**
- 1. Leaders vs. managers
 - 2. Trait theories
 - 3. Behavioral theories
 - a. Ohio State studies
 - b. University of Michigan studies
 - c. Managerial grid (Blake and Mouton)
 - 4. Contingency theories
 - a. Fiedler's contingency model
 - b. Situational (Hersey-Blanchard)
 - c. Path-goal (House)

- d. Leader participation model/normative decision making (Vroom-Yetton)
- e. Leader-member exchange (Graen & Uhl-Bien)
- 5. Contemporary theories and issues
 - a. Attributional leadership
 - b. Transformational vs. transactional
 - c. Substitutes/neutralizers for leadership
 - d. Charismatic leadership
 - e. Followership
 - f. Emotional intelligence (EI)
 - g. Visionary leadership
 - h. Servant leadership
 - i. Moral leadership
 - j. Cross-cultural leadership
 - k. Trust and leadership
- E. Power, influence, and politics
 - 1. Definitions and concepts (authority, power, and influence)
 - 2. Bases of power
 - a. Personal
 - 1) Referent/charismatic
 - 2) Expert
 - b. Positional
 - 1) Reward
 - 2) Coercive
 - 3) Legitimate
 - c. Informational
 - 3. Dependency: the key to power
 - 4. Symbols of power
 - a. Kanter
 - b. Korda
 - 5. Empowerment
 - 6. Organizational politics/power—concepts and causes
 - 7. Political behavior
 - 8. Influence tactics
- 9. Ethical behavior

F. Conflict

- 1. Definition
- 2. Transition in conflict thought
 - a. Traditional view
 - b. Human resource view
 - c. Interactive (integrative) view
- 3. Conflict process
- 4. Sources and causes
 - a. Structural factors
 - b. Personal factors
- 5. Globalization and conflict
- 6. Managing conflict
 - a. Resolution tactics
 - b. Negotiation
 - c. Conflict management styles

III. Organizational Processes and Structure

25 PERCENT OF EXAM

Nelson & Quick

[Part 4, Organizational Processes and Structure](#)

Robbins

[Part 4, The Organization System](#)

A. Organizational design/structure

- 1. Classical principles (for example: division of labor, span of control)
- 2. Structural models and types
- 3. Organizational design and structure
 - a. Organizational design processes
 - b. Contextual variables
 - c. Forces reshaping design and structure
- 4. Job design
 - a. Traditional approaches
 - 1) Scientific management (Frederick W. Taylor)
 - 2) Job enlargement/rotation

- 3) Job enrichment
 - 4) Job characteristics theory (JCT) (Hackman and Oldham)
 - b. Alternative approaches
 - 1) Social information processes
 - 2) Interdisciplinary approach
 - 3) International perspectives on the design of work
 - 4) Work design and well being
 - c. Contemporary issues
 - 1) Team-based work design
 - 2) Telecommuting (e-organization)
 - 3) Alternative work patterns
 - 4) Continuous improvement processes and reengineering
- B. Organizational culture**
- 1. Characteristics and determinants
 - 2. Learning, maintaining, and sustaining organizational culture
 - a. Employee selection
 - b. Employee orientation
 - c. Socialization process
 - d. Employee development
 - 3. Assessing organizational culture
 - 4. Creating an ethical organizational culture
 - 5. Creating customer-responsive culture
 - 6. Spirituality and culture
- C. Organizational change (organizational development)**
- 1. Definitions and concepts (for example: Lewin's Change Model)
 - 2. Forces for change
 - 3. Resistance to change
 - 4. Models for managing change
 - 5. Organizational development interventions
 - 6. Contemporary change issues
 - a. Innovation
- b. Learning organizations
 - c. Knowledge management
 - d. Culture-bound change
7. Ethical considerations
- D. Career management**
- 1. Careers as joint responsibility
 - a. Occupational choice
 - b. Realistic job previews
 - 2. Career development
 - 3. Career stage model
 - a. Establishment (including psychological contracts)
 - b. Advancement
 - c. Maintenance
 - d. Withdrawal
- E. Integrating individuals, groups, and organizations**
- 1. Global organizational behavior
 - 2. Improving organizational quality
 - 3. Social responsibility/ethics
 - 4. Technology and human behavior

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 20–24 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. A study examining the effect of job satisfaction on employee attendance determined that employees with high job satisfaction came to work during snowstorms, while employees with low job satisfaction stayed home during snowstorms. In this example, which type of variable is job satisfaction?
 - 1) confounding
 - 2) dependent
 - 3) independent
 - 4) moderating

2. An organization is about to relocate part of its operation and expects opposition from many of its employees. In the planned information session, what should management share with employees to promote acceptance of the relocation?
 - 1) only the positive aspects of the move
 - 2) only the negative aspects of move
 - 3) both the positive and negative aspects of moving
 - 4) the actual details and the logistics of the move
3. A supervisor makes attributions on the basis of how well an employee performs. Which form of information processing is the supervisor using to make attributions?
 - 1) consensus
 - 2) consistency
 - 3) distinctiveness
 - 4) stereotyping

**BASE YOUR ANSWERS TO QUESTIONS 4–7
ON THE FOLLOWING INFORMATION:**

Williamson owns a polystyrene recycling business. She employs 10 machine operators, two material handlers, and a truck driver who transports polystyrene. Williamson knows that her business success is tied to the productivity of the machine operators.

Two months ago, Williamson made several organizational changes in an attempt to motivate the machine operators. First, she expanded the scope of their jobs by assigning them additional tasks. Second, she changed their pay system from an hourly wage to a piece-rate schedule. Third, she implemented a performance goal system that increased the production target by 20 percent.

Two months later, the productivity of the machine operators has increased by only 5 percent. All the machine operators are upset because they feel that they are not being paid for all the work they perform. Some machine operators are angry because they are actually making less money than they did before. The truck driver and the material handlers are upset because their hourly wage system did not change. They feel they are now working harder for the same pay. Finally, Williamson is upset because productivity has not increased as planned.

4. Which component of goal-setting theory best accounts for the failure of Williamson's performance goal?
 - 1) goal acceptance
 - 2) goal difficulty
 - 3) goal specificity
 - 4) self-efficacy
5. From an equity point of view, the complaints of the truck driver and the material handlers seem to be concerned with procedural justice. Which action should Williamson take to eliminate the inequity for these three workers?
 - 1) Eliminate their performance goal.
 - 2) Increase their hourly wage by 5 percent.
 - 3) Develop a piece-rate system for them.
 - 4) Assign additional duties to the machine operators.

6. If Williamson wants to continue using the new piece-rate system, what should she do to address the complaints of those machine operators who are now making less money?

- 1) Demonstrate that a pay-for-performance system does not guarantee that everyone will make more money.
- 2) Increase the piece-rate amount by 5 percent to compensate for the relatively small increase in performance.
- 3) Adjust the performance goal from a 20 percent increase in production to a 10 percent increase.
- 4) Realign the performance goals to be consistent with previous production levels and wages.

7. What belief regarding compensation may have led Williamson to implement a pay-for-performance compensation system?

Compensation systems

- 1) should guarantee a consistent income.
- 2) should guarantee a flexible benefits package.
- 3) oriented toward individuals are generally the most effective.
- 4) with a group incentive plan require that employees trust each other.

8. Which communication medium has the highest information capacity?

- 1) bulletin
- 2) electronic mail
- 3) letter
- 4) memorandum

9. Which type of communication network is most effective in ensuring group member satisfaction in small formal groups?

- 1) all-channel
- 2) formal chain
- 3) grapevine
- 4) wheel

10. Which group function is a maintenance role?

- 1) taking charge and setting goals
- 2) communicating information to outsiders
- 3) gathering information for decisions
- 4) supporting group members

11. A manager is involved in a participative decision-making process with employees. Which step could the manager take to reduce the potential for groupthink?
- 1) State a position clearly before the group makes a decision.
 - 2) Encourage group members to reach consensus as quickly as possible.
 - 3) Ask group members to avoid reexamining decision alternatives.
 - 4) Encourage group members to voice objections about the group's course of action.
12. The executive council of a youth organization votes to invest all surplus funds in an aggressive venture involving some risk. A poll of the individual council members following the vote reveals that each member had originally planned to vote to invest the funds in a conservative, less risky mutual fund. The voting behavior at the council meeting illustrates which phenomenon?
- 1) groupshift
 - 2) group cohesiveness
 - 3) involvement
 - 4) social facilitation
13. Which is an important aspect of quality circles?
- 1) involving the entire organization in the change process
 - 2) focusing on customer satisfaction and process improvement
 - 3) incorporating upper management participation in the change process
 - 4) empowering employees to solve problems in their area of responsibility
14. What do research results indicate regarding the trait approach to explaining predictors of leadership?
- 1) Physical traits distinguish leaders from followers.
 - 2) Some traits predict leadership and are present in all leaders.
 - 3) Some traits predict leadership but these predictions are not consistent.
 - 4) Certain traits differentiate effective leaders from ineffective leaders.
15. A supervisor is in charge of a work team whose members have considerable ability and willingness to perform their jobs. According to Hersey and Blanchard's situational theory, which leader behavior is most appropriate for the supervisor?
- 1) low concern for relationship and low concern for task
 - 2) low concern for relationship and high concern for task
 - 3) high concern for relationship and low concern for task
 - 4) high concern for relationship and high concern for task
16. Which leadership theory defines a leader as one who enhances follower motivation so that followers experience need gratification?
- 1) Graen's leader-member exchange theory
 - 2) Hersey and Blanchard's situational theory
 - 3) Fiedler contingency theory
 - 4) House's path-goal theory
17. Which organizational design is characterized by standardization?
- 1) adhocracy
 - 2) bureaucracy
 - 3) matrix structure
 - 4) simple structure
18. A corporation has a program that enables managers to present certificates to employees who achieve the highest sales record in the unit. This program exemplifies which level of culture?
- 1) artifacts
 - 2) basic assumptions
 - 3) socialization
 - 4) latent
19. Action research is comprised of which activities?
- 1) systematic study of employee behavior on a case-by-case basis
 - 2) executive actions needed to solve organizational problems
 - 3) collection and analysis of data for systematic change in the organization
 - 4) systematic study of opportunities and threats in the organizational environment

20. A customer service department manager schedules weekly staff meetings as a way to exchange pertinent information with department employees. One employee is very hesitant about disagreeing with the manager during meetings. According to Hofstede, which cultural dimension could explain the employee's behavior?
- 1) individualism
 - 2) power distance
 - 3) quantity orientation
 - 4) uncertainty avoidance
21. Which activity is not consistent with a reengineering approach to work processes?
- 1) identifying the organization's distinctive competencies
 - 2) using computers to automate outdated processes
 - 3) assessing the organization's core processes
 - 4) reorganizing horizontally by process

SECTION FOUR

Rationales

1.(IA3)

- 1) A confounding variable varies systematically with the independent variable. There is no confounding variable in this study.
- 2) A dependent variable is the response affected by the independent variable. The dependent variable in this study is attendance.
- *3) An independent variable affects the dependent variable and causes a change in it. The independent variable in this study is job satisfaction which affected employees' attendance during snowstorms.
- 4) A moderating variable is considered a contingency factor. There is no contingency variable in this study.

2.(IIC3)

- 1) When facing opposition, presenting only one side of an issue is less effective than presenting both sides.
- 2) As stated for 1) above, when facing opposition, presenting only one side of an issue is less effective than presenting both sides, particularly if presenting only the negative aspects of an issue.
- *3) By promoting the positive aspects of the issue while acknowledging that there are negative aspects, management will be more successful in changing employee attitudes.
- 4) In order to successfully implement the change, employees should be informed of both positive and negative aspects, not just the facts about when and where the move will take place.

3.(ID4)

- 1) Consensus compares a person's behavior with the behavior of others faced with the same circumstances. This supervisor did not compare the person with others.
- *2) Consistency refers to the particular behavior of one person over time. This supervisor is focusing on the consistency of one employee's performance over time.
- 3) Distinctiveness refers to determining whether a person behaves in the same way in different situations. This supervisor is focusing on the employee's performance, not on the situation.
- 4) Stereotyping involves making judgments based on a person's membership in a group. There is no evidence of stereotyping by this supervisor.

4.(IF3d)

- *1) Employees' ability to perform and their acceptance of the goals are prerequisites to the achievement of high-standard goals. There is no evidence that the goal has been accepted by employees and some evidence that the goal is resented; therefore, the goal acceptance appears to be the problem.
- 2) Difficult goals will lead to a higher performance, but only when they are accepted by employees.
- 3) Goals must be specific. The goal to increase production by 20 percent was specific so it was not a factor in the failure of Williamson's performance goal.
- 4) The failure of Williamson's performance goal was not related to her employees' belief in their capabilities to perform, since at one point their performance increased by 5 percent.

*correct answer

5.(IF3b)

- 1) The performance goal system was not implemented for the truck driver.
- 2) Increasing their hourly wage by 5 percent does not address the employees' concern for procedural justice, the fairness of the process of distributing rewards.
- *3) Developing a piece-rate system for them is relevant to the employees' concern for procedural justice, the fairness of the process of distributing rewards.
- 4) Assigning additional duties to the machine operators will not change the process that Williamson is using to determine the distribution of rewards to the truck driver. Adding additional duties will only increase the machine operators' perception that the system is unfair since they believe they are not being paid for all the work they already perform.

6.(IF3b)

- 1) Demonstrating that a pay-for-performance system will not guarantee that everyone will make more money does not address the machine operators' complaints about the system.
- 2) An increase in the piece-rate amount by 5 percent for the small increase in performance does not guarantee that the machine operators will make as much as they did before.
- 3) Adjusting the performance goal from a 20 percent increase to a 10 percent increase will not guarantee that the machine operators will make as much as they did before.
- *4) Increasing the probability that all operators will make at least as much money as they did before will greatly increase the acceptance of the system. If the machine operators earn at least as much as they did before, they will have far fewer objections to the system.

7.(IF4d)

- 1) Pay-for-performance systems do not guarantee a consistent income.
- 2) Pay-for-performance systems are generally unrelated to the benefits package.
- *3) It is a widely held belief that compensation systems which are oriented toward individuals are most effective.
- 4) The pay-for-performance plan that was implemented was an individual plan, not a group plan.

8.(IIA1c & IIA4)

- 1) A bulletin is an example of an impersonal medium and has the lowest channel richness.
- *2) Of the communication mediums listed, electronic mail has the highest channel richness.
- 3) A letter has lower channel richness than electronic mail.
- 4) A memorandum has lower channel richness than electronic mail.

9.(IIA6)

- *1) An all-channel network that allows all group members to actively communicate with each other leads to a high level of satisfaction among the members.
- 2) A formal chain network in which members must rigidly follow the formal chain of command leads to a moderate level of member satisfaction.
- 3) A grapevine is not a formal communication network.
- 4) In a wheel network, the leader acts as the central conduit for all the group's communication and member satisfaction is not as high as in all-channel network.

*correct answer

10.(IIC2)

- 1) Taking charge and setting goals is a thruster-organizer role.
- 2) Communicating information to outsiders is a role of an explorer-promoter.
- 3) Gathering information for decisions is the role of a reporter-advisor.
- *4) Supporting group members is a typical role of an upholder-maintainer.**

11.(IIC3d)

- 1) Stating a position clearly before the group makes a decision will increase the likelihood of groupthink because group members will be reluctant to disagree with a manager.
- 2) Encouraging group members to reach consensus as quickly as possible will increase the likelihood of groupthink by not taking the time to fully explore alternatives.
- 3) Asking group members to avoid reexamining alternatives to decisions will increase the likelihood of groupthink by not allowing for a realistic appraisal of the alternatives.
- *4) Encouraging group members to voice objections about the group's course of action will decrease the likelihood of groupthink by allowing the group to fully explore alternatives to a course of action.**

12.(IIC3d)

- *1) The voting behavior of the council members is an example of groupshift. Groupshift is a shift from the direction the group originally favored to a more extreme position.**
- 2) Cohesiveness refers to how attracted members are to each other and how motivated they are to stay in the group.
- 3) The degree of involvement of the group members is not discussed in this question.
- 4) Social facilitation refers to the effect that the presence of others has on an individual's performance on a task.

13.(IIC4c)

- 1) Quality circle programs do not involve the entire organization.
- 2) Although quality circle programs may eventually result in higher customer satisfaction, their primary focus is not customer satisfaction.
- 3) Upper management is not a direct participant in a typical quality circle program.
- *4) Empowering employees to solve problems in their area of responsibility is central to a quality circle. A typical quality circle program provides employees with opportunities to become involved and share the responsibility for identifying, reviewing, and recommending appropriate solutions for quality problems.**

14.(IID2)

- 1) Research has not indicated that physical traits can distinguish leaders from nonleaders.
- 2) Research has not identified a set of traits common to all leaders.
- *3) Research indicates that although there are some unique traits that contribute to effective leadership, these traits will not be found in all leaders on a consistent basis.**
- 4) Research has not differentiated the traits of effective leaders from the traits of ineffective leaders.

*correct answer

15.(IID4b)

- *1) When followers are able and willing to perform their jobs, delegating is the most effective leadership style because it shows low concern with the task and with the relationship, because the followers accept responsibility and need very little guidance.
- 2) When followers are unable but are willing to perform their jobs, selling is the most effective leadership style because it shows high concern with the task and with the relationship.
- 3) When followers are unable and unwilling to perform their jobs, telling is the most effective leadership style because it shows high concern with task and low concern with the relationship.
- 4) When followers are able but unwilling to perform their jobs, participating is the most effective leadership style because it shows low concern with task but high concern with the relationship.

16.(IID4c)

- 1) Graen's leader-member exchange theory focuses on the in-groups and out-groups that form between leaders and their subordinates.
- 2) Hersey and Blanchard's situational theory focuses on the follower's readiness.
- 3) Fiedler's contingency theory focuses on the match between a leader's style and the degree of situational favorableness.
- *4) House's path-goal theory focuses on the extent that a leader's behavior motivates effective performance based on subordinate need satisfaction.

17.(IIIA2)

- 1) An adhocracy has little formalization and authority is decentralized.
- *2) A bureaucracy is characterized by standardization. It is departmentalized and formalized. Authority and decision making are centralized.
- 3) A matrix structure combines functional and product departmentalization and has much less standardization than a bureaucracy.
- 4) A simple structure is a flat organization without the many layers of a bureaucracy.

18.(IIB1)

- *1) Ceremonies that are used to recognize employees whose performance and behavior is consistent with corporate mission and values are considered the artifact of the organization's culture. Artifacts are the most tangible form of a work environment's culture.
- 2) Basic assumptions are the unspoken underlying tenets of the organization's culture.
- 3) Socialization is a process in which new employees are transformed from outsiders to accepted members of the organization.
- 4) Latent refers to factors or items that exist, but are not visible within the organization's culture.

19.(IIIC1)

- 1) The systematic study of employee behavior on a case-by-case basis is not associated with action research.
- 2) Executive actions that are needed to solve organizational problems are unrelated to action research.
- *3) Collection and analysis of data for the purpose of organizational change are the fundamentals of action research.
- 4) The systematic study of opportunities and threats in the organizational environment describes a SWOT analysis, which is typically part of strategic planning.

*correct answer

20.(IA2c & IH1)

- 1) Individualism refers to the extent to which people concentrate on caring for themselves and their immediate family.
- *2) According to Hofstede, employees with high power distance show a great deal of respect for authority and are less likely to disagree with an authority figure.
- 3) Quality orientation emphasizes assertiveness. Assertive people are comfortable expressing their disagreements with others.
- 4) Uncertainty avoidance deals with the extent to which people feel threatened by uncertain and ambiguous situations.

21.(IIIA4c)

- 1) Identifying the organization's distinctive competencies is one of the important aspects of reengineering.
- *2) Reengineering means completely breaking a process or system down and designing a new and better version. By automating an outdated process, the process will remain the same.
- 3) Assessing the organization's core processes is an important aspect of reengineering.
- 4) Reorganizing horizontally by process is an important aspect of reengineering.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

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The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE](#) online proctoring.

The system is designed to be as user-friendly as possible, even for those with little or no computer

experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one.

Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery](#) option for UExcel exams, using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Organizational Behavior

Exam Development

Committee

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Sample Grade Report

**Excelsior College
GRADE REPORT FOR EXAMINATIONS**

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

If you plan to take another examination, you may download free content guides and the User's Guide by visiting our website at www.excelsior.edu/exams/content-guides/.

If you need an **Excelsior College Official Examinations Transcript** to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website (www.excelsior.edu), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."



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The information in this content guide is current as of February 2021.

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cem20-409023; 8/05
rev. 2/19, 3/21
EX#: 0104