STUDY GUIDE

ORGANIZATIONAL BEHAVIOR

The purpose of the study guide is to familiarize yourself with the terms you will study in class. This study guide alone will not allow you to pass your exam. You must attend the prep-course.
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Disclaimer

Each study guide is unique and presents the information in a clear and condensed form to orient you to the material applicable to the exam. The materials cite various textbooks, journal articles and literature, including some found on websites.

We strongly encourage you to review and study these study guides, take the practice tests, and become familiar with the terms and concepts before stepping into class. Our goal is to help you attack the content by sharing these specific study tools and test-taking strategies with you, which have proven to be successful. You will need to attend and complete our preparation course in order to qualify for our money-back guarantee. The study guide and prep course, when used together, will best prepare you for the final exam.

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INSTRUCTIONS:

◉ Read the study guide.

◉ Print and complete the sample test. Correct your test and review the incorrect items.

◉ Attend class to ensure your money-back guarantee.

We look forward to helping you achieve your academic goals!
Organizational Behavior is the study of individuals and their behavior within the context of the organization in a workplace setting. *It is an interdisciplinary field that includes sociology, psychology, communication and management.* (Deans, 2010.Cornell.edu) Studies done on organizational behavior by Universities and Scientists use the information gathered and apply it to businesses to see if the information would work in a real life setting. *Human resource and strategic management are two fields of study that can be compared to organizational behavior.*
INDIVIDUAL PROCESS AND CHARACTERISTICS

Everyone is different; there are physical, emotional, attitude and personality characteristics that differ from one individual to another. These individual differences are important to understanding because they affect how a person reacts, works, and the dynamic within a group. In order to understand these differences, the situation behind the circumstances would also need to be understood to get the full picture.

PERSONALITY

“Personality represents the overall profile or combination of stable psychological attributes that capture the unique nature of a person. Therefore, personality combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts and feels” (Hellriegel, Slocum, 2010, pg. 70). Behavior is often tied to the situation and the emotions of an individual. In order to understand the personality of a person would mean looking at what a person may have in common with another and what sets them apart from the others in a group. Learning these characteristics in a person’s personality would help you understand where their place should be within the organization.

**Personality is created from two major aspects, heredity, and environment.** Some personality traits are affected by one more than the other. There have been studies of twins who were raised separately, and the results were that heredity may play a bigger part than originally thought. There is not one single gene that affects a person’s personality, but many genes. *A person’s environment would also include their culture, family, group membership, and their life experiences.*

The environment in which a person grows up affects their personality. A person who may have grown up in the warmest and idyllic setting would more than likely be well rounded and better adjusted than a person who grew up in a hostile and cold environment. Culture affects personality in what a person believes their role in society should be and how they should be acted out. Culture doesn’t affect everyone in the same way, but it does have an impact on their societal values. Culture can influence a person’s work ethic and attitude about their position within a group. A mistake a leader could make is that their subordinates have the same cultural values and therefore personality as their own. *Most western cultures are big on individualism.*
Individualism is the inclination to look only after themselves and their immediate families. These cultures believe that the individual differences and freedom of expression is a right everyone should have. Individuals belonging to these cultures think of themselves as independent and will pursue their own personal goals if the goals of the group in which they belong interfere with their own. Competition and self-accomplishment are prized in these cultures. Other cultures may be the opposite and put more emphasis on collectivism. Collectivism is the inclination of the individual to put importance on the group in which they belong and to establish loyalty. The group in which these individuals belong comes first and most often have great influence on their personal lives at home. They have deep loyalty to their group, and the needs and goals of the group will always come first before their own personal goals. The group is influential on their behavior, and they would be very considerate to what the others in their group react to their behavior. An individual’s actions may be harmful to a group as a whole and bring shame to the group.

Family is a big part of the way an individual’s personality is shaped. Family can affect a child’s development in different ways. Many children look at their families behaviors and model their own behavior after them. Family brings out behavior in the child by reacting to the adults behavior. A family member may also shape the child’s personality by selectively rewarding and punishing particular behaviors. The families’ situation may also play a big factor. The factors in the family’s situation include race, religion, geographical location, socioeconomic level and the parent’s education level.

Group membership plays a role on a person’s personality from the beginning. The first group a person belongs to is their family. A person finds their role in their family and adapts in school or sports groups. A child may develop most characteristics in their personality among play groups and school friends. The pressure to fit in and be socially accepted can shape their personality and give understanding later in life for how to act in social circles.

Research was done in personality traits and there were too many terms that could describe these traits that a smaller more defined list, so The Big Five Personality Factors was created. The Big Five personality factors are referred to by employers to assess the person’s emotional stability, agreeableness, extraversion, conscientiousness, and openness. In order to assess these factors an individual answers a series of questions. Emotional stability is the level in which an individual is at in relation to staying calm and not have persistent negative feelings. They may show a sense of security from emotional troubles. Agreeableness is the individual’s ability to get along with others.
A person with a great deal of agreeableness may be friendly, honest, trustworthy, courteous and helpful – a team player. **Extraversion is the level to which a person will seek out the companionship of others. An extravert is usually energetic, talkative, and assertive.** The opposite of an extrovert is labeled an introvert. In jobs such as Sales, a person who is more sociable had better performance levels than those who are considered introverts. Individuals who rate high on the extraversion scale tend to lean toward management positions, or jobs that include high degrees of customer service like sales, or marketing. **Conscientiousness can be related to responsible behavior, and the will of self-discipline.** Individuals who are considered conscientious can be seen by employers as responsible, thorough, organized and reliable. Conscientious individuals are more focused on doing a few things very well rather than disorganized and focused on a huge variation of goals. **Openness would rate a person’s creativity or imagination.** An individual who rates high in openness may be seen as having an appreciation towards art, are flexible in their own beliefs and opinions when new information is given, there is room for growth and change in their minds. Leaders would benefit from being open because they would be able to actively listen others who may have a different perspective.

**ATTITUDE**

“**Attitudes are relatively lasting feelings, thoughts, and behaviors, aimed at specific individuals, groups, ideas, issues, or objects.** Attitudes are influenced by an individual’s background and experiences. They are formed by a variety of forces, including their personal values, experiences, and personalities” (Hellriegel, Slocum, 2010, pg. 86). Attitudes are usually long term unless they have a strong reason to change. These attitudes may be aimed at people, objects, a company or school. These attitudes will affect our behavior toward their target. If as a young child you developed a negative attitude toward dogs as an adult you may find a consistency in the attitudes toward anything related to dogs or even pets. **There are different parts to an attitude: the affective, cognitive, and behavioral parts.** The affective part contains the feelings, sentiments and moods about the target. The cognitive part contains the opinions, the thoughts or information that is known about the target. The behavioral part is the predilection to act positively or negatively upon the target. These parts of an attitude may function together and react upon the other.
Certain attitudes may affect a person’s job performance. An individual may have a not so favorable attitude toward their manager or pay, and it may be reflected in their work. Job satisfaction is very important to the attitude toward their employer and company. Job satisfaction is the individual’s feelings of accomplishment in their work. Job satisfaction will lead to less sick days, better job performance and less turnover.

**LEARNING PROCESSES AND MOTIVATION**

“Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns” (merriamwebster.com) There are three main ideas to learning. These three are classical conditioning, operant conditioning and social learning theory. Classical conditioning is the method by which a person will subconsciously or unconsciously relate the information from a neutral stimulus to a stimulus that causes a response. During this process an unconditioned stimulus would bring about a natural reaction, but when a conditioned stimulus is partnered with it a different reaction would come out. When the subject is repeatedly conditioned, the conditioned stimulus by itself will eventually bring out the different reaction on its own, known as a conditioned response. Ivan Pavlov demonstrated this in his famous experiment with dogs. In his experiment when the dogs would be given food the sound of a metronome would go off. After some conditioning the sound alone would cause the dogs to salivate because they associated this sound with their food. Operant conditioning used most notably by B.F. Skinner, who came up with the name. This method is described as when individuals learn voluntary behavior. Voluntary behavior is referred to as operants because they have some influence over the environment. In the workplace an individual will learn from watching the behavior of the other employees this is a form of operant conditioning. Leaders are most interested in this type of learning because it can influence the results of such behaviors. Through rewards and encouragement, which can also be called reinforcers, a leader can influence an individual to frequent good work and strengthen these abilities throughout time. Positive reinforcement is a good consequence of an individual’s behavior. Negative reinforcement would be a negative consequence of an individual’s behavior. Negative reinforcement is used to encourage a desired behavior. Negative reinforcement is not punishment because punishment is used to discourage the negative behavior from reoccurring.
Social Learning theory would be learning from imitating and observing others. Social learning has five components to it: symbolizing, forethought, vicarious learning, self control, and self-efficacy. Symbolizing is when a person uses a symbol to direct the individual's behavior. A person may adjust their style in accordance with a person they admire, or a child may adjust their bat swing to a professional's swing out of admiration. Forethought would be recalling the technique of the professional and the steps they took to achieve that swing and imitating those exact steps to gain the behavior desired. “Vicarious learning refers to the individual observing the behavior of others and the consequences of that behavior... Employees' capacity to learn by observation enables them to obtain accurate information without having to perform these behaviors through trial and error. In order for vicarious learning to take place, the learner must observe the other person—the model—when the behavior is being performed. The learner must accurately perceive the model’s behavior and remember it. The learner must have the competencies necessary to perform the behavior, and the learner must observe that the model receives rewards for the behavior” (Hellriegel, Slocum, 2010, pg. 150).

Self Control is when a person sets their own goals and develops their own way of achieving them. This is a good way of the employee taking responsibility and the leader to take a step back and release some control. Self-efficacy is when the individual is able to assess their own abilities in handling specific jobs or situations. When a person views their ability as being high in performance, then the higher the self-efficacy is. When the self-efficacy is high, the individual may work even harder to improve their abilities. Self-efficacy influences learning in three ways. Individuals may choose goals and activities based on what they think they are capable of. They may set the bar lower for themselves because they don’t believe they have the ability to achieve so much. Self-efficacy may also influence an individual’s effort towards their job or task. Self-efficacy may also affect the time that is spent on trying to complete or achieve a goal. An individual who has low self-efficacy would lack the motivation to work through obstacles because they don’t believe that they will be able to overcome them.

“Motivation represents the forces acting on or within a person that cause the person to behave in a specific, goal-directed manner. Because the motives of employees affect their productivity, one of management’s jobs is to channel employee motivation effectively toward achieving organizational goals. However, motivation isn’t the same as performance. Even the most highly motivated employees may not be successful in their jobs, especially if they don’t have the competencies needed to perform the jobs or they work unfavorable job conditions” (Hellriegel, Slocum, 2010, pg. 158).
Experts have agreed on what a company or organization will need to motivate an employee: they will need to look attractive so that the employee will seek out long-term employment and the company will need to allow the employee to do the job they were hired for and they would need to encourage their employees to go above and beyond their job description and use their creativity and inventive ideas in their work.

Social Learning theory can be used to help leaders influence an employee’s behavior within the organization. A leader should always have high expectations of their employees and supply them with the proper training to give them a sense of higher self-efficacy. If the opposite is what the employee encounters and they are not given constructive advice or held to higher standards, then job performance will be poor. There are some principles in using social learning theory: know what behaviors will lead to improved performance, choose the most effective method for employees to learn from, obtain the knowledge of whether or not the employees have the skills to gain the new behaviors and create a positive environment that will encourage the employees to learn these new behaviors and behave accordingly.
LEADERSHIP AND MANAGEMENT

“Leadership is the process of developing ideas and a vision, living by values that support those ideas and that vision, influencing others to embrace them in their own behaviors, and making hard decisions about human and other resources” (Hellriegel, Slocum, 2010, pg. 4). A leader is the person who demonstrates the main points of leadership. These main points of leadership are the ability to communicate ideas, visions, and values. A leader would also need to be able to influence others and work out tough decisions.

In distinction to leadership, a manager would look more at the present and evaluate the direction, coordination and the competency of the organization. A manager would not only need the qualities of a leader, but would also need to be able to plan out the work for others and be responsible for their efficiency. There are three main functions that a leader or manager would have to assume:

1. Authority: the responsibility of making decisions
2. Responsibility: the duty to achieve a goal
3. Accountability: acknowledgment of success or failure

The differences between management and leadership are a leader will lead by example and takes into account your personal values while a manager would lead by telling people what to do. A leader looks at the big picture and sees the possibilities; a manager would concentrate on the day to day operations and how things should be done right. A manager has a set of rules to guide him, but a leader will want to take chances, learn from any mistakes and look for any room to grow. Another difference is that a manager will direct/ control all the employees and make all the decisions, while a leader would collaborate with the group and share in the decision making. One last way in which a manager and leader differ is a manager will rarely give adequate recognition of an employee’s accomplishment, and a leader will be more involved and recognize the effort of others. A leader will celebrate these accomplishments and is avid about helping others learn from their experiences.

Learning about organizational behavior is one way to improve the efficiency of the group, employees, and organization. The relationships of one person to another and whether in an organization or by oneself is important to understand in order to see the dynamics of a well organized integration.
1. The Study of Organizational behavior is an interdisciplinary field that includes _____.
   a. sociology
   b. psychology
   c. communication and management
   d. all of the above

2. What two fields of study can be compared to organizational behavior?
   a. Human resources
   b. Strategic management
   c. Computer Science
   d. both a and b

3. _____ is created from two major aspects: heredity and environment.
   a. Behavior
   b. attitude
   c. personality
   d. Socioeconomic status

4. A person’s _____ would also include their culture, family, group membership and their life experiences.
   a. personality
   b. attitude
   c. behavior
   d. environment

5. Most _____ cultures are big on individualism.
   a. Western
   b. Eastern
   c. Northern
   d. Southern
6. _____ is the inclination to look only after themselves and their immediate families.
   a. Individualism
   b. Collectivism
   c. Selfishness
   d. Big Personality

7. _____ is the inclination of the individual to put importance on the group in which they belong and to establish loyalty.
   a. Individualism
   b. Collectivism
   c. Selfishness
   d. Big Personality

8. All of the following are a part of the Big Five Personality except:
   a. Agreeableness
   b. Conscientiousness
   c. Openness
   d. Efficiency

9. _____ is the level in which an individual is at in relation to staying calm and not having persistent negative feelings.
   a. Agreeableness
   b. Emotional Stability
   c. Conscientiousness
   d. Openness

10. _____ is the individual’s ability to get along with others.
    a. Agreeableness
    b. Emotional Stability
    c. Conscientiousness
    d. Openness
11. _____ is the level which a person will seek out the companionship of others.
   a. Agreeableness
   b. Extraversion
   c. Emotional Stability
   d. Openness

12. _____ can be related to responsible behavior, and the will of self-discipline.
   a. Agreeableness
   b. Extraversion
   c. Conscientiousness
   d. Openness

13. _____ would rate a person's creativity or imagination.
   a. Agreeableness
   b. Extraversion
   c. Conscientiousness
   d. Openness

14. _____ are relatively lasting feelings, thoughts, and behaviors, aimed at specific individuals, groups, ideas, issues, or objects.
   a. personality
   b. openness
   c. agreeableness
   d. attitude

15. Which of the following is not an aspect of attitude?
   a. affective
   b. openness
   c. cognitive
   d. behavioral
16. _____ is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns.
   a. Openness
   b. Job satisfaction
   c. Motivation
   d. Learning

17. Which of the following is not a main idea to learning?
   a. classical conditioning
   b. operant conditioning
   c. social learning theory
   d. process receiving

18. _____ is the method by which a person will subconsciously or unconsciously relate the information from a neutral stimulus to a stimulus that causes a response.
   a. classical conditioning
   b. operant conditioning
   c. social learning theory
   d. none of the above

19. _____ is the method in which a person learns voluntary behavior.
   a. classical conditioning
   b. operant conditioning
   c. social learning theory
   d. none of the above

20. _____ would be learning from imitating and observing others.
   a. classical conditioning
   b. operant conditioning
   c. social learning theory
   d. none of the above
21. Which of the following is not one of the five components of social learning theory?
   a. Symbolizing
   b. vicarious learning
   c. self control
   d. self facing

22. _____ is when a person sets their own goals and develops their own way of achieving them.
   a. Self-control
   b. self-efficacy
   c. Vicarious learning
   d. Motivation

23. _____ is when the individual is able to assess their own abilities in handling specific jobs or situations.
   a. self control
   b. self-efficacy
   c. vicarious learning
   d. motivation

24. _____ represents the forces acting on or within a person that cause the person to behave in a specific, goal-directed manner.
   a. vicarious learning
   b. motivation
   c. self control
   d. none of the above

25. _____ is the process of developing ideas and a vision, living by values that support those ideas and that vision, influencing others to embrace them in their own behaviors, and making hard decisions about human and other resources.
   a. management
   b. incorporating
   c. micromanagement
   d. leadership
ANSWER KEY

1. d. all of the above
2. d. both a and b
3. c. personality
4. d. environment
5. a. western
6. a. individualism
7. b. collectivism
8. d. efficiency
9. a. Emotional Stability
10. a. agreeableness
11. b. Extraversion
12. c. Conscientiousness
13. d. Openness
14. d. attitude
15. b. openness
16. d. Learning
17. d. process receiving
18. a. classical conditioning
19. b. operant conditioning
20. c. social learning theory
21. d. self facing
22. a. self-control
23. b. self-efficacy
24. a. motivation
25. d. leadership
