

College Admission

Organizational-Behavior

DSST Organizational Behavior Exam (Dantes Subject Standardized Tests)

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Question: 1

Potential sources of work stress include environmental factors, organizational factors, and personal factors. Of the following choices, which one represents environmental factors?

- A. Economic uncertainty, political uncertainty, and technological changes
- B. Demands of the task(s), demands of the role(s), and interpersonal demands
- C. Problems in the family, economic problems, and personality problems
- D. Different perceptions, job experience, social support, or motivation
- E. All of these choices represent various environmental stress factors.

Answer: A

Explanation:

The choice representing environmental factors that are potential sources of stress is Economic uncertainty, political uncertainty, and technological changes are all features in the environment that can contribute to work stress. Demands of tasks, roles, or between people (b) at work are classified as organizational factors rather than environmental factors. Family, economic, and personality problems (c) are classified as personal factors rather than environmental ones. Individual differences in perception, job experience, social support, or motivational factors (d) such as locus of control, self-efficacy, or hostility are classified as individual differences as factors, rather than environmental factors. Because (a) is the correct choice for environmental factors, answer (e) is incorrect.

Question: 2

Jack has been subject to excessive ongoing hindrance stress at work. He now has high blood pressure, often feels anxious or depressed, is less satisfied with his job, has become less productive, and misses more days of work. The consequences of work stress to Jack include which of the following types of symptoms?

- A. Physiological
- B. Psychological
- C. Behavioral
- D. Physiological and psychological
- E. Physiological, psychological, and behavioral

Answer: E

Explanation:

Jack is displaying symptoms that are physiological, psychological, and behavioral (e). His high blood pressure is a physiological (a) symptom. Other common physiological symptoms that

are consequences of unhealthy work stress include frequent headaches, more frequent colds or other upper-respiratory problems, immunosuppressant, and metabolic changes. His anxiety, depression, and decline in job satisfaction are psychological (b) symptoms of work stress. Other psychological consequences of job stress include irritability, boredom, and putting things off at work. His decline in productivity and increased absences are behavioral (c) symptoms of work stress. Other behavioral symptoms of work stress include increased (or new) smoking or drinking or both, fast or "pressured" speech, sleep problems, and increased (or new) fidgeting. Because Jack has symptoms falling into all three categories, answers (a), (b), and (c) listing only one category are incorrect, and answer (d) listing only of the three is also incorrect.

Question: 3

One motive that people have for joining a group at work is to meet their social need for affiliation. Another is to gain a greater sense of security than they would have as a single employee. Which of these is not another motive people have for joining a group at work?

- A. Power
- B. Status
- C. Self-esteem
- D. Assignment
- E. Meeting goals

Answer: D

Explanation:

Assignment (d) is not considered a motive people have for joining a group at work.

Although certainly it is not unusual for management to assign employees to a work group or task group, and often in this situation the employees have no choice but to be in that group, this would not be a motive, as the workers are not joining the group voluntarily. Therefore, they are in the group whether they are motivated to be or not. When people are motivated to join a group voluntarily at work it may be for power (a): The common expression "power in numbers" means that what one cannot achieve individually, a group can often achieve. Or it may be for status (b): Being included in a group others perceive as important or influential confers status on each of the group's individual members. People are also motivated to join groups at work for self-esteem (c): Belonging to the group can confer an enhanced sense of self-worth on the individual. (Status is an extrinsic reward of group membership, and self-esteem is an intrinsic reward.) Another motive for joining a group at work is to meet goals (e): As with the power motive, many things cannot be achieved by a single individual. If a goal desired by the company and/or the individual requires a group to attain it, management will often utilize a formal group. Individual workers would be motivated to join such a group (when not assigned to it) if they were motivated to help achieve the group's goal.

Question: 4

In the five-stage group development model, at which of the stages is a group said to attain cohesiveness?

- A. Forming
- B. Storming
- C. Norming
- D. Performing
- E. Adjourning

Answer: C

Explanation:

The Norming (c), or third, stage is when the group has developed close relationships within it and a strong sense of group identity: at this stage, the group is said to have cohesiveness. In the forming (a), or first, stage, group members have not yet developed norms for acceptable group behaviors, and the aim, organization, and leadership of the group are not certain yet. Members are testing out the new group. When they begin to perceive themselves as part of this group, the forming stage is considered to be completed. The storming or second, stage is characterized by the conflict associated with development. While members see themselves as part of the group, they still resist group constraints, and until a leader for the group (or a hierarchy of leaders) is identified, this is another source of conflict. When leadership issues are resolved, the storming stage is complete. In the performing (d), or fourth, stage, members have already gotten acquainted, and the organization and leadership of the group are already established. The energy of the group in this stage is then directed toward performance of the group's task(s). The adjourning (e), or fifth, stage applies only to time-limited groups rather than those that may continue indefinitely. Groups designed for finite existence need the adjourning stage when their tasks are completed, to wrap things up and achieve a sense of closure as preparation for disbanding.

Question: 5

Of the following identified characteristics or properties of groups, which one was directly involved in the unexpected outcomes of psychologist Philip Zimbardo's Stanford prison experiment?

- A. Norms
- B. Roles
- C. Size
- D. Status
- E. Cohesion

Answer: B

Explanation:

The group property or characteristic involved in Zimbardo's prison experiment was (b) roles. In Zimbardo's simulation, students were given the roles of either guards or prisoners. The experiment had to be terminated prematurely because it was "too successful"; i.e., the subjects adapted so extremely to their roles of guards or prisoners that it was deemed unsafe to continue without risking psychological harm. The experiment clearly showed how rapidly people can learn new roles. But nobody expected that the mock guards would display behavior so abusive, that the

mock prisoners would display behavior so passive, and that they would do so as soon as they did. (The simulation was planned to last for two weeks but was stopped after only six days.) Even though they all knew the situation was not real, none of the subjects protested or tried to interrupt the proceedings; this was also unexpected. Norms (a) refer to established standards of behaviors that are acceptable within a group. While the behaviors adopted by the prison experimenters subjects may have conformed to what they perceived as norms for a prison, they were not in a real prison, so norms were not as directly involved in their behavior during the simulation as roles were. Size (c) refers to the size of a group. There were 24 subjects in the Stanford prison experiment. There have been no significant conclusions about the sizes of the groups having any impact on their behavior. Status (d) refers to social ranking of individuals or groups. While one source of status is power, and the mock guards in the prison experiment had power over the mock prisoners, again this was not a real prison but a simulation, so the groups did not have any real-world status. More direct involvement was with the roles each group learned, roles they did not play in real life. Cohesion (e), or cohesiveness, refers to a sense of group identity. Neither the mock guards nor the mock prisoners were found to enjoy a sense of group cohesion during the simulation. The most salient aspect of behavior in this experiment was the speed and extremity with which the students learned to assume unaccustomed roles.

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