

Chapter 15 Understanding Groups and Teams

TRUE/FALSE QUESTIONS

UNDERSTANDING GROUPS

1. Formal groups are primarily social in nature.
(False; easy; p. 424)
2. Command groups, cross-functional teams, self-managed teams, and task forces are all examples of informal groups.
(False; moderate; p. 424)
3. To be considered a group, there must be at least five people.
(False; moderate; p. 424)
4. Task groups are permanent teams that take on special projects.
(False; moderate; p. 424)
5. Self-managed teams are composed of people from different work areas.
(False; easy; p. 424)
6. The first stage of group development is storming.
(False; moderate; p. 425)
7. In the storming stage of group development, intragroup conflict often occurs.
(True; moderate; p. 425)
8. Under some conditions, high levels of conflict are conducive to high levels of group performance.
(True; difficult; p. 426)

EXPLAINING WORK GROUP BEHAVIOR

9. External conditions tend to have little influence on group performance.
(False; moderate; p. 427)
10. A group's performance potential depends to a large extent on the individual resources its members bring to the group.
(True; moderate; p. 427)
11. Work groups are unorganized crowds.
(False; easy; p. 428)
12. The impact that group pressures for conformity can have on an individual member's judgment and attitudes was demonstrated in research by Solomon Asch.
(True; moderate; p. 430)

13. An advantage of group decisions is that they increase acceptance of a solution.
(True; easy; p. 434)
14. The human relations view of conflict held that conflict must be avoided because it indicates a malfunctioning within the group.
(False; moderate; p. 436)
15. Resolving conflicts by placing another's needs and concerns above one's own is termed forcing.
(False; moderate; p. 437)
16. Compromise offers the ultimate win-win solution to conflict.
(False; moderate; p. 437)

TURNING GROUPS INTO EFFECTIVE TEAMS

17. More than 70 percent of U.S. manufacturers use work teams.
(True; moderate; p. 438)
18. A work team discusses, decides, and delegates together.
(False; easy; p. 439)
19. A problem-solving team brings together experts in various specialties to work together on various organizational tasks.
(False; moderate; p. 439)
20. A formal group of employees who operate without a manager and are responsible for a complete work process or segment is referred to as the self-managed team.
(True; moderate; p. 439)
21. Functional teams are teams that use technology to link physically dispersed members in order to achieve a common goal.
(False; moderate; p. 440)
22. Virtual teams use computer technology to link members to achieve a common goal.
(True; easy; p. 440; AACSB: Technology)
23. Interpersonal skills are not necessarily needed for a team to be effective.
(False; moderate; p. 440)
24. Mutual trust is important in developing effective teams.
(True; easy; p. 440)
25. Negotiating skills are important in creating effective teams.
(True; easy; p. 441)

CURRENT CHALLENGES IN MANAGING TEAMS

26. A drawback of global teams is the increased groupthink.

(False; easy; p. 443; AACSB: Globalizations)

27. A benefit of global teams is that there is an increased attention on understanding others' ideas and perspectives.

(True; easy; p. 443; AACSB: Globalizations)

28. In Australia, although status is important, it tends to be given based on titles and family history rather than on accomplishments.

(False; difficult; p. 443; AACSB: Globalizations)

29. In global teams, cohesiveness is often more difficult to achieve because of higher levels of mistrust, miscommunication, and stress.

(True; difficult; p. 443; AACSB: Globalizations)

30. When people need help getting a job done, they'll choose a friendly colleague over someone who may be more capable.

(True; moderate; p. 444)

MULTIPLE-CHOICE QUESTIONS

For each of the following choose the answer that *most completely* answers the question.

UNDERSTANDING GROUPS

31. Group behavior is _____.

- a. the sum of the behaviors of all the individuals in the group
- b. individual behaviors seeking the same goals
- c. a set of interactions and independent behaviors of individuals with similar goals
- d. not merely the sum total of the behaviors of all the individuals in the group

(d; difficult; p. 424)

32. Which of the following statements about groups is true?

- a. You need five or more people to be considered a work group.
- b. The definition of groups suggests that a group is two or more people together for any reason.
- c. Groups can be either formal or informal.
- d. Formal groups are aimed at specific social agendas.

(c; moderate; p. 424)

33. _____ are work groups established by the organization that have designated work assignments and specific tasks.

- a. Tasks groups
- b. Formal groups
- c. Informal groups
- d. Cross-functional groups

(b; moderate; p. 424)

34. Which of the following would be considered a formal group?

- a. task force for employee birthday celebrations
- b. reading group
- c. bowling team
- d. bringing people from various functions to solve a business dilemma

(d; moderate; p. 424)

35. Which of the following formal groups are essentially independent groups, which, in addition to their regular job, take on tasks such as hiring, performance evaluations, and so forth?

- a. business unit alliances
- b. command groups
- c. self-managed teams
- d. cross-functional teams

(c; moderate; p. 424)

36. Which of the following is not a type of formal group?

- a. command groups
- b. task groups
- c. cross-functional teams
- d. business unit alliances

(d; difficult; p. 424)

37. Group development is _____.

- a. necessary if individual performance is to be maximized
- b. a dynamic process
- c. maximized when group members' individual performance is maximized
- d. the result of leader behavior

(b; moderate; p. 425)

38. The forming stage of group development consists of _____.

- a. gaining power and status
- b. people joining because of personal benefit(s) to the individual
- c. duties being identified and performed
- d. two phases

(d; moderate; p. 425)

39. The _____ stage is complete when members begin to think of themselves as part of a group.

- a. forming
- b. storming
- c. norming
- d. performing

(a; moderate; p. 425)

40. When the _____ stage is complete, there will be a relatively clear hierarchy of leadership within the group and agreement on the group's direction.

- a. forming
- b. storming
- c. norming
- d. performing

(b; moderate; p. 425)

41. Norming occurs when _____.

- a. individuals demonstrate their own cohesiveness
- b. storming ends
- c. leadership is team focused
- d. close relationships develop and the group demonstrates cohesiveness

(d; moderate; p. 425)

42. The _____ stage is complete when the group structure solidifies and the group has assimilated a common set of expectations of what defines correct member behavior.

- a. storming
- b. forming
- c. performing
- d. norming

(d; moderate; p. 425)

43. In the _____ stage, high levels of task performance are not the group's top priority any longer.

- a. storming
- b. adjourning
- c. forming
- d. norming

(b; moderate; p. 426)

EXPLAINING WORK GROUP BEHAVIOR

44. The success or failure of a group is affected by group attributes such as abilities of the group's members, the size of the group, _____.
- a. the level of conflict, and the internal pressures on the members to conform to the group's norms
 - b. the ability of the group's members to conform, and the clarity of the goal
 - c. the value of the goal to the group, and the level of conflict within the group
 - d. the level of conflict within the group, and the leader

(a; difficult; p. 427)

45. Which of the following is an example of group member resources?
- a. expected behaviors imposed from the central office
 - b. group member personalities
 - c. the group leadership
 - d. the group size

(b; easy; p. 427)

46. Which of the following personality traits tends to have a positive impact on group productivity and morale?
- a. self-reliance
 - b. authoritarianism
 - c. dominance
 - d. unconventionality

(a; moderate; p. 428)

47. All of the following have a negative effect on productivity and morale of groups except _____.
- a. authoritarianism
 - b. independence
 - c. dominance
 - d. unconventionality

(b; easy; p. 428)

48. Which of the following personality traits tends to have a negative impact on group productivity and morale?
- a. sociability
 - b. self-reliance
 - c. independence
 - d. dominance

(d; moderate; p. 428)

49. Behavior patterns expected of someone occupying a given position in a social unit is called _____.

- a. a role
- b. social status
- c. conformity
- d. group cohesiveness

(a; moderate; p. 429)

50. An individual confronted by different role expectations has just encountered role _____.

- a. ambiguity
- b. conflict
- c. identification
- d. purpose

(b; moderate; p. 429)

51. The acceptable standards or expectations that are shared by the group's members are referred to as _____.

- a. roles
- b. norms
- c. values
- d. morals

(b; moderate; p. 429)

52. A new commercial bank employee who notices stares from other officers because he does not wear conservative work attire is experiencing what aspect of groups?

- a. role conflict
- b. norms
- c. status separation
- d. cohesiveness conflict

(b; difficult; p. 430)

53. Work group norms are _____.

- a. very powerful in influencing an individual's performance
- b. sometimes productive in influencing an individual's performance
- c. always powerful in influencing an individual's performance
- d. never powerful in influencing an individual's performance

(a; difficult; p. 430)

54. The findings of Asch's experiment utilizing lines of different lengths relate to _____.

- a. job status
- b. workplace conformity
- c. work group cohesiveness
- d. role conflict

(b; moderate; p. 430)

55. Prestige grading, position, or rank within a group is _____.

- a. management
- b. status
- c. leadership
- d. membership

(b; moderate; p. 431)

56. Which of the following is an accurate statement regarding status systems?

- a. Education is an informal status characteristic.
- b. Status is a weak motivator compared to other group issues.
- c. People generally have difficulty classifying people into status categories.
- d. Status is a contemporary research topic.

(a; moderate; p. 431)

57. Age, skill, and experience are examples of which of the following?

- a. formal status categories
- b. informal status categories
- c. individual status categories
- d. in-group status categories

(b; moderate; p. 431)

58. _____ occurs when a supervisor is earning less than his or her subordinates.

- a. Conflict
- b. Role conflict
- c. Group incohesiveness
- d. Status incongruence

(d; moderate; p. 431)

59. According to the group behavior model, group size is an example of what factor of group determination of effectiveness?

- a. external conditions
- b. group structure
- c. group processes
- d. group tasks

(b; moderate; p. 431)

60. In comparison to large groups, small groups _____.

- a. have shorter group tenure
- b. tend to be more homogeneous
- c. are faster at completing tasks
- d. are better at obtaining diverse input

(c; moderate; p. 432)

61. Large groups consistently get better results than smaller ones, when the group is involved in _____.

- a. a fast and appropriate decision
- b. free rider tendency
- c. problem solving
- d. goal clarity

(c; moderate; p. 432)

62. The “free rider” tendency explains why _____.

- a. the productivity of groups is exponential
- b. there is always one person who does not work as hard as other group members
- c. as groups get larger, the individual contribution often decreases
- d. group productivity grows in a linear fashion

(c; difficult; p. 432)

63. Which of the following is a potential means of limiting the free rider effect?

- a. be able to identify individual responsibility
- b. reward groups collectively, not individually
- c. never allow an outsider into a group once it is formed
- d. provide merit pay that is proportional to group effectiveness

(a; moderate; p. 432)

64. The degree to which members are attracted to a group and share the group’s goals is referred to as group _____.

- a. diversity
- b. cohesiveness
- c. expansion
- d. norms

(b; moderate; p. 432)

65. Research has shown that highly cohesive groups are _____ than less-cohesive groups.

- a. more efficient
- b. less effective
- c. less efficient
- d. more effective

(d; easy; p. 432)

66. When cohesiveness is low and goals are not supported, cohesiveness has _____ on productivity.

- a. no significant effect
- b. a marginal effect
- c. a consistent effect
- d. a significant effect

(a; moderate; p. 433)

67. Which of the following is not an advantage of group decision making over individual decision making?

- a. Groups provide more complete information.
- b. Groups generate more diverse alternatives.
- c. There is less acceptance of a solution.
- d. There is increased legitimacy of the decision.

(c; easy; p. 434)

68. Which of the following is true concerning groups?

- a. Groups take more time to make a decision.
- b. Groups tend to have equal participation rates.
- c. There is little pressure to conform.
- d. There is definite ownership of responsibility.

(a; easy; p. 434)

69. Which of the following is true concerning the effectiveness of individual decision making over group decision making?

- a. Individuals tend to be more accurate.
- b. Individuals are always outperformed by groups.
- c. Individuals are more creative than groups.
- d. Individuals are less accepting of the final decision.

(d; moderate; p. 435)

70. The _____ view of conflict argues that conflict must be avoided, that it indicates a problem within the group.

- a. human relations
- b. traditional
- c. interactionist
- d. dysfunctional

(b; moderate; p. 435)

71. Which view of conflict sees it as absolutely necessary for effective organizational performance?

- a. contemporary view
- b. conservative view
- c. human relations view
- d. interactionist view

(d; moderate; p. 436)

72. The type of conflicts that the interactionist says support the goals of the organization are known as _____.

- a. goal-oriented conflicts
- b. strategic conflicts
- c. natural conflicts
- d. functional conflicts

(d; moderate; p. 436)

73. _____ prevent a group from achieving its goals.

- a. Informal groups
- b. Command groups
- c. Cross-functional teams
- d. Dysfunctional conflicts

(d; moderate; p. 436)

74. Which of the following is not identified as a type of conflict that differentiates functional from dysfunctional conflict?

- a. task conflict
- b. relationship conflict
- c. ethical conflict
- d. process conflict

(c; moderate; p. 436)

75. When conflict levels are too high, managers can select from _____ conflict-management options.

- a. three
- b. four
- c. five
- d. six

(c; moderate; p. 437)

76. Which of the following is not mentioned as a conflict-management option?

- a. avoidance
- b. contradiction
- c. accommodation
- d. compromise

(b; moderate; p. 437)

77. Withdrawing from or suppression of conflict is termed _____.

- a. collaborating
- b. forcing
- c. accommodation
- d. avoidance

(d; moderate; p. 437)

TURNING GROUPS INTO EFFECTIVE TEAMS

78. Research evidence suggests that teams typically outperform individuals when _____.

- a. one or more members are allowed to dominate the other team members
- b. responsibility is ambiguous
- c. the tasks being done require multiple skills, judgment, and experience
- d. the tasks need to be done in a timely manner

(c; moderate; p. 438)

79. Managers have found that teams are _____ to changing events than are traditional departments or other permanent work groups.

- a. less flexible and responsive
- b. less flexible and more responsive
- c. more flexible and less responsive
- d. more flexible and responsive

(d; moderate; p. 438)

80. _____ interact primarily to share information and to make decisions to help each member do his or her job more efficiently and effectively.

- a. Formal teams
- b. Informal teams
- c. Work groups
- d. Work teams

(c; easy; p. 439)

81. A formal group made up of interdependent individuals responsible for attainment of goals is a(n)

- _____.
- a. informal team
 - b. formal team
 - c. work team
 - d. social team

(c; moderate; p. 439)

82. A work group _____.

- a. encourages open-ended discussion and active problem-solving meetings
- b. has a specific team purpose that the group itself delivers
- c. measures performance directly by assessing collective work products
- d. runs efficient meetings

(d; easy; p. 439)

83. A _____ has a strong, clearly focused leader.

- a. social team
- b. sports team
- c. work group
- d. work team

(c; easy; p. 439)

84. A _____ is characterized by individual and mutual accountability.

- a. social team
- b. sports team
- c. work group
- d. work team

(d; easy; p. 439)

85. A work team _____.
- a. creates individual work products
 - b. has shared leadership roles
 - c. is characterized by individual accountability
 - d. measures its effectiveness indirectly by its influence on others

(b; easy; p. 439)

86. What type of team is rarely given the authority to unilaterally implement any of their suggested actions?
- a. cross-functional
 - b. problem-solving
 - c. self-managed
 - d. virtual

(b; moderate; p. 439)

87. Bringing together organizational members from marketing, accounting, human resources, and finance to work on a task would be an example of a _____ team.
- a. cross-functional
 - b. temporary
 - c. specific
 - d. functional

(a; moderate; p. 440)

88. _____ teams tend to be more task-oriented especially if the team members have never personally met.
- a. Cross-functional
 - b. Problem-solving
 - c. Self-managed
 - d. Virtual

(d; easy; p. 440)

89. High-performance teams tend to have _____ goals.
- a. clear
 - b. difficult
 - c. public
 - d. multiple

(a; easy; p. 440)

90. To be effective, teams should _____.
- a. have low mutual trust among members
 - b. have formal documentation
 - c. have relevant skills
 - d. hold firm in their positions

(c; difficult; p. 440)

91. _____ is characterized by dedication to the team's goals and a willingness to expend extraordinary amounts of energy to achieve them.

- a. Mutual trust
- b. Negotiating skills
- c. Relevant skills
- d. Unified commitment

(d; easy; p. 441)

92. On a baseball team, a shortstop who "raises his fist" as a signal indicating he will cover second base in the event of an attempted steal is exhibiting what characteristic of effective teams?

- a. clear goals
- b. mutual trust
- c. unified commitment
- d. good communication

(d; moderate; p. 441; AACSB: Communication)

93. Which role of leader is associated with effective teams?

- a. salesperson
- b. directive
- c. controlling
- d. facilitator

(d; moderate; p. 442)

94. Providing a pay system that appropriately recognizes team activities is an example of what characteristic of effective teams?

- a. internal and external support
- b. appropriate leadership
- c. negotiating skills
- d. good communication

(a; moderate; p. 442)

CURRENT CHALLENGES IN MANAGING TEAMS

95. What is a drawback of global teams?

- a. Groupthink is a greater problem because members are more likely to feel pressured to conform to the ideas, conclusions, and decisions of the group.
- b. There is a decreased attention on understanding others' ideas and perspectives.
- c. There is a greater potential for stereotyping.
- d. There is less diversity of ideas.

(c; easy; p. 443; AACSB: Globalizations)

96. What is a benefit of global teams?
- a. There are fewer communication problems.
 - b. There is a greater diversity of ideas.
 - c. There is a greater trust among team members.
 - d. There is less stress and tension.

(b; easy; p. 443; AACSB: Globalizations)

97. Understanding the relationship between group performance and group member resources is made more challenging _____.
- a. as the resources decline
 - b. in organizations that have customers in other countries
 - c. as the group size increases
 - d. in global organizations in which cross-cultural groups are prevalent

(d; difficult; p. 443; AACSB: Globalizations)

98. Research on conformity suggests that _____.
- a. conformity does not apply to global teams
 - b. conformity is culture-bound
 - c. conformity tends to be higher in individualistic cultures than in collectivist cultures
 - d. groupthink tends to be more of a problem in global teams

(b; moderate; p. 443; AACSB: Globalizations)

99. Status for _____ tends to come from family position and formal roles held in organizations.
- a. Americans
 - b. Australians
 - c. Latin Americans
 - d. the French

(c; moderate; p. 443; AACSB: Globalizations)

100. In global teams, social loafing _____.
- a. has an Eastern bias
 - b. is consistent with collectivist cultures
 - c. is consistent with cultures that are dominated by self-interest
 - d. is not an issue

(c; moderate; p. 443; AACSB: Globalizations)

101. What is not identified as part of the manager's role in managing global teams?
- a. Managers should clarify team members' roles.
 - b. Managers should focus on developing communication skills.
 - c. Managers must consider cultural differences when deciding what type of global team to use.
 - d. Managers must be sensitive to the unique differences of each member of the global team.

(a; moderate; p. 444; AACSB: Globalizations)

102. _____ is the patterns of informal connections among individuals within groups.
- a. A global team
 - b. A work group
 - c. A work team
 - d. The social network structure

(d; easy; p. 444)

SCENARIOS AND QUESTIONS

For each of the following choose the answer that *most completely* answers the question.

UNDERSTANDING GROUPS

A New Group (Scenario)

David had been away from his old company, Control Tech, for a while. He remembered that when he worked there 10 years ago, the company was very traditional and conservative. The lines of authority and responsibility were established and clear. Now, it felt ironic that he was managing the consulting team that was going to help bring a group orientation into being. In addition to the traditional hierarchy, with a manager and subordinates, he saw a need to introduce teams comprised of individuals from various work areas to help solve operational problems. He also felt that, for certain projects, there could be groups that function essentially independently, even taking on traditional management responsibilities such as hiring, planning, and scheduling. Plus, he also saw real potential for special, temporary projects to be handled by groups that would disband once the task was completed.

103. David knows that groups consist of _____ interacting and interdependent individuals who come together to achieve particular objectives.
- a. two or more
 - b. at least three
 - c. five or more
 - d. 10 or more

(a; easy; p. 424)

104. David recognized that _____ are characterized with the traditional hierarchy of a manager and subordinates.
- a. self-managed teams
 - b. task groups
 - c. command groups
 - d. cross-functional teams

(c; moderate; p. 424)

105. The temporary groups David talked about, created to achieve a special task and then disband, are known as _____.

- a. self-managed teams
- b. task groups
- c. command groups
- d. cross-functional teams

(b; moderate; p. 424)

106. The groups that comprise individuals from various areas working on operational problems are best described as _____.

- a. self-managed teams
- b. task groups
- c. command groups
- d. cross-functional teams

(d; moderate; p. 424)

107. David also saw a need for _____, which are essentially independent groups taking on traditional management responsibilities.

- a. self-managed teams
- b. task groups
- c. command groups
- d. cross-functional teams

(a; moderate; p. 424)

The Retreat (Scenario)

The first-line managers were sent on a retreat to Silver Falls for their inaugural strategic planning meeting. Few people knew each other, but their task was clear: design a new performance appraisal system for subordinates that will be effective and usable. Their years of complaining about the old system had landed them with this new responsibility. They had 4 days to become brilliant, and everyone was a little on edge. The first day, little was accomplished except for the jockeying to see who would be the official leader. Finally, Jim seemed to wrangle control and helped provide the first real direction for the group. By the second day, the group seemed to begin working well. They spent the morning deciding how they would make decisions within the group and how to manage the idea-generation process. On the third and fourth days, the new managers moved amazingly quickly, with ideas flowing freely. By the end of the fourth day, they had a workable system developed, and they felt satisfied. That night they all signed the new document to be presented to the regional manager the next day. They all felt a twinge of regret at having to break up the group and return to normal work life.

108. The stage of group development characterized by their being at the retreat for a business reason is known as _____.

- a. performing
- b. storming
- c. forming
- d. adjourning

(c; easy; p. 425)

109. The group was in the _____ stage when they were competing to see who would lead the group.

- a. performing
- b. storming
- c. forming
- d. adjourning

(b; moderate; p. 425)

110. When the management group was deciding on their decision rules, they were in the _____ stage of group development.

- a. norming
- b. storming
- c. forming
- d. adjourning

(a; moderate; p. 425)

111. In the third and fourth days of the retreat, the managers were in the _____ stage of group development.

- a. performing
- b. storming
- c. forming
- d. adjourning

(a; moderate; p. 426)

112. When the management team left Silver Falls to return to their workplace, they had just completed the _____ stage of group development.

- a. performing
- b. storming
- c. forming
- d. adjourning

(d; easy; p. 426)

King Midas (Scenario)

King Midas Manufacturing Co. has been utilizing groups to improve the manufacturing process, products, packing, vendor selection and relationships, quality control, and other organizational areas. The groups have been starting and stopping for the last 3 years. Some of the most successful groups were together for only a few months and others have been together for over a year and one-half with little to no success. Management has requested your consulting expertise in determining why there were varied successes and failures. Your analysis of the system indicates that part of the explanation of the results' diversity could simply be the group's development stage.

113. Group 830 has been meeting for 11 months and seems to be having some difficulty in getting all 10 of the members together at one time. Several of the middle-level managers have been promoted and transferred to other functional areas or to other facilities of the company. To date, the group has had 18 members at one time or another making up the 10 allocated by management. The group cannot develop a focus on its objectives. Group 830 is at the _____ stage.

- a. forming
- b. storming
- c. norming
- d. performing

(a; moderate; p. 425)

114. Group 348 has been meeting for one month and is seen as having some difficulty in establishing its leader. At least three individuals are qualified to keep the group's focus on its objectives and in an orderly manner, but the group hasn't concluded as to which person will lead. Group 348 is at the _____ stage.

- a. forming
- b. performing
- c. storming
- d. norming

(c; moderate; p. 425)

115. Group 791 has been meeting for 4 months and presents itself as having close relationships between its members, considerable cohesiveness, and a focus on its objectives. Group 791 is at the _____ stage.

- a. storming
- b. norming
- c. adjourning
- d. forming

(b; moderate; p. 425)

116. Group 458 has been meeting for 2 months and seems to be progressing extremely well. Your observation indicates that the group meets and spends about 5 minutes chatting, moves to the meeting area, and begins by reviewing the decisions of the last meeting and then goes about their discussion, focuses on the group's objectives, makes new assignments, and returns to their functional job duties. Group 458 is currently at the _____ stage.
- a. norming
 - b. performing
 - c. storming
 - d. adjourning

(b; moderate; p. 425)

117. Group 174 has been meeting for less than 2 years and seems to be at the stage where there are only four more prints to be distributed to engineering and production for final consideration before prototype production begins on the latest model of product S. Only four of the original nine members remain active in the group. Group 174 is at the _____ stage.
- a. forming
 - b. performing
 - c. norming
 - d. adjourning

(d; moderate; p. 426)

EXPLAINING WORK GROUP BEHAVIOR

The New Professor (Scenario)

Dan Powell has recently received his Ph.D. and has begun teaching at a large university. Prior to his first day of class, Dan's department head had lunch with him and explained what was expected of a new professor in terms of maintaining discipline in his classroom, providing students with a challenging course, and keeping grades down. Later that week Dan met with other professors in a faculty meeting. During that meeting, a number of issues were discussed and, although Dan did not agree with all of them, he did not feel comfortable discussing his position because he was a new assistant professor and the others were more senior. However, in watching the reactions of other professors, he got the feeling that some of them disagreed with a few issues, too, but did not want to say anything because doing so might be disruptive.

118. When Dan gave his first exam of the semester, he remembered his chair's advice to maintain the department's tough standards. However, he knew that if he did so his students would be very disappointed and may lose their motivation and some may have the GPAs negatively impacted. In this situation Dan is experiencing _____.
- a. role conflict
 - b. groupthink
 - c. status differentials
 - d. social loafing

(a; moderate; p. 429)

119. When Dan's department head was discussing the department's acceptable standards and expectations that all of the professors held regarding grading, he was sharing the group's _____ with Dan.

- a. roles
- b. norms
- c. status
- d. cohesiveness

(b; moderate; p. 429)

120. The reluctance of Dan's senior professors to voice their opposition to several issues in order to maintain group harmony is an example of _____.

- a. social loafing
- b. role conflict
- c. role ambiguity
- d. groupthink

(d; easy; p. 431)

121. In Dan's first faculty meeting, his reluctance to say anything because he was a new professor reveals that he was conscious of his _____.

- a. role
- b. norms
- c. status
- d. group

(c; moderate; p. 431)

122. Midway through his first semester, one of the teams in Dan's class came to him with a problem. Of the four team members, all of them were doing their jobs except Stacey. The group had agreed to have Stacey as a member since they all knew she had a high GPA and worked hard on all of her individual assignments. However, as a team member the group agreed that they were not getting Stacey's best efforts. They felt like she was not working as hard as a group member as she was as an individual. Dan quickly diagnosed the problem as one of _____.

- a. social loafing
- b. groupthink
- c. role conflict
- d. status differentials

(a; moderate; p. 432)

123. After Dan's students left his office he was thinking about whether it was worth the extra effort to make his students complete group assignments. He knew that working together could be challenging but he wanted his students to recognize the benefits of group decision making including _____.

- a. minority domination
- b. pressures to conform
- c. ambiguous responsibility
- d. generating more diverse alternatives

(d; easy; p. 434)

Conflicting Opinions (Scenario)

The two vice presidents were in heated debate. Celine feels that the traditional form of marketing their company is using isn't working any more and that loyal customers would stay regardless. She feels the company needs to "spice it up a bit" and go after new market share. Merle disagrees vehemently. He feels the company is doing fine; they have a good base of loyal customers, and new aggressive approaches may lose them without any guarantee of gaining new customers. Regardless of who is right, their battle was causing a stir in the organization. Some felt that conflict like this hurt the company and made it appear weak to employees and stockholders. Others felt that this conflict over marketing strategies was bound to occur eventually and may even help the company. Still others even encouraged such conflict. They think it keeps the company from getting stuck.

124. Those in the company who view the conflict over the marketing strategy as bad and harmful have a _____ view of conflict.

- a. human relations
- b. conservative
- c. traditional
- d. interactionist

(c; moderate; p. 435)

125. Those in the company who view the conflict over the marketing strategy as natural and inevitable have a _____ view of conflict.

- a. human relations
- b. conservative
- c. strategic
- d. interactionist

(a; moderate; p. 436)

126. Those in the company who encourage the conflict over the marketing strategy have a(n) _____ view of conflict.

- a. human relations
- b. conservative
- c. strategic
- d. interactionist

(d; difficult; p. 436)

127. Conflict that supports the organization's goals is considered _____ conflict.

- a. accepted
- b. functional
- c. inevitable
- d. standard

(b; moderate; p. 436)

128. Conflict that prevents the organization from achieving its goals is considered _____ .
- a. destructive
 - b. negative
 - c. dysfunctional
 - d. nonstrategic

(c; moderate; p. 436)

Strato Engineering (Scenario)

Recently Strato Engineering, a technology product company, began the use of a team (1) to develop the next generation of the company's model CVF-D. The team is composed of the product development manager, chief engineer, director of procurement, human resource director—technology, marketing research director, cost analysis director, operations director—production, and the four highest-dollar project vendors. The preliminary projection for the lifetime of the team to prototype-production is expected to be 2 years due to the level of technology involved in the product. Another team (2) has also been established recently to solve a new problem with an adhesive used to attach a thin-foil material to a finished metal surface. There are three members in this team: installer, engineer, and sales representative for the adhesive manufacturer, and no one particular leader. It is anticipated that it will require about 2 days to solve the problem. Another team (3) has been working together for 4 years implementing modifications to the company's current model CVF-C. It is composed of members in the areas of: procurement, engineering, production, major vendors, and Strato Engineering customers' procurement agents. None of the members of this team are at the same location. They utilize a variety of graphic-electronic technologies to view the product onscreen in three-dimension at each location simultaneously. At the Denver facility, a team (4) has been formed to stamp a new part. It requires four members, and they rotate jobs every 2 hours. Before beginning the workday, they meet for about 10 minutes and discuss the work that needs to be completed that day. The team makes most of the day-to-day decisions about their work responsibilities.

129. The team (4) at the Denver facility is a _____ team.
- a. problem-solving
 - b. self-managed
 - c. virtual
 - d. cross-functional

(a; moderate; p. 439)

130. The team (2) that is working on the adhesive problem is a _____ team.
- a. problem-solving
 - b. self-managed
 - c. virtual
 - d. cross-functional

(b; moderate; p. 439)

131. The team (1) that is working on the model CVF-D is a _____ team.
- a. problem-solving
 - b. self-managed
 - c. virtual
 - d. cross-functional

(d; moderate; p. 440)

132. The team (3) that is working on model CVF-C modifications is a _____ team.
- a. problem-solving
 - b. self-managed
 - c. virtual
 - d. cross-functional

(c; moderate; p. 440)

ESSAY QUESTIONS

UNDERSTANDING GROUPS

133. In a short essay, define formal groups and list and describe four examples of formal groups.

Answer

Formal groups are work groups established by the organization that have designated work assignments and specific tasks. In formal groups, appropriate behaviors are established by and directed toward organizational goals.

- a. Command groups—these are the basic, traditional work groups determined by formal authority relationships and depicted on the organizational chart. They typically include a manager and those subordinates who report directly to him or her.
- b. Cross-functional teams—these bring together the knowledge and skills of individuals from various work areas in order to come up with solutions to operational problems. Cross-functional teams also include groups whose members have been trained to do each other's jobs.
- c. Self-managed teams—these are essentially independent groups that, in addition to doing their operating jobs, take on traditional management responsibilities such as hiring, planning and scheduling, and performance evaluations.
- d. Task forces—these are temporary groups created to accomplish a specific task. Once the task is complete, the group is disbanded.

(moderate; p. 424)

134. In a short essay, list and discuss the five stages of group development.

Answer

Research shows that groups pass through a standard sequence of five stages. These five stages are forming, storming, norming, performing, and adjourning.

- a. The first stage, forming, has two aspects. First people join the group either because of a work assignment, in the case of a formal group, or for some other benefit desired (such as status, self-esteem, affiliation, power, or security), in the case of an informal group. Once the group's membership is in place, the second part of the forming stage begins: the task of defining the group's purpose, structure, and leadership. This phase is characterized by a great deal of uncertainty. Members are "testing the waters" to determine what types of behavior are acceptable. This stage is complete when members begin to think of themselves as part of a group.
- b. The storming stage is one of intragroup conflict. Members accept the existence of the group but resist the control that the group imposes on individuality. Furthermore, there is conflict over who will control the group. When this stage is complete, there will be a relatively clear hierarchy of leadership within the group and agreement on the group's direction.
- c. The third stage is one in which close relationships develop and the group demonstrates cohesiveness. There's now a strong sense of group identity and camaraderie. This norming stage is complete when the group structure solidifies and the group has assimilated a common set of expectations of what defines correct member behavior.
- d. The fourth stage is performing. The group structure at this point is fully functional and accepted. Group energy has moved from getting to know and understand each other to performing the task at hand. Performing is the last stage in the development of permanent work groups. Temporary groups—such as committees, task forces, and similar groups—that have a limited task to perform have a fifth stage, adjourning.
- e. In the adjourning stage, the group prepares to disband. High levels of task performance are no longer the group's top priority. Instead, attention is directed at wrapping up activities. Responses of group members vary at this stage. Some are upbeat, basking in the group's accomplishments. Others may be saddened by the loss of camaraderie and friendships gained during the work group's life.

(moderate; pp. 425-426)

EXPLAINING WORK GROUP BEHAVIOR

135. In a short essay, discuss the major components that determine group performance and satisfaction.

Answer

- a. External conditions imposed on the group—to understand behavior of work groups, you need to recognize they're part of a larger organization. As a part of a larger organizational system, a work group is influenced by external conditions imposed on it from outside. These external conditions include the organization's strategy, authority relationships, formal rules and regulations, availability of organizational resources, employee selection criteria, the organization's performance management system and culture, and general physical layout of the group's work space.
- b. Group member resources—a group's performance potential depends to a large extent on the individual resources its members bring to the group. These include members' knowledge, abilities, skills, and personality characteristics.
- c. Group structure—work groups aren't unorganized crowds. They have an internal structure that shapes members' behavior and makes it possible to explain, predict, and influence a large portion of individual behavior within the group as well as the performance of the group itself. This structure defines member roles, norms, conformity, status systems, group size, group cohesiveness, and formal leadership positions.
- d. Group processes—the next component in our group behavior model concerns the processes that go on within a work group—the communication patterns used by members to exchange information, group decision processes, power dynamics, conflict interactions, and the like. These processes are important to understanding work group behavior because in groups, one and one don't necessarily add up to two. Every group begins with a potential defined by its constraints, resources, and structure. Then you add in the positive and negative process factors created within the group itself.
- e. Group tasks—the impact that group processes have on group performance and member satisfaction is modified by the task the group is doing. More specifically, the *complexity* and *interdependence* of tasks influence the group's effectiveness. Tasks can be generalized as either simple or complex. Simple tasks are routine and standardized. Complex tasks are ones that tend to be novel or nonroutine.

(moderate; pp. 427-438)

136. In a short essay, identify six of the aspects of group structure.

Answer

- a. Roles—a role refers to behavior patterns expected of someone occupying a given position in a social unit. In a group, individuals are expected to do certain things because of their position (role) in the group. These roles tend to be oriented toward either task accomplishment or toward maintaining group member satisfaction.
- b. Norms—all groups have norms—standards or expectations that are accepted and shared by a group's members. Norms dictate factors such as work output levels, absenteeism, promptness, and the amount of socializing allowed on the job. Although a group has its own unique set of norms, common organizational norms focus on effort and performance, dress, and loyalty.
- c. Conformity—because individuals want to be accepted by groups to which they belong, they're susceptible to conformity pressures. As group members, we often want to be considered one of the group and to avoid being visibly different. We find it more pleasant to be in agreement than to be disruptive, even if disruption may be necessary to improve the effectiveness of the group's decisions. So we conform. But conformity can go too far, especially when an individual's opinion of objective data differs significantly from that of others in the group. When this happens, the group often exerts extensive pressure on the individual to align his or her opinion to conform to others' opinions, a phenomenon known as groupthink.
- d. Status systems—status is a prestige grading, position, or rank within a group. As far back as researchers have been able to trace groups, they have found status hierarchies. Status systems are an important factor in understanding behavior. It's a significant motivator and has behavioral consequences when individuals see a disparity between what they perceive their status to be and what others perceive it to be.
- e. Group size—large groups—those with a dozen or more members—are good for getting diverse input. Thus, if the goal of the group is to find facts, a larger group should be more effective. On the other hand, smaller groups are better at doing something productive with those facts. Groups of approximately seven members tend to be more effective for taking action. One important finding related to group size is social loafing, which is the tendency for an individual to expend less effort when working collectively than when working individually.
- f. Group cohesiveness—group cohesiveness is the degree to which members are attracted to a group and share the group's goals. Cohesiveness is important because it has been found to be related to a group's productivity.

(moderate; pp. 429-433)

TURNING GROUPS INTO EFFECTIVE TEAMS

137. In a short essay, compare groups and teams.

Answer

A group is defined as two or more interacting and interdependent individuals who come together to achieve particular goals. Work *teams* are different from work *groups* and have their own unique traits. Work groups primarily interact to share information and to make decisions to help each member do his/her job more efficiently and effectively. These groups have no need or opportunity to engage in collective work that requires joint effort. On the other hand, work teams are groups whose members work intensely on a specific, common goal using their positive synergy, individual and mutual accountability, and complementary skills. In a work team, the combined individual efforts of team members result in a level of performance that is greater than the sum of those individual inputs.

(moderate; p. 439)

138. In a short essay, list and describe the four most common types of teams likely to be found in today's organizations.

Answer

- a. Problem-solving teams—these teams are teams from the same department or functional area who are involved in efforts to improve work activities or to solve specific problems. In problem-solving teams, members share ideas or offer suggestions on how work processes and methods can be improved. However, these teams are rarely given the authority to unilaterally implement any of their suggested actions.
- b. Self-managed teams—these teams are formal groups of employees who operate without a manager and are responsible for a complete work process or segment. The self-managed team is responsible for getting the work done and for managing themselves. This usually includes planning and scheduling of work, assigning tasks to members, collective control over the pace of work, making operating decisions, and taking action on problems.
- c. Cross-functional teams—these teams are a hybrid grouping of individuals who are experts in various specialties and who work together on various tasks.
- d. Virtual teams—these are teams that use computer technology to link physically dispersed members in order to achieve a common goal. In a virtual team, members collaborate using communication links such as wide area networks, videoconferencing, fax, e-mail, or even Web sites where the team can hold online conferences. Virtual teams can do all the things that other teams can—share information, make decisions, and complete tasks; however, they miss the normal give-and-take of face-to-face discussions. Because of this omission, virtual teams tend to be more task oriented especially if the team members have never personally met.

(easy; pp. 339-340)

139. In a short essay, list and discuss five of the eight characteristics that are associated with effective teams.

Answer

- a. Clear goals—high-performance teams have both a clear understanding of the goals to be achieved and a belief that the goals embody worthwhile, important results. Moreover, the importance of these goals encourages individuals to redirect personal concerns to achieving team goals. In effective teams, members are committed to the team’s goals, know what they are expected to accomplish, and understand how they will work together to achieve these goals.
- b. Relevant skills—effective teams are composed of competent individuals. They have the necessary technical and interpersonal skills to achieve the desired goals while working well together. However, not everyone who is technically competent has the skills to work well as a team member. High-performing teams have members who possess both technical and interpersonal skills.
- c. Mutual trust—effective teams are characterized by high mutual trust among members. That is, members believe in the ability, character, and integrity of each other. The climate of trust within a group tends to be strongly influenced by the organization’s culture and the actions of management. Organizations that value openness, honesty, and collaborative processes and that encourage employee involvement and autonomy are more likely to create trusting cultures.
- d. Unified commitment—members of an effective team exhibit intense loyalty and dedication to the team. They are willing to do whatever it takes to help their team succeed. This loyalty and dedication is called unified commitment. Unified commitment is characterized by dedication to the team’s goals and a willingness to expend extraordinary amounts of energy to achieve them.
- e. Good communication—effective teams are characterized by good communication. Members convey messages between each other in ways that are readily and easily understood. This includes nonverbal as well as spoken messages. Good communication is also characterized by a healthy dose of feedback from team members and managers. Feedback helps to guide team members and to correct misunderstandings.
- f. Negotiating skills—effective teams tend to be flexible and are continually making adjustments in the responsibilities assigned to each member. This flexibility requires team members to possess negotiating skills. Problems and relationships are regularly changing in teams and members need to be able to confront and reconcile differences.
- g. Appropriate leadership—effective leaders can motivate a team to follow them through the most difficult situations. How? They help clarify goals. They demonstrate that change is possible by overcoming inertia. And they increase the self-confidence of team members, helping members to more fully realize their potential. Increasingly, effective team leaders act in the roles of coach and facilitator. They help guide and support the team, but don’t control it.
- h. Internal and external support—the final condition necessary for an effective team is a supportive climate. Internally, the team should have a sound infrastructure. This includes proper training, a clear and reasonable measurement system that team members can use to evaluate their overall performance, an incentive program that recognizes and rewards team activities, and a supportive human resource system. Externally, managers should provide the team with the resources needed to get the job done.

(difficult; pp. 440-442)

CURRENT CHALLENGES IN MANAGING TEAMS

140. In a short essay, discuss the major issues associated with managing global teams.

Answer

- a. In global organizations, understanding the relationship between group performance and group member resources is more challenging because of the unique cultural characteristics represented by members of a global team. In addition to recognizing team members' abilities, skills, knowledge, and personality, managers need to be familiar with and clearly understand the cultural characteristics of the groups and the group members they manage.
- b. Some of the structural areas where we see differences in managing global teams include conformity, status, social loafing, and cohesiveness. Research suggests that Asch's findings are culture-bound. Despite this, however, groupthink tends to be less of a problem in global teams because members are less likely to feel pressured to conform to the ideas, conclusions, and decisions of the group. The importance of status varies between cultures. Managers should be sure to understand who and what holds status when interacting with people from a culture different from their own. Social loafing has a Western bias and is consistent with individualistic cultures, which are dominated by self-interest. It's not consistent with collectivistic societies, in which individuals are motivated by in-group goals. Cohesiveness is another group structural element where managers may face special challenges. In global teams, cohesiveness is often more difficult to achieve because of higher levels of mistrust, miscommunication, and stress.
- c. The processes global teams use to do their work can be particularly challenging for managers. For one thing, communication problems often arise because not all team members may be fluent in the team's working language. This can lead to inaccuracies, misunderstandings, and inefficiencies. However, research has also shown that a multicultural global team is better able to capitalize on the diversity of ideas represented if a wide range of information is used. Managing conflict in global teams, especially when those teams are virtual teams, isn't easy. Conflict in multicultural teams can interfere with how information is used by the team. However, research shows that in collectivistic cultures, a collaborative conflict management style can be most effective.
- d. Despite the challenges associated with managing global teams, there are things managers can do to provide the group with an environment in which efficiency and effectiveness are enhanced. First, because communication skills are vital, managers should focus on developing those skills. Also, managers must consider cultural differences when deciding what type of global team to use. Finally, it's vital that managers be sensitive to the unique differences of each member of the global team. But, it's also important that team members be sensitive to each other as well.

(moderate; pp. 443-444; AACSB: Globalizations)