

Chapter 10

Student: _____

1. In self-managed work teams, members have to manage themselves by doing very specific sets of job duties, and their decision-making is confined to the activities required by those pre-specified job duties.
True False
2. In the storming stage of the team development, feelings of solidarity develop as members work towards team goals.
True False
3. In the sequential interdependence, the member performing the tasks in the latter part of the sequence depends on the member performing the task in the earlier part of the sequence, but not the other way around.
True False
4. As the level of task interdependence increases, members must spend decreasing amounts of time communicating and coordinating with other members if they want to complete tasks effectively.
True False
5. One way to create high levels of goal interdependence is to ensure that the team has a formalized mission statement that members buy into.
True False
6. High outcome interdependence exists in teams in which individual members receive rewards and punishments on the basis of their own performance, without regard to the performance of the team.
True False
7. According to research, the overall level of members' agreeableness in a team may be even more important than members' conscientiousness.
True False
8. Task interdependence has a weak negative effect on team performance.
True False
9. A team consists of two or more people who work independently over some time period to accomplish common goals related to some task-oriented purpose.
True False
10. Teams are a subset of groups.
True False
11. Teams and groups are similar in their approach.
True False
12. The interactions within groups revolve around a deeper dependence on one another than the interactions within teams.
True False
13. Interactions within teams occur with a specific task-related purpose in mind.
True False
14. Work teams are designed to be relatively temporary.
True False

15. Work teams have a short life span.
True False
16. Management teams are similar to work teams in that their member involvement is very low.
True False
17. Work teams focus on the accomplishment of core operational level production and service tasks, whereas management teams participate in managerial-level tasks that affect the entire organization.
True False
18. Parallel teams require full time commitment from members.
True False
19. Parallel teams can be permanent or temporary, depending on their aim.
True False
20. According to the theory of team development, teams go through a progression of five stages.
True False
21. As per the theory of team development, norming is the second stage.
True False
22. Feelings of solidarity develop as members work toward individual goals.
True False
23. In sequential interdependence the interaction only occurs between members who perform tasks that are next to each other in the sequence.
True False
24. In contrast to sequential interdependence, in reciprocal interdependence members are specialized to perform specific tasks.
True False
25. Encourager is a team task role.
True False
26. One aspect of team effectiveness is team viability, which may include metrics such as quantity and quality of goods or services produced, customer satisfaction, the effectiveness or accuracy of decisions, victories, completed reports, and successful investigations.
True False
27. Task performance tends to be lower in teams in which members depend on one another and have to coordinate their activities rather than when members work more or less independently.
True False
28. High outcome interdependence promotes lower levels of cooperation.
True False
29. Getting more from the team than you would expect given the capabilities of its individual members refers to process gain.
True False
30. Teamwork processes are the activities of team members that relate directly to the accomplishment of team tasks.
True False
31. According to research, instead of brainstorming sessions where team members offer their ideas in a group setting, teams tend to be better off when members come up with ideas on their own, as individuals, before pooling those ideas and evaluating them to arrive at a solution.
True False

32. Ambassador activities involves communication with people who are at the lower levels in the organization.
True False
33. The interpersonal activities that facilitate the accomplishment of the team's work, but do not directly involve task accomplishment itself refers to creative processes.
True False
34. According to research, task conflict results in increased team effectiveness irrespective of the trust on the team and the manner in which the conflict is managed.
True False
35. Research studies have shown that potency has a strong positive impact on team performance.
True False
36. Team states refer to the effectiveness of teams and the degree to which teams are capable of remaining together as ongoing entities.
True False
37. An effective team is generally described as the sum of its parts.
True False
38. Team processes are synonymous with "synergy."
True False
39. Process gain is most critical in situations in which the complexity of the work is high.
True False
40. Coordination loss is a necessary aspect of the team experience.
True False
41. It's often quite difficult to gauge exactly how much each team member contributes to the team.
True False
42. Social loafing can hinder a team's effectiveness.
True False
43. When teams engage in decision making, their activities are focused on generating novel and useful ideas and solutions.
True False
44. Brainstorming works well than individual idea generation.
True False
45. By making people write down ideas on their own, brainstorming decreases social loafing and production blocking.
True False
46. Transition processes is relevant when teams first begin their work.
True False
47. Teamwork processes become important before the team actually begins to conduct the core aspects of its work.
True False
48. Conflict management is an action process.
True False
49. According to the researchers, cohesive team is always a good team.
True False

50. Cohesiveness tends to promote higher levels of team performance.
True False
51. Team potency is promoted in teams which have found success in the past.
True False
52. Teamwork processes have a moderate negative relationship with team performance.
True False
53. The intended benefits of investments in team training have always been realized.
True False
54. Red Team at Mints International can also be described as a Quality Circle.
True False
55. Gold Teams at MI are good examples of parallel teams.
True False
56. A _____ consists of two or more people who work interdependently over some time period to accomplish common goals related to some task-oriented purpose.
A. team
B. composition
C. pooled structure
D. mission
E. segment
57. When it comes to interactions, teams differ from groups in two important aspects:
A. Roles and norms
B. spatial orientation and response orientation
C. oral and written expressions
D. deeper interdependence and a specific task-related purpose
E. none of these
58. The interactions in teams, as opposed to groups, revolve around
A. Coercive power
B. social loafing
C. deeper dependence
D. spatial orientation
E. pooled interdependence
59. Which of the following is not a type of team described in the text?
A. Work
B. Management
C. Parallel
D. Action
E. Synchronized
60. The purpose of which of these teams is to produce goods or provide services on an on-going basis?
A. Work
B. Management
C. Parallel
D. Action
E. Project
61. Production teams and sales teams are specific examples of which of these types of teams?
A. Management
B. Action
C. Parallel
D. Project
E. Work

62. Which of these teams at Global Works, Inc. are most likely be designed to be relatively permanent?
- A. Management and work
 - B. Action and parallel
 - C. Parallel and project
 - D. Project and work
 - E. Work and action
63. Whereas _____ teams focus on the accomplishment of core operational-level production and service tasks, _____ teams participate in on-going administrative and coordinating tasks that affect the entire organization.
- A. management; work
 - B. action; work
 - C. parallel; project
 - D. project; work
 - E. work; management
64. Which team at ABC International would be responsible for coordinating the activities of ABC's subunits to help ABC achieve its long-term goals?
- A. Work
 - B. Management
 - C. Parallel
 - D. Action
 - E. Project
65. The purpose of which of these teams is to provide recommendations and resolve issues?
- A. Work
 - B. Management
 - C. Parallel
 - D. Action
 - E. Project
66. Quality circles and advisory councils are specific examples of which of these teams?
- A. Project
 - B. Management
 - C. Work
 - D. Action
 - E. Parallel
67. Which of these teams mostly likely requires only part-time commitment from members?
- A. Action
 - B. Management
 - C. Work
 - D. Parallel
 - E. None of these
68. Famously Fresh, Inc. has recently formed several teams of members with different types of training and expertise to take on "one-time" tasks that are generally complex and require a lot of input from the members. These teams can be described as which of the following?
- A. Project
 - B. Management
 - C. Work
 - D. Action
 - E. Parallel

69. Planning teams are an example of which of the following?
- A. Parallel
 - B. Project
 - C. Management
 - D. Action
 - E. Work
70. _____ teams have life spans that vary in duration, and perform tasks that take place in highly visible or challenging circumstances.
- A. Parallel
 - B. Project
 - C. Management
 - D. Action
 - E. Work
71. A musical group and a sports team are examples of which of these teams?
- A. Parallel
 - B. Project
 - C. Management
 - D. Action
 - E. Work
72. _____ teams are teams in which the members are geographically dispersed, and interdependent activity occurs through electronic communications.
- A. Virtual
 - B. Project
 - C. Management
 - D. Action
 - E. Work
73. According to the most well known theory of team development, teams go through a progression of all of these stages except
- A. performing
 - B. forming
 - C. norming
 - D. warming
 - E. storming
74. According to the most well known theory of team development, which of these represent the first stage?
- A. Performing
 - B. Forming
 - C. Norming
 - D. Warming
 - E. Storming
75. In the team at Globus International, members are orienting themselves by trying to understand their boundaries and get a feel for what is expected of them. This team can be described at which stage of team development?
- A. Storming
 - B. Warming
 - C. Norming
 - D. Forming
 - E. Performing

76. According to the most well known theory of team development, which of these represent the second stage?
- A. Performing
 - B. Forming
 - C. Norming
 - D. Warming
 - E. Storming
77. In the _____ stage of team development, members remain committed to ideas they bring with them to the team and are unwilling to accommodate others' ideas.
- A. performing
 - B. forming
 - C. storming
 - D. projecting
 - E. norming
78. During which stage of team development, do members realize that they need to work together to accomplish team goals and begin to cooperate, and build solidarity?
- A. Performing
 - B. Forming
 - C. Norming
 - D. Warming
 - E. Storming
79. Which of these is the final stage of team development?
- A. Performing
 - B. Forming
 - C. Norming
 - D. Warming
 - E. Storming
80. Which of these represent the predicted sequence of stages in team development progression?
- A. Performing, Forming, Norming, and Warming
 - B. Forming, Storming, Norming, and Performing
 - C. Norming, Forming, Performing, and Storming
 - D. Warming, Forming, Storming, and Performing
 - E. Storming, Warning, Performing, and Forming
81. In the team development process, punctuated equilibrium takes place at
- A. the beginning of the development process
 - B. the midpoint
 - C. towards the end of the development process
 - D. after the team is fully developed
 - E. none of these
82. The degree to which team members interact with and rely on other team members for the information, materials, and resources needed to accomplish work for the team refers to
- A. task interdependence
 - B. goal interdependence
 - C. deep-level diversity
 - D. outcome interdependence
 - E. the storming stage of team development

83. The type of task interdependence with the lowest degree of required coordination is _____ interdependence.
- comprehensive
 - sequential
 - pooled
 - reciprocal
 - response
84. At Great Garments, employee teams work on putting decorative tags on children's clothing. They get the clothing from a common bin, thread the needle with appropriate color thread, and hand-stitch the tag on the clothing. When completed, the finished pieces are thrown in another common bin which at the end of the day gets counted as the team's daily production. This is an example of which of these interdependences?
- Reciprocal
 - Pooled
 - Sequential
 - Comprehensive
 - Response
85. "Member 1 → Member 2 → Member 3 → Member 4 → Output" represents which of these interdependences?
- Pooled
 - Reciprocal
 - Response
 - Comprehensive
 - Sequential
- 86.
- Output

↑

Member 1 ↔ Member 2 → Member 3 ↔ Member 4
- This represents which of these task interdependences?
- Pooled
 - Reciprocal
 - Response
 - Comprehensive
 - Sequential
87. With _____ interdependence, different tasks are done in a prescribed order, and the group is structured such that the members specialize in these tasks.
- comprehensive
 - sequential
 - pooled
 - reciprocal
 - response
88. Tata Motors utilizes the classic assembly line in manufacturing its automobile products. This is an example of which type of interdependence?
- Pooled
 - Reciprocal
 - Response
 - Comprehensive
 - Sequential

89. The highest level of interaction and coordination among members is required in _____ interdependence.
- A. comprehensive
 - B. sequential
 - C. pooled
 - D. reciprocal
 - E. response
90. In groups with _____ interdependence, each member has a great deal of discretion in terms of what they do and with whom they interact in the course of the collaboration involved in accomplishing the team's work.
- A. sequential
 - B. response
 - C. pooled
 - D. reciprocal
 - E. comprehensive
91. Which of these exists when team members have a shared vision of the team's goal and align their individual goals with that vision as a result?
- A. Task interdependence
 - B. Goal interdependence
 - C. Deep-level diversity
 - D. Outcome interdependence
 - E. The forming stage of team development
92. A high degree of _____ interdependence exists when team members share in the rewards that the team earns.
- A. task
 - B. goal
 - C. sequential
 - D. outcome
 - E. reciprocal
93. A(n) _____ is defined as the behaviour a person is expected to display in a given context.
- A. role
 - B. goal
 - C. ability
 - D. value
 - E. belief
94. Roger plays the role of a devil's advocate and offers constructive challenges to his team's status quo. This is an example of which of these roles?
- A. Individualistic
 - B. Team task
 - C. Team building
 - D. Team composition
 - E. Team compensation
95. Maggie always plays the role of an orienter who establishes the direction for her team at ABC Manufacturing. This is an example of which of these roles?
- A. Individualistic
 - B. Team building
 - C. Team composition
 - D. Team task
 - E. Team compensation

96. Bianca has found herself playing the role of an energizer who motivates her team members to work harder towards the team goals. This is an example of which of these roles?
- A. Team task
 - B. Team building
 - C. Team composition
 - D. Individualistic
 - E. Team compensation
97. Which of these roles refer to behaviours that influence the quality of the team's social climate?
- A. Team task
 - B. Team building
 - C. Team composition
 - D. Individualistic
 - E. Team compensation
98. All of these are team task roles except
- A. initiator-contributor
 - B. orienter
 - C. energizer
 - D. procedural-technician
 - E. compromiser
99. It appears that Josh is always mediating differences between the group members as they work on the case analysis needed for their class. Josh is playing which of these roles?
- A. Encourager
 - B. Standard setter
 - C. Energizer
 - D. Harmonizer
 - E. Compromiser
100. Mike is able to motivate teammates to achieve goals. Mike appears to be engaging in which of these team building roles?
- A. Encourager
 - B. Compromiser
 - C. Energizer
 - D. Harmonizer
 - E. Gatekeeper/expediter
101. Which of these is a team task role?
- A. Aggressor
 - B. Energizer
 - C. Harmonizer
 - D. Dominator
 - E. Follower
102. Which of these is a team building role?
- A. Aggressor
 - B. Energizer
 - C. Harmonizer
 - D. Dominator
 - E. Coordinator
103. Which of these is an individualistic role?
- A. Aggressor
 - B. Energizer
 - C. Harmonizer
 - D. Follower
 - E. Coordinator

104. Margie constantly expresses disapproval of her teammates' ideas and makes comments that are often deflating. Margie can be described as engaging in which of these roles?
- A. Aggressor
 - B. Dominator
 - C. Blocker
 - D. Recognition seeker
 - E. Slacker
105. Tom has the reputation of manipulating team members for personal control. Tom can be described as a(n)
- A. aggressor
 - B. dominator
 - C. blocker
 - D. recognition seeker
 - E. slacker
106. _____ are tasks where the effectiveness of the team depends on the member who possesses the highest level of the ability relevant to the task.
- A. disjunctive tasks
 - B. similarity-attraction tasks
 - C. surface-level tasks
 - D. conjunctive tasks
 - E. additive tasks
107. Tasks for which the team's performance depends on the abilities of the "weakest link" are called
- A. disjunctive tasks
 - B. similarity-attraction tasks
 - C. surface-level tasks
 - D. conjunctive tasks
 - E. additive tasks
108. A theory that has been used widely to explain why diversity may have negative effects is called the
- A. disjunctive approach
 - B. similarity-attraction approach
 - C. surface-level approach
 - D. conjunctive approach
 - E. additive approach
109. _____ diversity refers to diversity regarding observable attributes such as race, ethnicity, sex, and age.
- A. Disjunctive
 - B. Similarity-attraction
 - C. Surface-level
 - D. Conjunctive
 - E. Deep-level
110. _____ diversity refers to diversity with respect to attributes that are less easy to observe initially but that can be inferred after more direct experience.
- A. Disjunctive
 - B. Similarity-attraction
 - C. Surface-level
 - D. Conjunctive
 - E. Deep-level

111. Differences in attitudes, values, and personality are good examples of which of these diversity?
- A. Deep-level
 - B. Similarity-attraction
 - C. Surface-level
 - D. Conjunctive
 - E. Disjunctive
112. According to research, having a greater number of members is beneficial for _____ teams but not for _____ teams.
- A. management; project
 - B. production; project
 - C. project; management
 - D. production tasks; management
 - E. project; production
113. The likelihood that the team can work together effectively into the future is called
- A. team viability
 - B. surface-level diversity
 - C. team development
 - D. deep-level diversity
 - E. team integration
114. Team commitment is sometimes called
- A. team viability
 - B. surface-level diversity
 - C. team development
 - D. deep-level diversity
 - E. team integration
115. The relationship between task interdependence and team performance is
- A. weakly positive
 - B. weakly negative
 - C. moderately positive
 - D. strongly negative
 - E. strongly positive
116. Task interdependence has a _____ relationship with team commitment.
- A. weak positive
 - B. weak negative
 - C. moderate positive
 - D. strong negative
 - E. strong positive

Scenario: Mints International (MI)

Mints International (MI) has recently implemented the team approach to accomplishing the tasks and goals at all of its divisions. The company has developed a color code for different teams. Members of Gold Teams work together on an ongoing basis to produce the mints. Silver Teams are responsible for coordinating the activities of its marketing, production, finance, and human resources functions. In the production department, MI has created a special team that consists of individuals who normally perform core production tasks, but also meet regularly to identify production-related problems and opportunities for improvement. This team is called the Red Team. Finally, MI has created the Blue Teams. These teams take on "one-time" tasks that are generally complex and require a lot of input from members with different types of training and expertise. A good example of a Blue Team at MI is a product design team that it created for entering a new foreign market.

117. Gold Teams at Mints International are examples of which of these teams?

- A. Project
- B. Management
- C. Work
- D. Action
- E. Parallel

118. Silver Teams at Mints International are examples of which of these teams?

- A. Project
- B. Management
- C. Work
- D. Action
- E. Parallel

119. Blue Teams at Mints International are examples of which of these teams?

- A. Project
- B. Management
- C. Work
- D. Action
- E. Parallel

120. Red Team at Mints International is an example of which of these teams?

- A. Project
- B. Management
- C. Work
- D. Action
- E. Parallel

Scenario: The Gold Teams

Mints International (MI) has recently implemented the team approach to accomplishing the tasks and goals at all of its divisions. The company has developed a color code for different teams. Members of Gold Teams work together on an ongoing basis to produce the mints. In Gold Team A, members are still committed to the ideas they brought with them to the team, and they are unwilling to accommodate the ideas of other members. In this particular team, members mix the ingredients and bake the mints themselves, and once they are cooked, they are placed in a large tank. At the end of the day, the tank is weighed to determine the team's productivity. Gold Team B, which consists of only 4 members, utilizes a different approach to producing mints. Two members work together to add and mix ingredients. Once the batter is formed, members 1 and 2 send it to members 3 and 4. Members 3 and 4 then work together to finalize the color, flavor, texture, and packing of the mints. Members of the Team B are comfortable working within their roles and they make good progress toward their daily goals.

121. Gold Team A can be described at which stage of team development?

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

122. Gold Team B can be described at which stage of team development?

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

123. Gold Team A uses _____ task interdependence.
- A. Reciprocal
 - B. Pooled
 - C. Sequential
 - D. Comprehensive
 - E. Response
124. Gold Team B uses _____ task interdependence.
- A. Reciprocal
 - B. Pooled
 - C. Sequential
 - D. Comprehensive
 - E. Response
125. Committees which are formed to deal with unique issues or issues that arise only periodically are an example of _____.
- A. project team
 - B. parallel team
 - C. action team
 - D. management team
 - E. audit team
126. A planning team comprised of engineers, architects, designers, and builders, charged with designing a suburban town center is an example of _____ team.
- A. parallel
 - B. action
 - C. work
 - D. project
 - E. management
127. Communications and group networking software are associated with which of these teams?
- A. Work team
 - B. Action team
 - C. Project team
 - D. Virtual team
 - E. Management team
128. With _____ there are established rules and standard operating procedures that guide team members' behaviour and their interactions with one another.
- A. management teams
 - B. action teams
 - C. project teams
 - D. parallel teams
 - E. work teams
129. In which type of task interdependence group members complete their work assignments independently, and then this work is simply "piled up" to represent the group's output?
- A. Comprehensive
 - B. Sequential
 - C. Pooled
 - D. Reciprocal
 - E. Response

130. In _____ interdependence, members interact with a subset of other members to complete the team's work.
- A. pooled
 - B. reciprocal
 - C. response
 - D. comprehensive
 - E. sequential
131. As the level of task interdependence _____, members must spend _____ amounts of time communicating and coordinating with other members to complete tasks.
- A. decreases, decreasing
 - B. increases, increasing
 - C. increases, decreasing
 - D. decreases, increasing
 - E. remains the same, increasing
132. _____ in task interdependence _____ the ability of the team to adapt to new situations.
- A. Increases, increase
 - B. Increases, decrease
 - C. Decreases, increase
 - D. Decreases, decrease
 - E. Fall, reduces
133. In addition to being linked to one another by task activities, members may be linked by their _____.
- A. interests
 - B. values
 - C. goals
 - D. culture
 - E. profession
134. _____ can take a variety of forms, but good ones clearly describe what the team is trying to accomplish in a way that creates a sense of commitment and urgency among team members.
- A. Vision statement
 - B. Goals
 - C. Objectives
 - D. Mission statement
 - E. Strategic plan
135. Goal interdependence should not be taken for granted even in situations in which the goal seems _____.
- A. unachievable
 - B. too far
 - C. self evident
 - D. achievable
 - E. very clear
136. _____ interdependence relates to how members are linked to one another in terms of the feedback and outcomes they receive as a consequence of working in the team.
- A. Task
 - B. Goal
 - C. Sequential
 - D. Outcome
 - E. Reciprocal

137. High _____ interdependence also implies that team members depend on the performance of other team members for the rewards that they receive.
- A. task
 - B. goal
 - C. sequential
 - D. outcome
 - E. reciprocal
138. Low _____ interdependence exists in teams in which individual members receive rewards and punishments on the basis of their own performance, without regard to the performance of the team.
- A. task
 - B. goal
 - C. sequential
 - D. outcome
 - E. reciprocal
139. The predominant theory that has been used to explain why diversity has positive effects is called the _____.
- A. value in diversity problem-solving approach
 - B. similarity-attraction approach
 - C. surface-level diversity
 - D. deep-level diversity
 - E. conjunctive diversity
140. Task interdependence has a _____ effect on viability for teams doing complex knowledge work.
- A. weaker
 - B. stronger
 - C. moderate
 - D. negative
 - E. positive
141. _____, means that members receive rewards that are dependent on both their team's performance and how well they perform as individuals.
- A. task interdependence
 - B. hybrid outcome interdependence
 - C. goal interdependence
 - D. member ability
 - E. member personality
142. The different types of activities and interactions that occur within teams that contribute to their ultimate end goals refers to team _____.
- A. characteristics
 - B. process
 - C. composition
 - D. interdependence
 - E. ability
143. When you get from teams "more than the sum of their parts", the teams seem to benefit from _____.
- A. process gain
 - B. staff validity
 - C. team informity
 - D. team commitment
 - E. teamwork KSAs

144. Process gain is synonymous with
- A. motivation
 - B. groupthink
 - C. synergy
 - D. scout activities
 - E. teamwork KSAs
145. When a soccer team composed of elite "all stars" fails to win games, it can be due to
- A. process gain
 - B. staff validity
 - C. hierarchical sensitivity
 - D. process loss
 - E. boundary spanning
146. Two factors that directly contribute to process losses are
- A. coordination loss and motivational loss
 - B. staff loss and scout loss
 - C. hierarchical sensitivity loss and scout activity loss
 - D. staff validity loss and hierarchical sensitivity loss
 - E. none of these
147. Josh, George, Megan, and Kristin are team members in an Organizational Behaviour class. As a team, they are responsible for conducting a case analysis and presenting the results to the class. Josh and Kristin have worked very hard. However, George and Megan did not work as hard as they could have, nor did they do what was necessary for the team to complete the project effectively. The loss in team productivity that occurred due to George and Megan refers to
- A. coordination loss
 - B. scout loss
 - C. hierarchical sensitivity loss
 - D. staff validity loss
 - E. motivational loss
148. When members of a team exert less effort when working on team tasks than they would if they worked alone on those same tasks, it refers to
- A. groupthink
 - B. social loafing
 - C. hierarchical sensitivity
 - D. staff validity loss
 - E. transition process
149. An organizational behaviour class requires completion of individual assignments and a team project. Josh, George, Megan, and Kristin are members of one team in this class. The team project involves a written case analysis and a presentation of the results to the class, and members of the team will receive the same grade for this work. Josh and Kristin worked extremely hard on the team project. George and Megan believed that the team would receive a good grade because of Josh and Kristin's work, and so rather than working hard on the team project, they put all their effort in their individual assignments. George and Megan engaged in
- A. groupthink
 - B. staff validity loss
 - C. hierarchical sensitivity
 - D. social loafing
 - E. transition loss

150. In the context of teams, three types of taskwork processes are crucially important: creative behaviour, decision making, and
- A. groupthink
 - B. interpersonal process
 - C. boundary spanning
 - D. teamwork
 - E. transition process
151. When teams engage in _____, their activities are focused on generating novel ideas and solutions.
- A. social loafing
 - B. creative behaviour
 - C. boundary spanning
 - D. transition process
 - E. groupthink
152. The best known activity that teams use to foster creative behaviour is
- A. potency models
 - B. job-training
 - C. boundary spanning
 - D. social loafing
 - E. brainstorming
153. Which of these involves a face-to-face meeting of team members in which each offers as many ideas as possible about some focal problem or issue?
- A. Brainstorming
 - B. Cross-training
 - C. Boundary spanning
 - D. Social loafing
 - E. Groupthink
154. Popular rules of brainstorming include all of the following except:
- A. build on the ideas of others
 - B. go for quality of ideas rather than quantity
 - C. express all ideas that come to mind
 - D. don't criticize or evaluate the ideas of others
 - E. all of these are effective brainstorming rules
155. Two reasons why brainstorming doesn't work as well as individual idea generation are
- A. groupthink and social loafing
 - B. social loafing process gain
 - C. process gain and process loss
 - D. social loafing and hesitance to express oneself
 - E. process gain and production blocking
156. Which three specific factors have been found to account for a team's ability to make effective decisions?
- A. Groupthink, social loafing, and process rotation
 - B. Decision informity; staff validity, and hierarchical sensitivity
 - C. Transactive memory; transformative memory, and decision memory
 - D. Individual effort, team effort, and boundary spanning effort
 - E. Decision redundancy, social facilitation and transactive memory

157. A project team at ABC International is given the task to develop new product ideas for three different foreign markets. _____ reflects whether the project team members at ABC possess adequate information about their own task responsibilities.
- A. Decision informity
 - B. Staff validity
 - C. Hierarchical sensitivity
 - D. Transportable competency
 - E. Transactive memory
158. If the team member in charge of marketing does not gather information necessary to help the team understand the desires and needs of the client, it reflects which of these factors of effective decisions?
- A. Transactive memory
 - B. Staff validity
 - C. Hierarchical sensitivity
 - D. Production gain
 - E. Decision informity
159. Which of these refers to the degree to which members of the team make useful recommendations to the leader?
- A. Transactive memory
 - B. Staff validity
 - C. Hierarchical sensitivity
 - D. Production gain
 - E. Decision informity
160. Country Project Team at ABC International is given the task to develop new product ideas for three different foreign markets. Team members possessed all the necessary information to make a good recommendation for each of the three countries, but they failed to do so because of the lack of insight and good judgment. This reflects which of these effective decision factors?
- A. Hierarchical sensitivity
 - B. Transactive memory
 - C. Staff validity
 - D. Production blocking
 - E. Decision informity
161. _____ reflects the degree to which the leader effectively weighs the recommendations of the members.
- A. hierarchical sensitivity
 - B. transactive memory
 - C. staff validity
 - D. production blocking
 - E. decision informity
162. Which of these taskwork processes involves activities with individuals and groups other than those who are considered part of the team?
- A. Action process
 - B. Cross-training
 - C. Boundary spanning
 - D. Social loafing
 - E. Groupthink
163. Which of these activities are boundary spanning activities?
- A. Groupthink, social loafing, and staff validity
 - B. Decision informity; staff validity, and hierarchical sensitivity
 - C. Transactive memory; transformative memory, and social loafing
 - D. Ambassador, task coordinator, and scout
 - E. Decision informity, social loafing, and transactive memory

164. _____ activities refer to communications that are intended to protect the team, persuade others to support the team, or obtain important resources for the team.
- A. Hierarchical sensitivity
 - B. Task coordinator
 - C. Ambassador
 - D. Scout
 - E. Decision informity
165. In performing the boundary spanning role in a team, members who engage in ambassador activities typically communicate with people who are
- A. higher up in the organization
 - B. vendors and distributors of the organization
 - C. front line production supervisors in the industry
 - D. board of directors only
 - E. peers and those below the team's level in the organization
166. James, a member of a marketing team at MBI recently met with a member of the executive management team at MBI Corporate Headquarters to get support for his team's request to increase the budget for an expanded print media campaign. This is an example of which of these boundary spanning activities?
- A. Decision informity
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Scout
 - E. Ambassador
167. At Healthy Products, Inc., Rebecca, a member of the marketing team, recently met with George from manufacturing to explore how new product samples and their coupons can be incorporated in the packaged consumer goods. This is an example of which of these boundary spanning activities?
- A. Decision informity
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Scout
 - E. Ambassador
168. _____ activities refer to things team members do to obtain information about technology, competitors, or the broader marketplace.
- A. Decision informity
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Scout
 - E. Ambassador
169. At Taser Sport, Inc. (TSI), Tammy, a member of the marketing team, recently met with Mike from Research and Development to learn about new technology and materials that were being experimented with at TSI and other companies in the industry. This is an example of which of these boundary spanning activities?
- A. Scout
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Decision informity
 - E. Ambassador

170. The interpersonal activities that facilitate the accomplishment of the team's work but do not directly involve task accomplishment itself refers to
- boundary spanning activities
 - teamwork processes
 - staff validity
 - scout activities
 - decision informity
171. Which of the following are teamwork processes?
- Nominal technique, social loafing, and staff validity
 - Decision informity; staff validity, and hierarchical sensitivity
 - Transactive memory; transformative memory, and social loafing
 - Ambassador, task coordinator, and scout
 - Transition, action, and interpersonal
172. Teamwork activities that focus on preparation for future work refers to which of these?
- Interpersonal processes
 - Decision informity activities
 - Transactive memory
 - Action processes
 - Transition processes
173. Mission analysis, goal specifications, and strategy formulation are examples of which of these teamwork processes?
- Transition
 - Brainstorming
 - Transactive memory
 - Action
 - Interpersonal
174. The development of courses of action and contingency plans, and then adapting those plans in light of changes that occur in the team's environment refers to
- mission analysis
 - goal specification
 - strategy formulation
 - scout activities
 - interpersonal processes
175. Whereas _____ processes are primarily important before and between periods of taskwork, _____ processes are primarily important as the taskwork is being accomplished.
- mission analysis; scout activity
 - transition; action
 - scout activity; interpersonal
 - action; transition
 - interpersonal; transition
176. Monitoring progress towards goals is a type of
- transition process
 - brainstorming process
 - transactive memory process
 - action process
 - interpersonal process
177. Systems monitoring and helping behaviours are examples of
- action process
 - brainstorming process
 - transactive memory process
 - transition process
 - interpersonal process

178. Synchronizing team members' activities in a way that makes them mesh effectively and seamlessly refers to _____ and is an example of a(n) _____ process.
- A. scout activity; brainstorming
 - B. coordination; action
 - C. goal specification; transition
 - D. boundary spanning; transition
 - E. staff validity; interpersonal
179. Which of these teamwork processes are important before, during, and between periods of taskwork?
- A. Transition processes
 - B. Action processes
 - C. Boundary spanning processes
 - D. Creative behaviour processes
 - E. Interpersonal processes
180. Motivating and confidence building, conflict management, and affect management are types of _____
- A. interpersonal processes
 - B. action processes
 - C. boundary spanning processes
 - D. creative behaviour processes
 - E. transition processes
181. Expressions that create a sense of urgency and optimism are examples of communications that reflect which of these processes?
- A. Task coordinator
 - B. Scout
 - C. Boundary spanning
 - D. Motivating and confidence building
 - E. Systems monitoring
182. Jim was on a project team that was facing serious problems and tight deadlines. Jim started blaming other team members for the team's problems and got short tempered with others in the team. This is an example of poor _____
- A. goal specification
 - B. scout activity
 - C. affect management
 - D. mission analysis
 - E. transition process
183. Communications that reflect incompatibilities with respect to personal values or preferences refers to _____
- A. relationship conflict
 - B. goal specificity mismanagement
 - C. mission analysis deficiency
 - D. mission analysis conflict
 - E. task conflict
184. _____ refers to specific types of feelings and thoughts that coalesce in the minds of team members as a consequence of their experience working together.
- A. Task conflict
 - B. Team states
 - C. Relationship conflict
 - D. Action process
 - E. Boundary spanning

185. Which of these is not a team state as discussed in the text?
- A. Cohesion
 - B. Mental models
 - C. Transactive memory
 - D. Potency
 - E. Boundary spanning
186. When members of a team develop strong emotional bond to other members of the team and to the team itself, it refers to which of these?
- A. Cohesion
 - B. Mental models
 - C. Transactive memory
 - D. Potency
 - E. Boundary spanning
187. In highly cohesive teams, when members try to maintain harmony by striving toward consensus on issues without ever offering, seeking, or seriously considering alternative viewpoints and perspectives, it refers to
- A. action process
 - B. cross-training
 - C. boundary spanning
 - D. social loafing
 - E. groupthink
188. One way to potentially prevent problems associated with cohesion is to formally institute the role of
- A. ambassador
 - B. scout
 - C. devil's advocate
 - D. social loafing
 - E. groupthink
189. Which of these refer to the degree to which members believe that the team can be effective across a variety of situations and tasks?
- A. Cohesion
 - B. Mental models
 - C. Transactive memory
 - D. Potency
 - E. Boundary spanning
190. According to research, potency has _____ impact on team performance.
- A. a strong negative
 - B. a moderate positive
 - C. a strong positive
 - D. a moderate negative
 - E. no
191. Which of these refer to the level of common understanding among team members with regard to important aspects of the team and its tasks?
- A. Cohesion
 - B. Mental models
 - C. Transactive memory
 - D. Potency
 - E. Boundary spanning

192. _____ memory refers to how specialized knowledge is distributed among members in a manner that results in an effective system of memory for the team.
- A. Cohesive
 - B. Normative
 - C. Transactive
 - D. Potency
 - E. Bounded rational
193. In a project team at ABC International, everyone focuses on his or her specialty and what they do best, members know exactly where they can go to get information when there are gaps in their knowledge, and this team produces synergistic results. This shows that the project team at ABC has had an effective
- A. staff validity
 - B. mental model
 - C. transactive memory
 - D. potency
 - E. hierarchical sensitivity
194. Which of these refer to the degree to which teams are capable of remaining together as ongoing entities?
- A. Team states
 - B. Team viability
 - C. Team building
 - D. Groupthink
 - E. Transactive memory
195. Teamwork processes have a _____ effect on team performance.
- A. moderate positive
 - B. weak negative
 - C. moderate negative
 - D. strong positive
 - E. strong negative
196. Teamwork processes have a _____ effect on team commitment.
- A. moderate positive
 - B. weak negative
 - C. moderate negative
 - D. strong positive
 - E. strong negative

Scenario: Brain Games, Inc.

Tom, Dick, and Harry are members of a marketing team at Brain Games, Inc. (BGI) responsible for generating ideas for new product development. Tom has done a phenomenal job in gathering information necessary to help the team understand the desires and needs of the client. All things being equal, Harry has the best record of making good recommendations to Jill, vice president of marketing. Dick can make some good recommendations, but sometimes his recommendations are completely off base. Fortunately, Jill pays careful attention to what Harry has to say, but generally doesn't pay much attention to what Dick proposes. In addition to Jill, Harry has been meeting with the vice president of operations and other members of the executive team to gain support for their request to increase the marketing budget.

197. Tom's action would contribute to which factor in effective decision making at BGI?
- A. Production blocking
 - B. Staff validity
 - C. Hierarchical sensitivity
 - D. Decision informity
 - E. Transactive memory

198. The decision making records of Harry and Dick reflect which factor in effective decision making at BGI?

- A. Cohesion
- B. Staff validity
- C. Hierarchical sensitivity
- D. Decision informity
- E. Transactive memory

199. Jill's tendency to listen to Harry and ignore Dick reflect which factor in effective decision making?

- A. Production blocking
- B. Staff validity
- C. Hierarchical sensitivity
- D. Decision informity
- E. Transition process gain

200. Harry is engaging in which of the boundary spanning processes?

- A. Decision informity
- B. Task coordinator
- C. Hierarchical sensitivity
- D. Scout
- E. Ambassador

Scenario: Special Force

A special military team is getting ready for deployment to the Midwest in response to threats from a terrorist group who said they were planning to contaminate the water supply with bio-hazards. Jim is a bio-medical engineer, Scott is an environmental scientist, Megan is a virus specialist, and Susan is a critical care physician. The team also comprises three nurses and other technical experts. Jim was elected as the leader of the team. Scott is responsible for monitoring the team's progress toward its goals. Susan took on the role of a motivator and the confidence builder for the team. This team has worked together before and has developed a high level of common understanding regarding the team and its mission. Members also strongly believe that the team can be effective across a variety of situations and tasks. As a standard practice, before deployment, the team members observe how other members perform their roles by shadowing and going through simulations.

201. Scott's role of monitoring the team's progress contributes to which of these teamwork processes?

- A. Brainstorming process
- B. Action process
- C. Transactive memory process
- D. Transition process
- E. Interpersonal process

202. Beyond her task responsibilities, Susan's role also consists of behaviours that contribute to

- A. transition process
- B. brainstorming process
- C. transactive memory process
- D. action process
- E. interpersonal process

203. The team's high level of common understanding refers to which of these?

- A. Potency
- B. Cohesion
- C. Transactive memory
- D. Mental models
- E. Boundary spanning

204. This team's strong belief that they can be effective across a variety of situations reflects which of these?
- A. Moderate transactive memory
 - B. Diverse mental models
 - C. High potency
 - D. Low cohesion
 - E. Minimal boundary spanning
205. _____ involve communications that are intended to coordinate task-related issues with people or groups in other functional areas.
- A. Interpersonal processes
 - B. Decision informity activities
 - C. Transactive memory
 - D. Action processes
 - E. Task coordinator activities
206. The marketing team member who meets with an engineer to seek information about new materials is engaging in _____.
- A. interpersonal processes
 - B. decision informity activities
 - C. transactive memory
 - D. action processes
 - E. scout activities
207. The halftime adjustments made by a basketball team that is losing a game badly by considering the strengths of its opponent and developing a new strategy intended to neutralize them signifies that:
- A. goal specification involves the development and prioritization of goals related to the team's mission and strategy.
 - B. teams that pay attention to goal-related information, perhaps by charting the team's performance relative to team goals, are typically in a good position to realize when they are "off-track" and need to make changes.
 - C. transition processes are important between periods of work activity.
 - D. transition processes are relevant before the team actually begins to conduct the core aspects of its work.
 - E. team members can provide indirect help to their teammates in the form of feedback or coaching.
208. What synchronizes team members' activities in a way that makes them mesh effectively and seamlessly?
- A. Goal specification
 - B. System monitoring
 - C. Coordination
 - D. Helping behaviour
 - E. Strategy formulation
209. _____ involves keeping track of things that the team needs to accomplish its work.
- A. Goal specification
 - B. System monitoring
 - C. Coordination
 - D. Helping behaviour
 - E. Strategy formulation
210. The things which team members do or say that affect the degree to which members are motivated to work hard on the team's task, is referred to as _____.
- A. strategy formulation
 - B. goal specification
 - C. coordination
 - D. helping behaviour
 - E. motivating and confidence building

211. _____ involves activities that foster a sense of emotional balance and unity.
- A. Strategy formulation
 - B. Goal specification
 - C. Affect management
 - D. Coordination
 - E. Formulation
212. Research suggests that the _____ may be as important to determining team success as the processes that occur entirely within the team.
- A. groupthink
 - B. process gain
 - C. hierarchical sensitivity
 - D. boundary-spanning activities
 - E. staff validity
213. ____ can be beneficial to teams if it stimulates conversations that result in the development and expression of new ideas.
- A. Task conflict
 - B. Relationship conflict
 - C. Brainstorming
 - D. Potency
 - E. Coordination
214. NASA's decision to launch the space shuttle Challenger in unusually cold weather is a famous examples of _____.
- A. Cohesion
 - B. Potency
 - C. Groupthink
 - D. Boundary spanning
 - E. Mental models
215. Differentiate between teams and groups.
216. Briefly describe the types of teams using the criteria of purpose and activity, life span and member involvement. Provide specific examples of each type of team.
217. Describe how teams develop using the four stage progression model. Provide an example of your experience in a team development process.

218. Define task interdependence. Briefly describe the four primary types of task interdependence.

219. Differentiate between goal interdependence and outcome interdependence. Provide an example of each.

220. Define role. Briefly differentiate between the different types of team task roles, team building roles, and individualistic roles.

221. Identify and briefly describe the five aspects of team composition using examples.

222. Differentiate between surface-level diversity and deep-level diversity.

223. What characteristics can be used to describe teams? Develop a visual diagram for your answer. Please see Figure 10-5 in the text.

224. Briefly describe the effects of task interdependence on performance and commitment.

225. Define team process. Differentiate between process gain and process loss.

226. Briefly describe any two types of taskwork processes.

227. Define brainstorming. Identify the rules used surrounding a brainstorming session. Discuss why brainstorming doesn't work as well as individual idea generation.

228. Discuss three specific factors that account for a team's ability to make effective decisions. How can these factors be used for improving team decision making?

229. Define boundary spanning and describe the activities involved in this taskwork process. Provide an example of each activity.

230. Define teamwork process. Describe the three teamwork processes using examples.

231. What are team states? Identify and briefly describe the various team states discussed in the text.

232. Develop a visual diagram to show why some teams are more than the sum of their parts.

Chapter 10 Key

1. In self-managed work teams, members have to manage themselves by doing very specific sets of job duties, and their decision-making is confined to the activities required by those pre-specified job duties.

(p. 252)
FALSE

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #1
Difficulty Level: Moderate
Learning Outcome: 10.1*

2. In the storming stage of the team development, feelings of solidarity develop as members work towards team goals.

(p. 254)
FALSE

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #2
Difficulty Level: Moderate
Learning Outcome: 10.1*

3. In the sequential interdependence, the member performing the tasks in the latter part of the sequence depends on the member performing the task in the earlier part of the sequence, but not the other way around.

(p. 257)
TRUE

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #3
Difficulty Level: Moderate
Learning Outcome: 10.2*

4. As the level of task interdependence increases, members must spend decreasing amounts of time communicating and coordinating with other members if they want to complete tasks effectively.

(p. 257)
FALSE

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #4
Difficulty Level: Moderate
Learning Outcome: 10.2*

5. One way to create high levels of goal interdependence is to ensure that the team has a formalized mission statement that members buy into.

(p. 257)
TRUE

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #5
Difficulty Level: Moderate
Learning Outcome: 10.2*

6. High outcome interdependence exists in teams in which individual members receive rewards and punishments on the basis of their own performance, without regard to the performance of the team.

(p. 258)
FALSE

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #6
Difficulty Level: Moderate
Learning Outcome: 10.2*

7. According to research, the overall level of members' agreeableness in a team may be even more important than members' conscientiousness.

(p. 259-260)
TRUE

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #7
Difficulty Level: Hard
Learning Outcome: 10.3*

8. Task interdependence has a weak negative effect on team performance.

(p. 274) **FALSE**

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #8
Difficulty Level: Hard
Learning Outcome: 10.7

9. A team consists of two or more people who work independently over some time period to accomplish common goals related to some task-oriented purpose.

(p. 251) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #9
Difficulty Level: Hard
Learning Outcome: 10.1

10. Teams are a subset of groups.

(p. 251) **TRUE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #10
Difficulty Level: Moderate
Learning Outcome: 10.1

11. Teams and groups are similar in their approach.

(p. 251) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #11
Difficulty Level: Moderate
Learning Outcome: 10.1

12. The interactions within groups revolve around a deeper dependence on one another than the interactions within teams.

(p. 251) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #12
Difficulty Level: Moderate
Learning Outcome: 10.1

13. Interactions within teams occur with a specific task-related purpose in mind.

(p. 251) **TRUE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #13
Difficulty Level: Moderate
Learning Outcome: 10.1

14. Work teams are designed to be relatively temporary.

(p. 252) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #14
Difficulty Level: Moderate
Learning Outcome: 10.1

15. Work teams have a short life span.

(p. 252) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #15
Difficulty Level: Easy
Learning Outcome: 10.1

16. Management teams are similar to work teams in that their member involvement is very low.

(p. 252) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #16
Difficulty Level: Difficult
Learning Outcome: 10.1

17. Work teams focus on the accomplishment of core operational level production and service tasks, whereas management teams participate in managerial-level tasks that affect the entire organization.

(p. 252)

TRUE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #17
Difficulty Level: Moderate
Learning Outcome: 10.1*

18. Parallel teams require full time commitment from members.

(p. 252)

FALSE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #18
Difficulty Level: Moderate
Learning Outcome: 10.1*

19. Parallel teams can be permanent or temporary, depending on their aim.

(p. 252)

TRUE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #19
Difficulty Level: Moderate
Learning Outcome: 10.1*

20. According to the theory of team development, teams go through a progression of five stages.

(p. 253-254)

FALSE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #20
Difficulty Level: Moderate
Learning Outcome: 10.1*

21. As per the theory of team development, norming is the second stage.

(p. 253-254)

FALSE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #21
Difficulty Level: Easy
Learning Outcome: 10.1*

22. Feelings of solidarity develop as members work toward individual goals.

(p. 254)

FALSE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #22
Difficulty Level: Moderate
Learning Outcome: 10.1*

23. In sequential interdependence the interaction only occurs between members who perform tasks that are next to each other in the sequence.

(p. 257)

TRUE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #23
Difficulty Level: Moderate
Learning Outcome: 10.2*

24. In contrast to sequential interdependence, in reciprocal interdependence members are specialized to perform specific tasks.

(p. 257)

FALSE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #24
Difficulty Level: Difficult
Learning Outcome: 10.2*

25. Encourager is a team task role.
(p. 259) **FALSE**

*AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #25
Difficulty Level: Easy
Learning Outcome: 10.3*

26. One aspect of team effectiveness is team viability, which may include metrics such as quantity and quality of goods or services produced, customer satisfaction, the effectiveness or accuracy of decisions, victories, completed reports, and successful investigations.
(p. 272) **FALSE**

*AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #26
Difficulty Level: Moderate
Learning Outcome: 10.7*

27. Task performance tends to be lower in teams in which members depend on one another and have to coordinate their activities rather than when members work more or less independently.
(p. 274) **FALSE**

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #27
Difficulty Level: Moderate
Learning Outcome: 10.7*

28. High outcome interdependence promotes lower levels of cooperation.
(p. 276) **FALSE**

*AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #28
Difficulty Level: Moderate
Learning Outcome: 10.2*

29. Getting more from the team than you would expect given the capabilities of its individual members refers to process gain.
(p. 263-264) **TRUE**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #29
Difficulty Level: Moderate
Learning Outcome: 10.4*

30. Teamwork processes are the activities of team members that relate directly to the accomplishment of team tasks.
(p. 268) **FALSE**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #30
Difficulty Level: Moderate
Learning Outcome: 10.5*

31. According to research, instead of brainstorming sessions where team members offer their ideas in a group setting, teams tend to be better off when members come up with ideas on their own, as individuals, before pooling those ideas and evaluating them to arrive at a solution.
(p. 266) **TRUE**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #31
Difficulty Level: Moderate
Learning Outcome: 10.5*

32. Ambassador activities involves communication with people who are at the lower levels in the organization.
(p. 267) **FALSE**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #32
Difficulty Level: Moderate
Learning Outcome: 10.5*

33. The interpersonal activities that facilitate the accomplishment of the team's work, but do not directly involve task accomplishment itself refers to creative processes.

FALSE

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #33
Difficulty Level: Moderate
Learning Outcome: 10.5*

34. According to research, task conflict results in increased team effectiveness irrespective of the trust on the team and the manner in which the conflict is managed.

FALSE

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #34
Difficulty Level: Moderate
Learning Outcome: 10.5*

35. Research studies have shown that potency has a strong positive impact on team performance.

TRUE

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #35
Difficulty Level: Moderate
Learning Outcome: 10.6*

36. Team states refer to the effectiveness of teams and the degree to which teams are capable of remaining together as ongoing entities.

FALSE

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #36
Difficulty Level: Moderate
Learning Outcome: 10.7*

37. An effective team is generally described as the sum of its parts.

FALSE

*AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #37
Difficulty Level: Easy
Learning Outcome: 10.4*

38. Team processes are synonymous with "synergy."

FALSE

*AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #38
Difficulty Level: Easy
Learning Outcome: 10.4*

39. Process gain is most critical in situations in which the complexity of the work is high.

FALSE

*AACSB Standard: 3
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #39
Difficulty Level: Moderate
Learning Outcome: 10.4*

40. Coordination loss is a necessary aspect of the team experience.

TRUE

*AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #40
Difficulty Level: Easy
Learning Outcome: 10.4*

41. It's often quite difficult to gauge exactly how much each team member contributes to the team.
(p. 265) **TRUE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #41
Difficulty Level: Easy
Learning Outcome: 10.4

42. Social loafing can hinder a team's effectiveness.
(p. 265) **TRUE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #42
Difficulty Level: Easy
Learning Outcome: 10.4

43. When teams engage in decision making, their activities are focused on generating novel and useful ideas and solutions.
(p. 266) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #43
Difficulty Level: Easy
Learning Outcome: 10.5

44. Brainstorming works well than individual idea generation.
(p. 266) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #44
Difficulty Level: Easy
Learning Outcome: 10.5

45. By making people write down ideas on their own, brainstorming decreases social loafing and production blocking.
(p. 266) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #45
Difficulty Level: Difficult
Learning Outcome: 10.5

46. Transition processes is relevant when teams first begin their work.
(p. 268) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #46
Difficulty Level: Difficult
Learning Outcome: 10.5

47. Teamwork processes become important before the team actually begins to conduct the core aspects of its work.
(p. 268) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #47
Difficulty Level: Difficult
Learning Outcome: 10.5

48. Conflict management is an action process.
(p. 269) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #48
Difficulty Level: Moderate
Learning Outcome: 10.5

49. According to the researchers, cohesive team is always a good team.
(p. 270) **FALSE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #49
Difficulty Level: Moderate
Learning Outcome: 10.6

50. Cohesiveness tends to promote higher levels of team performance.

(p. 270) **TRUE**

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #50
Difficulty Level: Moderate
Learning Outcome: 10.6

51. Team potency is promoted in teams which have found success in the past.

(p. 271) **TRUE**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #51
Difficulty Level: Moderate
Learning Outcome: 10.6

52. Teamwork processes have a moderate negative relationship with team performance.

(p. 275) **FALSE**

AACSB Standard: 3
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #52
Difficulty Level: Moderate
Learning Outcome: 10.7

53. The intended benefits of investments in team training have always been realized.

(p. 274-275) **FALSE**

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #53
Difficulty Level: Moderate
Learning Outcome: 10.7

54. Red Team at Mints International can also be described as a Quality Circle.

(p. 252) **TRUE**

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #54
Difficulty Level: Moderate
Learning Outcome: 10.1

55. Gold Teams at MI are good examples of parallel teams.

(p. 252) **FALSE**

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #55
Difficulty Level: Moderate
Learning Outcome: 10.1

56. A _____ consists of two or more people who work interdependently over some time period to accomplish common goals related to some task-oriented purpose.

- (p. 251)
- A.** team
 - B. composition
 - C. pooled structure
 - D. mission
 - E. segment

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #56
Difficulty Level: Easy
Learning Outcome: 10.4, 10.1

57. When it comes to interactions, teams differ from groups in two important aspects:

- (p. 251)
- A. Roles and norms
 - B. spatial orientation and response orientation
 - C. oral and written expressions
 - D.** deeper interdependence and a specific task-related purpose
 - E. none of these

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #57
Difficulty Level: Hard
Learning Outcome: 10.4, 10.1

58. The interactions in teams, as opposed to groups, revolve around

(p. 251)

- A. Coercive power
- B. social loafing
- C. deeper dependence**
- D. spatial orientation
- E. pooled interdependence

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #58
Difficulty Level: Moderate
Learning Outcome: 10.4, 10.1

59. Which of the following is not a type of team described in the text?

(p. 252-253)

- A. Work
- B. Management
- C. Parallel
- D. Action
- E. Synchronized**

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #59
Difficulty Level: Easy
Learning Outcome: 10.1

60. The purpose of which of these teams is to produce goods or provide services on an on-going basis?

(p. 252)

- A. Work**
- B. Management
- C. Parallel
- D. Action
- E. Project

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #60
Difficulty Level: Easy
Learning Outcome: 10.1

61. Production teams and sales teams are specific examples of which of these types of teams?

(p. 252)

- A. Management
- B. Action
- C. Parallel
- D. Project
- E. Work**

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #61
Difficulty Level: Moderate
Learning Outcome: 10.1

62. Which of these teams at Global Works, Inc. are most likely be designed to be relatively permanent?

(p. 252)

- A. Management and work**
- B. Action and parallel
- C. Parallel and project
- D. Project and work
- E. Work and action

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #62
Difficulty Level: Moderate
Learning Outcome: 10.1

63. Whereas _____ teams focus on the accomplishment of core operational-level production and service tasks, _____ teams participate in on-going administrative and coordinating tasks that affect the entire organization.
- A. management; work
 - B. action; work
 - C. parallel; project
 - D. project; work
 - E. work; management**

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #63
Difficulty Level: Moderate
Learning Outcome: 10.1

64. Which team at ABC International would be responsible for coordinating the activities of ABC's subunits to help ABC achieve its long-term goals?
- A. Work
 - B. Management**
 - C. Parallel
 - D. Action
 - E. Project

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #64
Difficulty Level: Moderate
Learning Outcome: 10.1

65. The purpose of which of these teams is to provide recommendations and resolve issues?
- A. Work
 - B. Management
 - C. Parallel**
 - D. Action
 - E. Project

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #65
Difficulty Level: Moderate
Learning Outcome: 10.1

66. Quality circles and advisory councils are specific examples of which of these teams?
- A. Project
 - B. Management
 - C. Work
 - D. Action
 - E. Parallel**

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #66
Difficulty Level: Moderate
Learning Outcome: 10.1

67. Which of these teams mostly likely requires only part-time commitment from members?
- A. Action
 - B. Management
 - C. Work
 - D. Parallel**
 - E. None of these

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #67
Difficulty Level: Moderate
Learning Outcome: 10.1

68. Famously Fresh, Inc. has recently formed several teams of members with different types of training and expertise to take on "one-time" tasks that are generally complex and require a lot of input from the members. These teams can be described as which of the following?

(p. 252-253)

- A.** Project
- B. Management
- C. Work
- D. Action
- E. Parallel

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #68
Difficulty Level: Moderate
Learning Outcome: 10.1*

69. Planning teams are an example of which of the following?

(p. 252-253)

- A. Parallel
- B.** Project
- C. Management
- D. Action
- E. Work

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #69
Difficulty Level: Moderate
Learning Outcome: 10.1*

70. _____ teams have life spans that vary in duration, and perform tasks that take place in highly visible or challenging circumstances.

(p. 253)

- A. Parallel
- B. Project
- C. Management
- D.** Action
- E. Work

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #70
Difficulty Level: Moderate
Learning Outcome: 10.1*

71. A musical group and a sports team are examples of which of these teams?

(p. 253)

- A. Parallel
- B. Project
- C. Management
- D.** Action
- E. Work

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #71
Difficulty Level: Moderate
Learning Outcome: 10.1*

72. _____ teams are teams in which the members are geographically dispersed, and interdependent activity occurs through electronic communications.

(p. 253)

- A.** Virtual
- B. Project
- C. Management
- D. Action
- E. Work

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #72
Difficulty Level: Moderate
Learning Outcome: 10.1*

73. According to the most well known theory of team development, teams go through a progression of all of these stages except
(p. 253-254)
- A. performing
 - B. forming
 - C. norming
 - D. warming**
 - E. storming

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #73
Difficulty Level: Easy
Learning Outcome: 10.1

74. According to the most well known theory of team development, which of these represent the first stage?
(p. 253-254)
- A. Performing
 - B. Forming**
 - C. Norming
 - D. Warming
 - E. Storming

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #74
Difficulty Level: Easy
Learning Outcome: 10.1

75. In the team at Globus International, members are orienting themselves by trying to understand their boundaries and get a feel for what is expected of them. This team can be described at which stage of team development?
(p. 253-254)
- A. Storming
 - B. Warming
 - C. Norming
 - D. Forming**
 - E. Performing

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #75
Difficulty Level: Moderate
Learning Outcome: 10.1

76. According to the most well known theory of team development, which of these represent the second stage?
(p. 254)
- A. Performing
 - B. Forming
 - C. Norming
 - D. Warming
 - E. Storming**

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #76
Difficulty Level: Moderate
Learning Outcome: 10.1

77. In the _____ stage of team development, members remain committed to ideas they bring with them to the team and are unwilling to accommodate others' ideas.
(p. 254)
- A. performing
 - B. forming
 - C. storming**
 - D. projecting
 - E. norming

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #77
Difficulty Level: Moderate
Learning Outcome: 10.1

78. During which stage of team development, do members realize that they need to work together to accomplish team goals and begin to cooperate, and build solidarity?
(p. 254)
- A. Performing
 - B. Forming
 - C. Norming**
 - D. Warming
 - E. Storming

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #78
Difficulty Level: Moderate
Learning Outcome: 10.1*

79. Which of these is the final stage of team development?
(p. 254)
- A. Performing**
 - B. Forming
 - C. Norming
 - D. Warming
 - E. Storming

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #79
Difficulty Level: Easy
Learning Outcome: 10.1*

80. Which of these represent the predicted sequence of stages in team development progression?
(p. 253-254)
- A. Performing, Forming, Norming, and Warning
 - B. Forming, Storming, Norming, and Performing**
 - C. Norming, Forming, Performing, and Storming
 - D. Warming, Forming, Storming, and Performing
 - E. Storming, Warning, Performing, and Forming

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #80
Difficulty Level: Moderate
Learning Outcome: 10.1*

81. In the team development process, punctuated equilibrium takes place at
(p. 255)
- A. the beginning of the development process
 - B. the midpoint**
 - C. towards the end of the development process
 - D. after the team is fully developed
 - E. none of these

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #81
Difficulty Level: Moderate
Learning Outcome: 10.1*

82. The degree to which team members interact with and rely on other team members for the information, materials, and resources needed to accomplish work for the team refers to
(p. 256)
- A. task interdependence**
 - B. goal interdependence
 - C. deep-level diversity
 - D. outcome interdependence
 - E. the storming stage of team development

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #82
Difficulty Level: Moderate
Learning Outcome: 10.2*

83. The type of task interdependence with the lowest degree of required coordination is _____ interdependence.
- A. comprehensive
 - B. sequential
 - C. pooled**
 - D. reciprocal
 - E. response

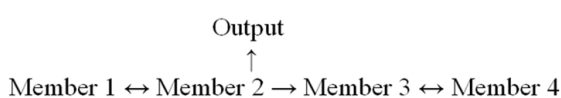
AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #83
Difficulty Level: Moderate
Learning Outcome: 10.2

84. At Great Garments, employee teams work on putting decorative tags on children's clothing. They get the clothing from a common bin, thread the needle with appropriate color thread, and hand-stitch the tag on the clothing. When completed, the finished pieces are thrown in another common bin which at the end of the day gets counted as the team's daily production. This is an example of which of these interdependences?
- A. Reciprocal
 - B. Pooled**
 - C. Sequential
 - D. Comprehensive
 - E. Response

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #84
Difficulty Level: Moderate
Learning Outcome: 10.2

85. "Member 1 → Member 2 → Member 3 → Member 4 → Output" represents which of these interdependences?
- A. Pooled
 - B. Reciprocal
 - C. Response
 - D. Comprehensive
 - E. Sequential**

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #85
Difficulty Level: Moderate
Learning Outcome: 10.2

86. 
- Member 1 ↔ Member 2 → Member 3 ↔ Member 4

This represents which of these task interdependences?

- A. Pooled
- B. Reciprocal**
- C. Response
- D. Comprehensive
- E. Sequential

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #86
Difficulty Level: Hard
Learning Outcome: 10.2

87. With _____ interdependence, different tasks are done in a prescribed order, and the group is structured such that the members specialize in these tasks.
- (p. 257)
- A. comprehensive
 - B. sequential**
 - C. pooled
 - D. reciprocal
 - E. response

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #87
Difficulty Level: Moderate
Learning Outcome: 10.2

88. Tata Motors utilizes the classic assembly line in manufacturing its automobile products. This is an example of which type of interdependence?
- (p. 257)
- A. Pooled
 - B. Reciprocal
 - C. Response
 - D. Comprehensive
 - E. Sequential**

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #88
Difficulty Level: Hard
Learning Outcome: 10.2

89. The highest level of interaction and coordination among members is required in _____ interdependence.
- (p. 257)
- A. comprehensive**
 - B. sequential
 - C. pooled
 - D. reciprocal
 - E. response

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #89
Difficulty Level: Moderate
Learning Outcome: 10.2

90. In groups with _____ interdependence, each member has a great deal of discretion in terms of what they do and with whom they interact in the course of the collaboration involved in accomplishing the team's work.
- (p. 257)
- A. sequential
 - B. response
 - C. pooled
 - D. reciprocal
 - E. comprehensive**

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #90
Difficulty Level: Moderate
Learning Outcome: 10.2

91. Which of these exists when team members have a shared vision of the team's goal and align their individual goals with that vision as a result?
- (p. 257)
- A. Task interdependence
 - B. Goal interdependence**
 - C. Deep-level diversity
 - D. Outcome interdependence
 - E. The forming stage of team development

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #91
Difficulty Level: Easy
Learning Outcome: 10.2

92. A high degree of _____ interdependence exists when team members share in the rewards that the team earns.
(p. 258)
- A. task
 - B. goal
 - C. sequential
 - D. outcome**
 - E. reciprocal

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #92
Difficulty Level: Moderate
Learning Outcome: 10.2

93. A(n) _____ is defined as the behaviour a person is expected to display in a given context.
(p. 258)
- A. role**
 - B. goal
 - C. ability
 - D. value
 - E. belief

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #93
Difficulty Level: Moderate
Learning Outcome: 10.3

94. Roger plays the role of a devil's advocate and offers constructive challenges to his team's status quo. This is an example of which of these roles?
(p. 259)
- A. Individualistic
 - B. Team task**
 - C. Team building
 - D. Team composition
 - E. Team compensation

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #94
Difficulty Level: Moderate
Learning Outcome: 10.3

95. Maggie always plays the role of an orienter who establishes the direction for her team at ABC Manufacturing. This is an example of which of these roles?
(p. 259)
- A. Individualistic
 - B. Team building
 - C. Team composition
 - D. Team task**
 - E. Team compensation

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #95
Difficulty Level: Moderate
Learning Outcome: 10.3

96. Bianca has found herself playing the role of an energizer who motivates her team members to work harder towards the team goals. This is an example of which of these roles?
(p. 259)
- A. Team task**
 - B. Team building
 - C. Team composition
 - D. Individualistic
 - E. Team compensation

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #96
Difficulty Level: Moderate
Learning Outcome: 10.3

97. Which of these roles refer to behaviours that influence the quality of the team's social climate?
(p. 259)
- A. Team task
 - B. Team building**
 - C. Team composition
 - D. Individualistic
 - E. Team compensation

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #97
Difficulty Level: Moderate
Learning Outcome: 10.3*

98. All of these are team task roles except
(p. 259)
- A. initiator-contributor
 - B. orienter
 - C. energizer
 - D. procedural-technician
 - E. compromiser**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #98
Difficulty Level: Moderate
Learning Outcome: 10.3*

99. It appears that Josh is always mediating differences between the group members as they work on the case analysis needed for their class. Josh is playing which of these roles?
(p. 259)
- A. Encourager
 - B. Standard setter
 - C. Energizer
 - D. Harmonizer**
 - E. Compromiser

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #99
Difficulty Level: Moderate
Learning Outcome: 10.3*

100. Mike is able to motivate teammates to achieve goals. Mike appears to be engaging in which of these team building roles?
(p. 259)
- A. Encourager
 - B. Compromiser
 - C. Energizer**
 - D. Harmonizer
 - E. Gatekeeper/expediter

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #100
Difficulty Level: Moderate
Learning Outcome: 10.3*

101. Which of these is a team task role?
(p. 259)
- A. Aggressor
 - B. Energizer**
 - C. Harmonizer
 - D. Dominator
 - E. Follower

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #101
Difficulty Level: Moderate
Learning Outcome: 10.3*

102. Which of these is a team building role?

(p. 259)

- A. Aggressor
- B. Energizer
- C. Harmonizer**
- D. Dominator
- E. Coordinator

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #102
Difficulty Level: Moderate
Learning Outcome: 10.3

103. Which of these is an individualistic role?

(p. 259)

- A. Aggressor**
- B. Energizer
- C. Harmonizer
- D. Follower
- E. Coordinator

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #103
Difficulty Level: Moderate
Learning Outcome: 10.3

104. Margie constantly expresses disapproval of her teammates' ideas and makes comments that are often deflating. Margie can be described as engaging in which of these roles?

(p. 259)

- A. Aggressor**
- B. Dominator
- C. Blocker
- D. Recognition seeker
- E. Slacker

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #104
Difficulty Level: Moderate
Learning Outcome: 10.3

105. Tom has the reputation of manipulating team members for personal control. Tom can be described as a(n)

(p. 259)

- A. aggressor
- B. dominator**
- C. blocker
- D. recognition seeker
- E. slacker

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #105
Difficulty Level: Moderate
Learning Outcome: 10.3

106. _____ are tasks where the effectiveness of the team depends on the member who possesses the highest level of the ability relevant to the task.

(p. 259)

- A. disjunctive tasks**
- B. similarity-attraction tasks
- C. surface-level tasks
- D. conjunctive tasks
- E. additive tasks

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #106
Difficulty Level: Moderate
Learning Outcome: 10.3

107. Tasks for which the team's performance depends on the abilities of the "weakest link" are called
(p. 259) A. disjunctive tasks
B. similarity-attraction tasks
C. surface-level tasks
D. conjunctive tasks
E. additive tasks

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #107
Difficulty Level: Moderate
Learning Outcome: 10.3

108. A theory that has been used widely to explain why diversity may have negative effects is called
(p. 260-261) the
A. disjunctive approach
B. similarity-attraction approach
C. surface-level approach
D. conjunctive approach
E. additive approach

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #108
Difficulty Level: Moderate
Learning Outcome: 10.3

109. _____ diversity refers to diversity regarding observable attributes such as race, ethnicity, sex, and
(p. 261) age.
A. Disjunctive
B. Similarity-attraction
C. Surface-level
D. Conjunctive
E. Deep-level

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #109
Difficulty Level: Moderate
Learning Outcome: 10.3

110. _____ diversity refers to diversity with respect to attributes that are less easy to observe initially but
(p. 262) that can be inferred after more direct experience.
A. Disjunctive
B. Similarity-attraction
C. Surface-level
D. Conjunctive
E. Deep-level

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #110
Difficulty Level: Moderate
Learning Outcome: 10.3

111. Differences in attitudes, values, and personality are good examples of which of these diversity?
(p. 262) **A. Deep-level**
B. Similarity-attraction
C. Surface-level
D. Conjunctive
E. Disjunctive

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #111
Difficulty Level: Moderate
Learning Outcome: 10.3

112. According to research, having a greater number of members is beneficial for _____ teams but not for _____ teams.
(p. 262)
- A. management; project
 - B. production; project
 - C. project; management
 - D. production tasks; management
 - E. project; production**

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #112
Difficulty Level: Hard
Learning Outcome: 10.3

113. The likelihood that the team can work together effectively into the future is called
(p. 272)
- A. team viability**
 - B. surface-level diversity
 - C. team development
 - D. deep-level diversity
 - E. team integration

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #113
Difficulty Level: Easy
Learning Outcome: 10.7

114. Team commitment is sometimes called
(p. 272)
- A. team viability**
 - B. surface-level diversity
 - C. team development
 - D. deep-level diversity
 - E. team integration

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #114
Difficulty Level: Moderate
Learning Outcome: 10.7

115. The relationship between task interdependence and team performance is
(p. 274)
- A. weakly positive
 - B. weakly negative
 - C. moderately positive**
 - D. strongly negative
 - E. strongly positive

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #115
Difficulty Level: Moderate
Learning Outcome: 10.7

116. Task interdependence has a _____ relationship with team commitment.
(p. 274)
- A. weak positive
 - B. weak negative**
 - C. moderate positive
 - D. strong negative
 - E. strong positive

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #116
Difficulty Level: Moderate
Learning Outcome: 10.7

Scenario: Mints International (MI)

Mints International (MI) has recently implemented the team approach to accomplishing the tasks and goals at all of its divisions. The company has developed a color code for different teams. Members of Gold Teams work together on an ongoing basis to produce the mints. Silver Teams are responsible for coordinating the activities of its marketing, production, finance, and human resources functions. In the production department, MI has created a special team that consists of individuals who normally perform core production tasks, but also meet regularly to identify production-related problems and opportunities for improvement. This team is called the Red Team. Finally, MI has created the Blue Teams. These teams take on "one-time" tasks that are generally complex and require a lot of input from members with different types of training and expertise. A good example of a Blue Team at MI is a product design team that it created for entering a new foreign market.

Colquitt - Chapter 10

117. Gold Teams at Mints International are examples of which of these teams?

- (p. 252)
- A. Project
 - B. Management
 - C. Work**
 - D. Action
 - E. Parallel

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #117
Difficulty Level: Moderate
Learning Outcome: 10.1*

118. Silver Teams at Mints International are examples of which of these teams?

- (p. 252)
- A. Project
 - B. Management**
 - C. Work
 - D. Action
 - E. Parallel

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #118
Difficulty Level: Moderate
Learning Outcome: 10.1*

119. Blue Teams at Mints International are examples of which of these teams?

- (p. 252)
- A. Project**
 - B. Management
 - C. Work
 - D. Action
 - E. Parallel

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #119
Difficulty Level: Moderate
Learning Outcome: 10.1*

120. Red Team at Mints International is an example of which of these teams?

- (p. 252)
- A. Project
 - B. Management
 - C. Work
 - D. Action
 - E. Parallel**

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #120
Difficulty Level: Moderate
Learning Outcome: 10.1*

Scenario: The Gold Teams

Mints International (MI) has recently implemented the team approach to accomplishing the tasks and goals at all of its divisions. The company has developed a color code for different teams. Members of Gold Teams work together on an ongoing basis to produce the mints. In Gold Team A, members are still committed to the ideas they brought with them to the team, and they are unwilling to accommodate the ideas of other members. In this particular team, members mix the ingredients and bake the mints themselves, and once they are cooked, they are placed in a large tank. At the end of the day, the tank is weighed to determine the team's productivity. Gold Team B, which consists of only 4 members, utilizes a different approach to producing mints. Two members work together to add and mix ingredients. Once the batter is formed, members 1 and 2 send it to members 3 and 4. Members 3 and 4 then work together to finalize the color, flavor, texture, and packing of the mints. Members of the Team B are comfortable working within their roles and they make good progress toward their daily goals.

Colquitt - Chapter 10

121. Gold Team A can be described at which stage of team development?

- (p. 254)
- A. Norming
 - B. Warming
 - C. Forming
 - D. Storming**
 - E. Performing

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #121
Difficulty Level: Moderate
Learning Outcome: 10.1*

122. Gold Team B can be described at which stage of team development?

- (p. 254)
- A. Norming
 - B. Warming
 - C. Forming
 - D. Storming
 - E. Performing**

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #122
Difficulty Level: Moderate
Learning Outcome: 10.1*

123. Gold Team A uses _____ task interdependence.

- (p. 257)
- A. Reciprocal
 - B. Pooled**
 - C. Sequential
 - D. Comprehensive
 - E. Response

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #123
Difficulty Level: Moderate
Learning Outcome: 10.2*

124. Gold Team B uses _____ task interdependence.

- (p. 380-381)
- A. Reciprocal**
 - B. Pooled
 - C. Sequential
 - D. Comprehensive
 - E. Response

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #124
Difficulty Level: Moderate
Learning Outcome: 10.2*

125. Committees which are formed to deal with unique issues or issues that arise only periodically are an example of _____.
- (p. 257)
- A. project team
 - B.** parallel team
 - C. action team
 - D. management team
 - E. audit team

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #125
Difficulty Level: Easy
Learning Outcome: 10.1

126. A planning team comprised of engineers, architects, designers, and builders, charged with designing a suburban town center is an example of _____ team.
- (p. 252)
- A. parallel
 - B. action
 - C. work
 - D.** project
 - E. management

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #126
Difficulty Level: Moderate
Learning Outcome: 10.1

127. Communications and group networking software are associated with which of these teams?
- (p. 253)
- A. Work team
 - B. Action team
 - C. Project team
 - D.** Virtual team
 - E. Management team

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #127
Difficulty Level: Moderate
Learning Outcome: 10.1

128. With _____ there are established rules and standard operating procedures that guide team members' behaviour and their interactions with one another.
- (p. 253)
- A. management teams
 - B.** action teams
 - C. project teams
 - D. parallel teams
 - E. work teams

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #128
Difficulty Level: Moderate
Learning Outcome: 10.1

129. In which type of task interdependence group members complete their work assignments independently, and then this work is simply "piled up" to represent the group's output?
- (p. 257)
- A. Comprehensive
 - B. Sequential
 - C.** Pooled
 - D. Reciprocal
 - E. Response

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #129
Difficulty Level: Moderate
Learning Outcome: 10.2

130. In _____ interdependence, members interact with a subset of other members to complete the team's work.
(p. 257)
- A. pooled
 - B. reciprocal**
 - C. response
 - D. comprehensive
 - E. sequential

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #130
Difficulty Level: Hard
Learning Outcome: 10.2

131. As the level of task interdependence _____, members must spend _____ amounts of time communicating and coordinating with other members to complete tasks.
(p. 257)
- A. decreases, decreasing
 - B. increases, increasing**
 - C. increases, decreasing
 - D. decreases, increasing
 - E. remains the same, increasing

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #131
Difficulty Level: Difficult
Learning Outcome: 10.2

132. _____ in task interdependence _____ the ability of the team to adapt to new situations.
(p. 257)
- A. Increases, increase**
 - B. Increases, decrease
 - C. Decreases, increase
 - D. Decreases, decrease
 - E. Fall, reduces

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #132
Difficulty Level: Difficult
Learning Outcome: 10.2

133. In addition to being linked to one another by task activities, members may be linked by their _____.
(p. 257)
- A. interests
 - B. values
 - C. goals**
 - D. culture
 - E. profession

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #133
Difficulty Level: Difficult
Learning Outcome: 10.2

134. _____ can take a variety of forms, but good ones clearly describe what the team is trying to accomplish in a way that creates a sense of commitment and urgency among team members.
(p. 257-258)
- A. Vision statement
 - B. Goals
 - C. Objectives
 - D. Mission statement**
 - E. Strategic plan

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #134
Difficulty Level: Moderate
Learning Outcome: 10.2

135. Goal interdependence should not be taken for granted even in situations in which the goal seems _____.
- A. unachievable
 - B. too far
 - C. self evident**
 - D. achievable
 - E. very clear

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #135
Difficulty Level: Moderate
Learning Outcome: 10.2

136. _____ interdependence relates to how members are linked to one another in terms of the feedback and outcomes they receive as a consequence of working in the team.
- A. Task
 - B. Goal
 - C. Sequential
 - D. Outcome**
 - E. Reciprocal

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #136
Difficulty Level: Easy
Learning Outcome: 10.2

137. High _____ interdependence also implies that team members depend on the performance of other team members for the rewards that they receive.
- A. task
 - B. goal
 - C. sequential
 - D. outcome**
 - E. reciprocal

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #137
Difficulty Level: Easy
Learning Outcome: 10.2

138. Low _____ interdependence exists in teams in which individual members receive rewards and punishments on the basis of their own performance, without regard to the performance of the team.
- A. task
 - B. goal
 - C. sequential
 - D. outcome**
 - E. reciprocal

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #138
Difficulty Level: Easy
Learning Outcome: 10.2

139. The predominant theory that has been used to explain why diversity has positive effects is called the _____.
- A. value in diversity problem-solving approach**
 - B. similarity-attraction approach
 - C. surface-level diversity
 - D. deep-level diversity
 - E. conjunctive diversity

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #139
Difficulty Level: Easy
Learning Outcome: 10.3

140. Task interdependence has a _____ effect on viability for teams doing complex knowledge work.
(p. 274)
- A. weaker
 - B. stronger**
 - C. moderate
 - D. negative
 - E. positive

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #140
Difficulty Level: Moderate
Learning Outcome: 10.7

141. _____, means that members receive rewards that are dependent on both their team's performance and how well they perform as individuals.
(p. 276)
- A. task interdependence
 - B. hybrid outcome interdependence**
 - C. goal interdependence
 - D. member ability
 - E. member personality

AACSB Standard: 3
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #141
Difficulty Level: Moderate
Learning Outcome: 10.2

142. The different types of activities and interactions that occur within teams that contribute to their ultimate end goals refers to team
(p. 262)
- A. characteristics
 - B. process**
 - C. composition
 - D. interdependence
 - E. ability

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #142
Difficulty Level: Easy
Learning Outcome: 10.4

143. When you get from teams "more than the sum of their parts", the teams seem to benefit from
(p. 263-264)
- A. process gain**
 - B. staff validity
 - C. team informity
 - D. team commitment
 - E. teamwork KSAs

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #143
Difficulty Level: Moderate
Learning Outcome: 10.4

144. Process gain is synonymous with
(p. 263-264)
- A. motivation
 - B. groupthink
 - C. synergy**
 - D. scout activities
 - E. teamwork KSAs

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #144
Difficulty Level: Moderate
Learning Outcome: 10.4

145. When a soccer team composed of elite "all stars" fails to win games, it can be due to
(p. 265) A. process gain
B. staff validity
C. hierarchical sensitivity
D. process loss
E. boundary spanning

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #145
Difficulty Level: Easy
Learning Outcome: 10.4

146. Two factors that directly contribute to process losses are
(p. 265) **A. coordination loss and motivational loss**
B. staff loss and scout loss
C. hierarchical sensitivity loss and scout activity loss
D. staff validity loss and hierarchical sensitivity loss
E. none of these

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #146
Difficulty Level: Moderate
Learning Outcome: 10.4

147. Josh, George, Megan, and Kristin are team members in an Organizational Behaviour class. As a team, they are responsible for conducting a case analysis and presenting the results to the class. Josh and Kristin have worked very hard. However, George and Megan did not work as hard as they could have, nor did they do what was necessary for the team to complete the project effectively. The loss in team productivity that occurred due to George and Megan refers to
(p. 265) A. coordination loss
B. scout loss
C. hierarchical sensitivity loss
D. staff validity loss
E. motivational loss

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #147
Difficulty Level: Hard
Learning Outcome: 10.4

148. When members of a team exert less effort when working on team tasks than they would if they worked alone on those same tasks, it refers to
(p. 265) A. groupthink
B. social loafing
C. hierarchical sensitivity
D. staff validity loss
E. transition process

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #148
Difficulty Level: Moderate
Learning Outcome: 10.4

149. An organizational behaviour class requires completion of individual assignments and a team project. Josh, George, Megan, and Kristin are members of one team in this class. The team project involves a written case analysis and a presentation of the results to the class, and members of the team will receive the same grade for this work. Josh and Kristin worked extremely hard on the team project. George and Megan believed that the team would receive a good grade because of Josh and Kristin's work, and so rather than working hard on the team project, they put all their effort in their individual assignments. George and Megan engaged in
- A. groupthink
 - B. staff validity loss
 - C. hierarchical sensitivity
 - D. social loafing**
 - E. transition loss

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #149
Difficulty Level: Hard
Learning Outcome: 10.4*

150. In the context of teams, three types of taskwork processes are crucially important: creative behaviour, decision making, and
- A. groupthink
 - B. interpersonal process
 - C. boundary spanning**
 - D. teamwork
 - E. transition process

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #150
Difficulty Level: Moderate
Learning Outcome: 10.5*

151. When teams engage in _____, their activities are focused on generating novel and ideas and solutions.
- A. social loafing
 - B. creative behaviour**
 - C. boundary spanning
 - D. transition process
 - E. groupthink

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #151
Difficulty Level: Moderate
Learning Outcome: 10.5*

152. The best known activity that teams use to foster creative behaviour is
- A. potency models
 - B. job-training
 - C. boundary spanning
 - D. social loafing
 - E. brainstorming**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #152
Difficulty Level: Moderate
Learning Outcome: 10.5*

153. Which of these involves a face-to-face meeting of team members in which each offers as many ideas as possible about some focal problem or issue?

(p. 266)

- A.** Brainstorming
- B. Cross-training
- C. Boundary spanning
- D. Social loafing
- E. Groupthink

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #153
Difficulty Level: Moderate
Learning Outcome: 10.5

154. Popular rules of brainstorming include all of following except:

(p. 266)

- A. build on the ideas of others
- B.** go for quality of ideas rather than quantity
- C. express all ideas that come to mind
- D. don't criticize or evaluate the ideas of others
- E. all of these are effective brainstorming rules

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #154
Difficulty Level: Moderate
Learning Outcome: 10.5

155. Two reasons why brainstorming doesn't work as well as individual idea generation are

(p. 266)

- A. groupthink and social loafing
- B. social loafing process gain
- C. process gain and process loss
- D.** social loafing and hesitance to express oneself
- E. process gain and production blocking

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #155
Difficulty Level: Hard
Learning Outcome: 10.5

156. Which three specific factors have been found to account for a team's ability to make effective decisions?

(p. 266-267)

- A. Groupthink, social loafing, and process rotation
- B.** Decision informity; staff validity, and hierarchical sensitivity
- C. Transactive memory; transformative memory, and decision memory
- D. Individual effort, team effort, and boundary spanning effort
- E. Decision redundancy, social facilitation and transactive memory

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #156
Difficulty Level: Moderate
Learning Outcome: 10.5

157. A project team at ABC International is given the task to develop new product ideas for three different foreign markets. _____ reflects whether the project team members at ABC possess adequate information about their own task responsibilities.

(p. 266)

- A.** Decision informity
- B. Staff validity
- C. Hierarchical sensitivity
- D. Transportable competency
- E. Transactive memory

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #157
Difficulty Level: Moderate
Learning Outcome: 10.5

158. If the team member in charge of marketing does not gather information necessary to help the team understand the desires and needs of the client, it reflects which of these factors of effective decisions?
(p. 266)

- A. Transactive memory
- B. Staff validity
- C. Hierarchical sensitivity
- D. Production gain
- E. Decision informity**

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #158
Difficulty Level: Moderate
Learning Outcome: 10.5

159. Which of these refers to the degree to which members of the team make useful recommendations to the leader?
(p. 266)

- A. Transactive memory
- B. Staff validity**
- C. Hierarchical sensitivity
- D. Production gain
- E. Decision informity

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #159
Difficulty Level: Moderate
Learning Outcome: 10.5

160. Country Project Team at ABC International is given the task to develop new product ideas for three different foreign markets. Team members possessed all the necessary information to make a good recommendation for each of the three countries, but they failed to do so because of the lack of insight and good judgment. This reflects which of these effective decision factors?
(p. 266)

- A. Hierarchical sensitivity
- B. Transactive memory
- C. Staff validity**
- D. Production blocking
- E. Decision informity

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #160
Difficulty Level: Moderate
Learning Outcome: 10.5

161. _____ reflects the degree to which the leader effectively weighs the recommendations of the members.
(p. 266-267)

- A. hierarchical sensitivity**
- B. transactive memory
- C. staff validity
- D. production blocking
- E. decision informity

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #161
Difficulty Level: Easy
Learning Outcome: 10.5

162. Which of these taskwork processes involves activities with individuals and groups other than those who are considered part of the team?
(p. 267)
- A. Action process
 - B. Cross-training
 - C. Boundary spanning**
 - D. Social loafing
 - E. Groupthink

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #162
Difficulty Level: Moderate
Learning Outcome: 10.5*

163. Which of these activities are boundary spanning activities?
(p. 267-268)
- A. Groupthink, social loafing, and staff validity
 - B. Decision informity; staff validity, and hierarchical sensitivity
 - C. Transactive memory; transformative memory, and social loafing
 - D. Ambassador, task coordinator, and scout**
 - E. Decision informity, social loafing, and transactive memory

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #163
Difficulty Level: Moderate
Learning Outcome: 10.5*

164. _____ activities refer to communications that are intended to protect the team, persuade others to support the team, or obtain important resources for the team.
(p. 267)
- A. Hierarchical sensitivity
 - B. Task coordinator
 - C. Ambassador**
 - D. Scout
 - E. Decision informity

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #164
Difficulty Level: Easy
Learning Outcome: 10.5*

165. In performing the boundary spanning role in a team, members who engage in ambassador activities typically communicate with people who are
(p. 267)
- A. higher up in the organization**
 - B. vendors and distributors of the organization
 - C. front line production supervisors in the industry
 - D. board of directors only
 - E. peers and those below the team's level in the organization

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #165
Difficulty Level: Moderate
Learning Outcome: 10.5*

166. James, a member of a marketing team at MBI recently met with a member of the executive management team at MBI Corporate Headquarters to get support for his team's request to increase the budget for an expanded print media campaign. This is an example of which of these boundary spanning activities?
(p. 267)
- A. Decision informity
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Scout
 - E. Ambassador**

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #166
Difficulty Level: Hard
Learning Outcome: 10.5*

167. (p. 267-268) At Healthy Products, Inc., Rebecca, a member of the marketing team, recently met with George from manufacturing to explore how new product samples and their coupons can be incorporated in the packaged consumer goods. This is an example of which of these boundary spanning activities?
- A. Decision informity
 - B. Task coordinator**
 - C. Hierarchical sensitivity
 - D. Scout
 - E. Ambassador

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #167
Difficulty Level: Hard
Learning Outcome: 10.5*

168. (p. 268) _____ activities refer to things team members do to obtain information about technology, competitors, or the broader marketplace.
- A. Decision informity
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Scout**
 - E. Ambassador

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #168
Difficulty Level: Easy
Learning Outcome: 10.5*

169. (p. 268) At Taser Sport, Inc. (TSI), Tammy, a member of the marketing team, recently met with Mike from Research and Development to learn about new technology and materials that were being experimented with at TSI and other companies in the industry. This is an example of which of these boundary spanning activities?
- A. Scout**
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Decision informity
 - E. Ambassador

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #169
Difficulty Level: Hard
Learning Outcome: 10.5*

170. (p. 268) The interpersonal activities that facilitate the accomplishment of the team's work but do not directly involve task accomplishment itself refers to
- A. boundary spanning activities
 - B. teamwork processes**
 - C. staff validity
 - D. scout activities
 - E. decision informity

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #170
Difficulty Level: Easy
Learning Outcome: 10.5*

171. (p. 268-269) Which of the following are teamwork processes?
- A. Nominal technique, social loafing, and staff validity
 - B. Decision informity; staff validity, and hierarchical sensitivity
 - C. Transactive memory; transformative memory, and social loafing
 - D. Ambassador, task coordinator, and scout
 - E. Transition, action, and interpersonal**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #171
Difficulty Level: Moderate
Learning Outcome: 10.5*

172. Teamwork activities that focus on preparation for future work refers to which of these?
(p. 268)
- A. Interpersonal processes
 - B. Decision informity activities
 - C. Transactive memory
 - D. Action processes
 - E. Transition processes**

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #172
Difficulty Level: Easy
Learning Outcome: 10.5

173. Mission analysis, goal specifications, and strategy formulation are examples of which of these teamwork processes?
(p. 268)
- A. Transition**
 - B. Brainstorming
 - C. Transactive memory
 - D. Action
 - E. Interpersonal

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #173
Difficulty Level: Hard
Learning Outcome: 10.5

174. The development of courses of action and contingency plans, and then adapting those plans in light of changes that occur in the team's environment refers to
(p. 268)
- A. mission analysis
 - B. goal specification
 - C. strategy formulation**
 - D. scout activities
 - E. interpersonal processes

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #174
Difficulty Level: Moderate
Learning Outcome: 10.5

175. Whereas _____ processes are primarily important before and between periods of taskwork, _____ processes are primarily important as the taskwork is being accomplished.
(p. 268)
- A. mission analysis; scout activity
 - B. transition; action**
 - C. scout activity; interpersonal
 - D. action; transition
 - E. interpersonal; transition

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #175
Difficulty Level: Hard
Learning Outcome: 10.5

176. Monitoring progress towards goals is a type of
(p. 268)
- A. transition process
 - B. brainstorming process
 - C. transactive memory process
 - D. action process**
 - E. interpersonal process

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #176
Difficulty Level: Moderate
Learning Outcome: 10.5

177. Systems monitoring and helping behaviours are examples of
(p. 268) **A.** action process
B. brainstorming process
C. transactive memory process
D. transition process
E. interpersonal process

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #177
Difficulty Level: Moderate
Learning Outcome: 10.5

178. Synchronizing team members' activities in a way that makes them mesh effectively and seamlessly
(p. 268) refers to _____ and is an example of a(n) _____ process.
A. scout activity; brainstorming
B. coordination; action
C. goal specification; transition
D. boundary spanning; transition
E. staff validity; interpersonal

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #178
Difficulty Level: Hard
Learning Outcome: 10.5

179. Which of these teamwork processes are important before, during, and between periods of taskwork?
(p. 269)
A. Transition processes
B. Action processes
C. Boundary spanning processes
D. Creative behaviour processes
E. Interpersonal processes

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #179
Difficulty Level: Moderate
Learning Outcome: 10.5

180. Motivating and confidence building, conflict management, and affect management are types of
(p. 269) **A.** interpersonal processes
B. action processes
C. boundary spanning processes
D. creative behaviour processes
E. transition processes

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #180
Difficulty Level: Moderate
Learning Outcome: 10.5

181. Expressions that create a sense of urgency and optimism are examples of communications that reflect
(p. 269) which of these processes?
A. Task coordinator
B. Scout
C. Boundary spanning
D. Motivating and confidence building
E. Systems monitoring

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #181
Difficulty Level: Moderate
Learning Outcome: 10.5

182. Jim was on a project team that was facing serious problems and tight deadlines. Jim started blaming other team members for the team's problems and got short tempered with others in the team. This is an example of poor
- A. goal specification
 - B. scout activity
 - C. affect management**
 - D. mission analysis
 - E. transition process

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #182
Difficulty Level: Moderate
Learning Outcome: 10.5*

183. Communications that reflect incompatibilities with respect to personal values or preferences refers to
- A. relationship conflict**
 - B. goal specificity mismanagement
 - C. mission analysis deficiency
 - D. mission analysis conflict
 - E. task conflict

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #183
Difficulty Level: Moderate
Learning Outcome: 10.5*

184. _____ refers to specific types of feelings and thoughts that coalesce in the minds of team members as a consequence of their experience working together.
- A. Task conflict
 - B. Team states**
 - C. Relationship conflict
 - D. Action process
 - E. Boundary spanning

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #184
Difficulty Level: Easy
Learning Outcome: 10.6*

185. Which of these is not a team states as discussed in the text?
- A. Cohesion
 - B. Mental models
 - C. Transactive memory
 - D. Potency
 - E. Boundary spanning**

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #185
Difficulty Level: Moderate
Learning Outcome: 10.6*

186. When members of a team develop strong emotional bond to other members of the team and to the team itself, it refers to which of these?
- A. Cohesion**
 - B. Mental models
 - C. Transactive memory
 - D. Potency
 - E. Boundary spanning

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #186
Difficulty Level: Moderate
Learning Outcome: 10.6*

187. In highly cohesive teams, when members try to maintain harmony by striving toward consensus on issues without ever offering, seeking, or seriously considering alternative viewpoints and perspectives, it refers to
- A. action process
 - B. cross-training
 - C. boundary spanning
 - D. social loafing
 - E. groupthink**

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #187
Difficulty Level: Moderate
Learning Outcome: 10.6

188. One way to potentially prevent problems associated with cohesion is to formally institute the role of
- A. ambassador
 - B. scout
 - C. devil's advocate**
 - D. social loafing
 - E. groupthink

AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #188
Difficulty Level: Moderate
Learning Outcome: 10.6

189. Which of these refer to the degree to which members believe that the team can be effective across a variety of situations and tasks?
- A. Cohesion
 - B. Mental models
 - C. Transactive memory
 - D. Potency**
 - E. Boundary spanning

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #189
Difficulty Level: Moderate
Learning Outcome: 10.6

190. According to research, potency has _____ impact on team performance.
- A. a strong negative
 - B. a moderate positive
 - C. a strong positive**
 - D. a moderate negative
 - E. no

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #190
Difficulty Level: Hard
Learning Outcome: 10.6

191. Which of these refer to the level of common understanding among team members with regard to important aspects of the team and its tasks?
- A. Cohesion
 - B. Mental models**
 - C. Transactive memory
 - D. Potency
 - E. Boundary spanning

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #191
Difficulty Level: Moderate
Learning Outcome: 10.6

192. _____ memory refers to how specialized knowledge is distributed among members in a manner that results in an effective system of memory for the team.

- (p. 272)
- A. Cohesive
 - B. Normative
 - C. Transactive**
 - D. Potency
 - E. Bounded rational

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #192
Difficulty Level: Moderate
Learning Outcome: 10.6

193. In a project team at ABC International, everyone focuses on his or her specialty and what they do best, members know exactly where they can go to get information when there are gaps in their knowledge, and this team produces synergistic results. This shows that the project team at ABC has had an effective

- (p. 272)
- A. staff validity
 - B. mental model
 - C. transactive memory**
 - D. potency
 - E. hierarchical sensitivity

AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #193
Difficulty Level: Moderate
Learning Outcome: 10.6

194. Which of these refer to the degree to which teams are capable of remaining together as ongoing entities?

- (p. 27)
- A. Team states
 - B. Team viability**
 - C. Team building
 - D. Groupthink
 - E. Transactive memory

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #194
Difficulty Level: Moderate
Learning Outcome: 10.7

195. Teamwork processes have a _____ effect on team performance.

- (p. 275)
- A. moderate positive**
 - B. weak negative
 - C. moderate negative
 - D. strong positive
 - E. strong negative

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #195
Difficulty Level: Hard
Learning Outcome: 10.7

196. Teamwork processes have a _____ effect on team commitment.

- (p. 275)
- A. moderate positive
 - B. weak negative
 - C. moderate negative
 - D. strong positive**
 - E. strong negative

AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #196
Difficulty Level: Hard
Learning Outcome: 10.7

Scenario: Brain Games, Inc.

Tom, Dick, and Harry are members of a marketing team at Brain Games, Inc. (BGI) responsible for generating ideas for new product development. Tom has done a phenomenal job in gathering information necessary to help the team understand the desires and needs of the client. All things being equal, Harry has the best record of making good recommendations to Jill, vice president of marketing. Dick can make some good recommendations, but sometimes his recommendations are completely off base. Fortunately, Jill pays careful attention to what Harry has to say, but generally doesn't pay much attention to what Dick proposes. In addition to Jill, Harry has been meeting with the vice president of operations and other members of the executive team to gain support for their request to increase the marketing budget.

Colquitt - Chapter 10

197. Tom's action would contribute to which factor in effective decision making at BGI?

- (p. 266)
- A. Production blocking
 - B. Staff validity
 - C. Hierarchical sensitivity
 - D. Decision informity**
 - E. Transactive memory

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #197
Difficulty Level: Moderate
Learning Outcome: 10.5*

198. The decision making records of Harry and Dick reflect which factor in effective decision making at BGI?

- (p. 266)
- A. Cohesion
 - B. Staff validity**
 - C. Hierarchical sensitivity
 - D. Decision informity
 - E. Transactive memory

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #198
Difficulty Level: Moderate
Learning Outcome: 10.5*

199. Jill's tendency to listen to Harry and ignore Dick reflect which factor in effective decision making?

- (p. 266-267)
- A. Production blocking
 - B. Staff validity
 - C. Hierarchical sensitivity**
 - D. Decision informity
 - E. Transition process gain

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #199
Difficulty Level: Moderate
Learning Outcome: 10.5*

200. Harry is engaging in which of the boundary spanning processes?

- (p. 267)
- A. Decision informity
 - B. Task coordinator
 - C. Hierarchical sensitivity
 - D. Scout
 - E. Ambassador**

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #200
Difficulty Level: Hard
Learning Outcome: 10.5*

Scenario: Special Force

A special military team is getting ready for deployment to the Midwest in response to threats from a terrorist group who said they were planning to contaminate the water supply with bio-hazards. Jim is a bio-medical engineer, Scott is an environmental scientist, Megan is a virus specialist, and Susan is a critical care physician. The team also comprises three nurses and other technical experts. Jim was elected as the leader of the team. Scott is responsible for monitoring the team's progress toward its goals. Susan took on the role of a motivator and the confidence builder for the team. This team has worked together before and has developed a high level of common understanding regarding the team and its mission. Members also strongly believe that the team can be effective across a variety of situations and tasks. As a standard practice, before deployment, the team members observe how other members perform their roles by shadowing and going through simulations.

Colquitt - Chapter 10

201. Scott's role of monitoring the team's progress contributes to which of these teamwork processes?
(p. 268-269)
- A. Brainstorming process
 - B. Action process**
 - C. Transactive memory process
 - D. Transition process
 - E. Interpersonal process

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #201
Difficulty Level: Moderate
Learning Outcome: 10.5*

202. Beyond her task responsibilities, Susan's role also consists of behaviours that contribute to
(p. 269)
- A. transition process
 - B. brainstorming process
 - C. transactive memory process
 - D. action process
 - E. interpersonal process**

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #202
Difficulty Level: Moderate
Learning Outcome: 10.5*

203. The team's high level of common understanding refers to which of these?
(p. 271)
- A. Potency
 - B. Cohesion
 - C. Transactive memory
 - D. Mental models**
 - E. Boundary spanning

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #203
Difficulty Level: Moderate
Learning Outcome: 10.6*

204. This team's strong belief that they can be effective across a variety of situations reflects which of these?
(p. 271)
- A. Moderate transactive memory
 - B. Diverse mental models
 - C. High potency**
 - D. Low cohesion
 - E. Minimal boundary spanning

*AACSB Standard: 10
Blooms Taxonomy: Application
Colquitt - Chapter 10 #204
Difficulty Level: Moderate
Learning Outcome: 10.6*

205. _____ involve communications that are intended to coordinate task-related issues with people or groups in other functional areas.
- A. Interpersonal processes
 - B. Decision informity activities
 - C. Transactive memory
 - D. Action processes
 - E. Task coordinator activities**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #205
Difficulty Level: Easy
Learning Outcome: 10.5

206. The marketing team member who meets with an engineer to seek information about new materials is engaging in _____.
- A. interpersonal processes
 - B. decision informity activities
 - C. transactive memory
 - D. action processes
 - E. scout activities**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #206
Difficulty Level: Easy
Learning Outcome: 10.5

207. The halftime adjustments made by a basketball team that is losing a game badly by considering the strengths of its opponent and developing a new strategy intended to neutralize them signifies that:
- A. goal specification involves the development and prioritization of goals related to the team's mission and strategy.
 - B. teams that pay attention to goal-related information, perhaps by charting the team's performance relative to team goals, are typically in a good position to realize when they are "off-track" and need to make changes.
 - C. transition processes are important between periods of work activity.**
 - D. transition processes are relevant before the team actually begins to conduct the core aspects of its work.
 - E. team members can provide indirect help to their teammates in the form of feedback or coaching.

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #207
Difficulty Level: Moderate
Learning Outcome: 10.5

208. What synchronizes team members' activities in a way that makes them mesh effectively and seamlessly?
- A. Goal specification
 - B. System monitoring
 - C. Coordination**
 - D. Helping behaviour
 - E. Strategy formulation

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #208
Difficulty Level: Moderate
Learning Outcome: 10.5

209. _____ involves keeping track of things that the team needs to accomplish its work.

- (p. 268)
- A. Goal specification
 - B. System monitoring**
 - C. Coordination
 - D. Helping behaviour
 - E. Strategy formulation

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #209
Difficulty Level: Easy
Learning Outcome: 10.5

210. The things which team members do or say that affect the degree to which members are motivated to work hard on the team's task, is referred to as _____.

- (p. 269)
- A. strategy formulation
 - B. goal specification
 - C. coordination
 - D. helping behaviour
 - E. motivating and confidence building**

AACSB Standard: 6
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #210
Difficulty Level: Easy
Learning Outcome: 10.5

211. _____ involves activities that foster a sense of emotional balance and unity.

- (p. 269)
- A. Strategy formulation
 - B. Goal specification
 - C. Affect management**
 - D. Coordination
 - E. Formulation

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #211
Difficulty Level: Easy
Learning Outcome: 10.5

212. Research suggests that the _____ may be as important to determining team success as the processes that occur entirely within the team.

- (p. 267)
- A. groupthink
 - B. process gain
 - C. hierarchical sensitivity
 - D. boundary-spanning activities**
 - E. staff validity

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #212
Difficulty Level: Easy
Learning Outcome: 10.5

213. _____ can be beneficial to teams if it stimulates conversations that result in the development and expression of new ideas.

- (p. 269)
- A. Task conflict**
 - B. Relationship conflict
 - C. Brainstorming
 - D. Potency
 - E. Coordination

AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #213
Difficulty Level: Easy
Learning Outcome: 10.5

214. NASA's decision to launch the space shuttle Challenger in unusually cold weather is a famous examples of _____.
- (p. 270-271)
- A. Cohesion
 - B. Potency
 - C. Groupthink**
 - D. Boundary spanning
 - E. Mental models

*AACSB Standard: 3
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #214
Difficulty Level: Moderate
Learning Outcome: 10.6*

215. Differentiate between teams and groups.
- (p. 251)

Teams differ from groups in two primary respects: 1) the interaction in team revolves around a deeper dependence on one another than the interactions within groups, and 2) the interactions within teams occur with a specific task-related purpose in mind.

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #215
Difficulty Level: Moderate
Learning Outcome: 10.4, 10.1*

216. Briefly describe the types of teams using the criteria of purpose and activity, life span and member involvement. Provide specific examples of each type of team.
- (p. 252-253)

Answers will vary.

*AACSB Standard: 10
Blooms Taxonomy: Analysis
Colquitt - Chapter 10 #216
Difficulty Level: Hard
Learning Outcome: 10.1*

217. Describe how teams develop using the four stage progression model. Provide an example of your experience in a team development process.
- (p. 253-255)

Teams develop, according to the classic progression sequence, through four stages: forming, storming, norming, and performing.
Please see Figure 10-2 in the text. Student responses to the second part of the question will vary.

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #217
Difficulty Level: Moderate
Learning Outcome: 10.1*

218. Define task interdependence. Briefly describe the four primary types of task interdependence.
- (p. 256-257)

Task interdependence refers to the degree to which team members interact with and rely on other team members for the information, materials, and resources needed to accomplish work for the team.

The four types of task interdependence are:

- pooled interdependence
- sequential interdependence
- reciprocal interdependence
- comprehensive interdependence

Please refer to Figure 10-3 in the text.

*AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #218
Difficulty Level: Moderate
Learning Outcome: 10.2*

219. Differentiate between goal interdependence and outcome interdependence. Provide an example of each.
(p. 257-258)

Goal interdependence exists when team members have a shared vision of the team's goals and align their individual goals with that vision as a result. Outcome interdependence exists, on the other hand, when team members share in the rewards that the team earns. Student examples will vary.

*AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #219
Difficulty Level: Moderate
Learning Outcome: 10.2*

220. Define role. Briefly differentiate between the different types of team task roles, team building roles, and individualistic roles.
(p. 258-259)

A role is defined as the behaviour a person is expected to display in a given context.
Team Task Roles: Behaviours that directly facilitate the accomplishment of team tasks. Examples include, the orienter (establishes direction for the team), the devil's advocate (offers constructive challenges to the status quo), and the energizer (motivates team members toward goals).
Team Building Roles: Behaviours that influence the quality of the team's social climate. Examples include: the harmonizer (steps in to resolve differences among teammates), the encourager (praises the work of teammates, and the compromiser (helps the team see acceptable alternatives).
Individualistic Roles: Behaviours that benefit the individual at the expense of the team. Examples include: the aggressor (deflates fellow teammates), the recognition seeker (takes credit for teams successes, and the dominator (manipulates teammates to acquire control and power).

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #220
Difficulty Level: Hard
Learning Outcome: 10.3*

221. Identify and briefly describe the five aspects of team composition using examples.
(p. 258-262)

The five aspects of team composition are:

- member roles
 - member ability
 - member personality
 - member diversity
- team size

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #221
Difficulty Level: Moderate
Learning Outcome: 10.3*

222. Differentiate between surface-level diversity and deep-level diversity.
(p. 260-261)

Surface-level diversity refers to diversity regarding observable attributes such as race, ethnicity, sex, and age. Deep-level diversity, on the other hand, refers to diversity with respect to attributes that are less easy to observe initially but that can be inferred after more direct experience. Differences in attitudes, values, and personality are good examples of this diversity.

*AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #222
Difficulty Level: Easy
Learning Outcome: 10.3*

223. What characteristics can be used to describe teams? Develop a visual diagram for your Answer. Please see Figure 10-5 in the text.

*AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #223
Difficulty Level: Hard
Learning Outcome: 10.3*

224. Briefly describe the effects of task interdependence on performance and commitment.

Please see Figure 10-10 in the text.

*AACSB Standard: 6
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #224
Difficulty Level: Hard
Learning Outcome: 10.7*

225. Define team process. Differentiate between process gain and process loss.

(p. 262-265)

Team process refers to the different types of activities and interactions that occur within teams that contribute to their ultimate end goal.

Getting more from the team than you would expect according to the capabilities of its individual members refers to process gain. When you get from teams "more than the sum of their parts," the teams seem to benefit from process gain. On the other hand, when you get from teams "less than the sum of their parts," the teams seem to suffer from process loss. Factors that cause process loss include coordination loss and motivational loss.

*AACSB Standard: 10
Blooms Taxonomy: Knowledge
Colquitt - Chapter 10 #225
Difficulty Level: Easy
Learning Outcome: 10.4*

226. Briefly describe any two types of taskwork processes.

(p. 265-268)

Students should describe any two of the following:

- Creative behaviour
- Decision making
- Boundary spanning

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #226
Difficulty Level: Moderate
Learning Outcome: 10.5*

227. Define brainstorming. Identify the rules used surrounding a brainstorming session. Discuss why brainstorming doesn't work as well as individual idea generation.
(p. 265-266)

Brainstorming involves a face-to-face meeting of team members in which each offers as many ideas as possible about some focal problem or issue.

Most brainstorming sessions center on the following rules:

- express all ideas that come to mind
- go for quantity of ideas rather than quality
- don't criticize or evaluate the ideas of others
- build on the ideas of others

There appears to be at least three reasons why brainstorming doesn't work as well as individual idea generation. 1) social loafing, 2) members may be hesitant in expressing ideas that may be silly or not well thought-out, and 3) production blocking.

*AACSB Standard: 10
Blooms Taxonomy: Synthesis and Evaluation
Colquitt - Chapter 10 #227
Difficulty Level: Hard
Learning Outcome: 10.5*

228. Discuss three specific factors that account for a team's ability to make effective decisions. How can these factors be used for improving team decision making?
(p. 266-267)

Three factors account for a team's ability to make effective decisions:

- decision informity-reflects whether the team members possess adequate information about their own task responsibilities
- staff validity-refers to the degree to which members make good recommendations to the leader
- hierarchical sensitivity-reflects the degree to which the leader effectively weighs the recommendations of the members

Research shows that more experienced teams tend to make better decisions because they develop an understanding of the information that is needed and how to use it and leaders develop an understanding of which members provide the best recommendations. Team decision making may be improved by giving members feedback about these three variables involved. For example, a team can improve its decision making if the members are told that they have to share and consider additional pieces of information before making recommendations to the leader.

*AACSB Standard: 10
Blooms Taxonomy: Synthesis and Evaluation
Colquitt - Chapter 10 #228
Difficulty Level: Moderate
Learning Outcome: 10.5*

229. Define boundary spanning and describe the activities involved in this taskwork process. Provide an example of each activity.
(p. 267-268)

Boundary spanning involves activities with individuals and groups other than those who are considered part of the team. Three activities:

- Ambassador activities-refers to communications that are intended to protect the team, persuade others to support the team, or obtain important resources for the team.
- Task coordinator activities-involve communications that are intended to coordinate task-related issues with people or groups in other functional areas.
- Scout activity-refer to things team members do to obtain information about technology, competitors, or the broader marketplace.

Student responses to examples will vary.

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #229
Difficulty Level: Moderate
Learning Outcome: 10.5*

230. Define teamwork process. Describe the three teamwork processes using examples.

(p. 268-269)

Teamwork processes refer to the interpersonal activities that facilitate the accomplishment of the team's work but do not directly involve task accomplishment itself.

- Transition processes-teamwork activities that focus on preparation for future work. Examples-mission analysis, strategy formulation, and goal specification.
- Action processes-are important as the taskwork is being accomplished. Examples-monitoring progress toward goals, systems monitoring, and helping behaviours.
- Interpersonal processes-whereby team members manage their relationships. Examples-motivating, and confidence building, affect management and conflict management.

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #230
Difficulty Level: Moderate
Learning Outcome: 10.5*

231. What are team states? Identify and briefly describe the various team states discussed in the text.

(p. 270-272)

Team states refer to specific types of feelings and thoughts that coalesce in the minds of team members as a consequence of their experience working together.

- Cohesion-tends to foster high levels of motivation and commitment to the team; creates situations of groupthink.
- Potency-the degree to which members believe that the team can be effective across a variety of situations and tasks.
- Mental models-the level of common understanding among team members with regard to important aspects of the team and its tasks.
- Transactive memory-how specialized knowledge is distributed among members in a manner that results in an effective system of memory for the team.

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #231
Difficulty Level: Moderate
Learning Outcome: 10.6*

232. Develop a visual diagram to show why some teams are more than the sum of their parts.

(p. 273)

Please see Figure 10-9 in the text.

*AACSB Standard: 10
Blooms Taxonomy: Comprehension
Colquitt - Chapter 10 #232
Difficulty Level: Hard
Learning Outcome: 10.4, 10.4-10.6*

Chapter 10 Summary

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