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MAKING THE TEAM: A GUIDE FOR MANAGERS

5th edition

**Chapter 2—Performance and Productivity:
Team Performance Criteria and Threats to Productivity
Multiple Choice Questions**

By Leigh L. Thompson Kellogg
School of Management
Northwestern University

MULTIPLE-CHOICE QUESTIONS – CHAPTER 2

1. Teams ideally need a supportive organizational context – one that recognizes and welcomes their existence, and responds to their requests for information, resources, and action as well as legitimizes the team’s task. Of the following, which is a component of team design?
 - a. Organizational reporting relationships
 - b. Functional units
 - c. The leadership style within the team
 - d. The reward system
(c; p. 24; Moderate; Concept Q)

2. The organizational context, team design, and team culture are three important aspects that affect the ultimate performance of a team. Which of these three aspects does a leader have the most control over?
 - a. The organizational context
 - b. Team design
 - c. Team culture
 - d. All three about equally
(b; p.24-25; Moderate; Concept Q; Communication abilities)

3. Team culture refers to the:
 - a. personality of a team.
 - b. ethnic origin of the team members.
 - c. extent to which team members are polite and respectful to one another.
 - d. geographical location of the team. *(a; p.25; Easy; Concept Q)*

4. Goal contagion is a form of norm setting in which people adopt a goal held by others. Goal contagion is more likely in what circumstance?
 - a. When the team desires or admires a goal held by a competing team
 - b. Between people in the same work group or team
 - c. Adopted when a team member wishes to differentiate themselves from the group
 - d. A person feels threatened by other members of the team to adopt a certain goal.
(b; p. 25; Challenging; Concept Q; Communication abilities)

5. A team norm is best described as:
 - a. the personality of the team.
 - b. a generally agreed upon set of rules that guides the behavior of team members.
 - c. a goal held by the group that is adopted by a newcomer.
 - d. the normal number of people to be on a given team.
(b; p.25; Easy; Concept Q)

6. In regards to expertise, critical skills for team members include all of the following EXCEPT:
- conflict resolution.
 - collaborative problem solving.
 - a large network of influential company contacts.
 - a strong ability to communicate effectively.
(c; p. 26; Easy; Concept Q)
7. A number of factors must be in place for a team to perform well. All of the following are considered essential for team effectiveness EXCEPT the:
- knowledge and skill regarding the team task.
 - motivation to accomplish the goals of the team.
 - ability to identify the different personality styles of team members.
 - ability to coordinate effort and communicate well with others. (c; p.26; Moderate; Concept Q)
8. Which of the following is true about how stress and pressure can affect individual performance?
- Performance improves only for tasks that require high motivation.
 - Performance on a well-learned task improves.
 - Performance on a novel task improves.
 - Stress never enhances performance.
(b; p.27; Moderate; Concept Q)
9. Which of the following situations demonstrates the best example of social facilitation?
- Mary, who is a new member of the ballet class, is asked to demonstrate a step sequence for the senior members of the company. Mary is concerned that her technique will not be up to par with the rest of the team.
 - John is an excellent lead dancer, and when learning a new routine, loses track of time because he is so engaged in his task.
 - Sonya is an up and coming dancer, and her teacher puts quite a bit of pressure on her to perform perfectly. In her dance recital, despite weeks of rehearsals, Sonya's mind goes blank, and she can't remember her routine.
 - Julia is a strong dancer, and when asked to demonstrate her solo to a room full of classmates, her performance is more energetic, and her leaps are higher.
(d; p. 28-29; Moderate; Critical thinking Q; Reflective thinking skills)
10. When in the psychologic state of "Flow", which of the following is the most true?
- A person is keenly aware of the time they are spending on the task at hand.
 - For the individual, the process of engaging in the task is its own reinforcement.
 - A person is intimidated by the task.
 - A person is extremely relaxed, and very comfortable with the task at hand.
(b; p. 29; Moderate; Concept Q)

11. Regarding Csikszentmihalyi's model of Flow, when a person is very low in skill ability, and the task is high in complexity, what emotional state might this person experience?
- Control
 - Flow
 - Anxiety
 - Inspiration
- (c; p.29; Moderate; Concept Q)
12. The belief that a group has in themselves, or their group potency, a significant predictor of actual performance. This "thinking we can", contributes to group performance more than the _____.
- team norms
 - diversity of team members
 - pure cognitive abilities of the team
 - individual, positive illusion biases
- (c;p.30; Moderate; Concept Q)
13. The Kohler Effect refers to the observation that:
- members work harder in a team than they do alone under some conditions.
 - members don't work as hard in a team as they do alone under some conditions.
 - people work less hard in smaller groups than they do in larger groups.
 - people work harder when they are in a flow state.
- (a; p. 30-31; Easy; Concept Q)
14. The social loafing effect refers to the tendency for:
- people in teams to let others make mistakes instead of telling them what to do.
 - teams to take longer to complete a task than individuals.
 - teams to be more creative than individuals, but experience more conflict.
 - people not to work as hard in teams as they would if they were working individually.
- (d; p.31; Easy; Concept Q)
15. In a team, a person's efforts are less identifiable than when that person works independently. Because the person's efforts are less identifiable, in extreme circumstances this can lead to _____.
- relational loss – or when an employee perceives that support is less available as team size increases.
 - choking under pressure – a person's performance declines despite incentives for optimal performance.
 - a positive illusion bias – or unwarranted beliefs in one's own superiority.
 - deindividuation – a psychological state in which a person does not feel individual responsibility.
- (d; p. 33; Challenging; Concept Q)
16. If you detect a free rider on your team, the best way to remedy the situation is to:
- stop carpooling with members of the team.
 - increase the identifiability of that person's work products through performance reviews.

- c. increase the size of the team.
 - d. decrease the difficulty of the team task.
(*b; p. 34; Moderate; Concept Q*)
17. When the least capable member of a team feels particularly indispensable for group success, the entire group works harder to achieve their goals. This effect is best termed:
- a. team identifiability.
 - b. positive illusion bias.
 - c. social striving effect.
 - d. relational loss.
(*c; p.34; Moderate; Concept Q*)
18. Which of the following actions by the team or their leadership can result in reduced team performance?
- a. The team leader promotes an intrinsically interesting or challenging project.
 - b. The team leader rewards a team member with a clock for his or her hours of overtime spent in the service of a team's project.
 - c. The team shares, and mutually sets, their own performance goals.
 - d. Team leaders increase team size so that more employees get an opportunity to contribute to the project.
(*d; p. 34-37; Moderate; Concept Q; Analytic skills*)
19. The positive illusion bias refers to:
- a. people who believe themselves to be superior and more talented than others on their team.
 - b. people who work harder for the team hoping to improve the overall team's reputation within the larger organizational context.
 - c. managers who convey a positive attitude in order to positively influence their team's group mood.
 - d. a team member who has positive news to share about the group's task in hopes that it will spur morale and increase productivity.
(*a; p. 35; Easy; Concept Q; Ethical understanding and reasoning abilities*)
20. The positive illusion bias, or unwarranted beliefs in one's own superiority, can wreak havoc in teams. Why?
- a. Individuals believe their contributions will not be sufficient to justify their efforts.
 - b. Individuals with this bias are interested in vastly different team goals than that of their other teammates.
 - c. Individuals who see themselves as above average are likely to engage in social loafing because they have a false sense of the value of their contributions.
 - d. Individuals with this bias always have a high sense of the Protestant Work Ethic. (*c; p.35; Easy; Concept Q; Ethical understanding and reasoning abilities*)
21. As team size gets larger and larger, team members perceive that there is less support available, and freeriding increases. This experience can lead to:
- a. diminished motivation.
 - b. lower performance.
 - c. greater cohesion between team members.

- d. both a and b.
(d; p. 37; Easy; Concept Q)
22. Execution is the ability of teams to communicate effectively and combine their efforts. All of the following can enhance team execution EXCEPT:
- training team members together.
 - practice and rehearsal.
 - setting clear performance standards.
 - increasing the size of the team.
- (d; p. 37-38; Moderate; Concept Q; Communication abilities)
23. Which of the following performance criteria are used to evaluate the success of a team?
- Productivity
 - Financial profit
 - Diversity
 - Rewards
- (a; p. 39-42; Moderate; Concept Q)
24. The team performance equation attempts to predict the actual productivity of a team. It states that the AP (actual productivity) of a team equals:
- the potential productivity of a team, plus team synergies, minus team threats.
 - the potential productivity of a team, plus team culture, minus free-riding.
 - the potential productivity of a team, plus task design, plus team culture.
 - cohesion, plus learning, plus integration.
- (a; p. 43; ; Easy; Concept Q)
25. Regarding team performance, leaders can more easily control _____ than _____.
- team Integration; team separation
 - performance threats; synergies
 - team cohesion; resources
 - the demands of a task; the process of accomplishing a task
- (b; p. 43; Moderate; Concept Q; Communication abilities)