TB_Engleberg_Chapter 2

Key: Answer, Page, Type, Learning Objective, Level

Type
A=Applied
C=Conceptual
F=Factual
Level
(1)=Easy; (2)=Moderate; (3)=Difficult

LO=Learning Objective
SG=Used in Study Guide
p=page

TB_Engleberg_Chapter 2

Multiple Choice Single Select

M/C Question 1
Which is the correct order for Tuckman's five group development stages?
    a) Forming, storming, norming, performing, adjourning
    b) Forming, norming, performing, storming, adjourning
    c) Norming, forming, storming, performing, adjourning
    d) Norming, storming, performing, forming, adjourning
    e) Storming, norming, forming, performing, adjourning
ANS: a
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M/C Question 2
Because most members of a new group want to create a good first impression, they tend to be overly polite with one another during their initial meetings. They don't interrupt one another and avoid expressing strong opinions. These behaviors are characteristic of
    a) dialectic tension.
    b) primary tension.
    c) secondary tension.
    d) tertiary tension.
    e) assimilation tension.
ANS: b
UUID_v5=9bf12888-581a-586f-bea7-a0a8a6cce1e2, UUID_v4=95da75ee-3130-4d97-bd3a-0c979b80153b, Skill=Understand the Concept, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate

M/C Question 3

In which phase of the socialization process do members try to fit in and adjust to group norms and expectations?
   a) Preliminary phase
   b) Acquainting phase
   c) Adaptive phrase
   d) Assimilation phase
   e) Exit phase

ANS: c

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M/C Question 4

In which phase of the socialization process do members of an established group determine if a newcomer is likely to contribute effectively and meet group needs?
   a) Preliminary phase
   b) Acquainting phase
   c) Adaptive phrase
   d) Assimilation phase
   e) Exit phase

ANS: b

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M/C Question 5

In which phase of the socialization process do newcomers become fully integrated into the group's culture?
   a) Preliminary phase
   b) Acquainting phase
   c) Adaptive phrase
   d) Assimilation phase
   e) Exit phase

ANS: d

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M/C Question 6

In which of Tuckman's Group Development Stages are members most likely to compete for social acceptance and status, become argumentative and emotional, and openly disagree with one another?
   a) Adjourning
   b) Forming
   c) Performing
   d) Norming
   e) Storming

ANS: e

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M/C Question 7

In which of Tuckman's Group Development Stages do members resolve status conflicts and learn to work as a cohesive team?

    a) Performing
    b) Storming
    c) Adjourning
    d) Norming
    e) Forming

ANS: d

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M/C Question 8

In what stage of Tuckman's Group Development Model are most members fully engaged and focused on collaborating to achieve group goals?

    a) Forming
    b) Storming
    c) Norming
    d) Performing
    e) Adjourning

ANS: d

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M/C Question 9

Under which of the following conditions is a group more likely to develop *collective intelligence* and become a "smart" group?

    a) The group has reached the performance stages of group development
    b) The group has resolved primary and secondary tension
    c) The group includes one of more male members
    d) The group includes one or more female members
    e) The group has achieved total socialization

ANS: d

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M/C Question 10

In which of Tuckman's Group Development Stages do members disengage and relinquish responsibilities?

    a) Performing
    b) Storming
    c) Adjourning
    d) Norming
    e) Forming

ANS: c

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M/C Question 11

Which developmental factor requires special and added attention in virtual teams?

    a) Members ability to communicate with one another in different time zones

    b) Members move beyond the storming stage

    c) Members technical expertise and attitudes about using technology

    d) Members cannot find a both/and approach to primary and secondary tension

    e) Members rely on virtual communication technology to manage the separation anxiety that comes with the adjourning stage

ANS: c

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M/C Question 12

According to Locke and Latham's Goal Theory, all of the following criteria are critical for developing effective group goals EXCEPT

    a) the goals are specific.

    b) the goals are accepted by members.

    c) the goals are simple and easy to achieve.

    d) the goals are set by members and the group.

    e) the goals allow for member growth.

ANS: c

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M/C Question 13

Which of the follow items exemplifies a clear, elevated goal?

    a) Every member of our group will work hard on this project.

    b) Every member of our group will attend every project meeting.

    c) Every member of our group will communicate regularly with one another online.

    d) Every member of our group will earn instructor praise and an on this project.

    e) Every member of our group will overcome both primary and secondary tension.

ANS: d

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M/C Question 14

_____ occur(s) when members' private goals conflict with the group's common goals and represent what people really want rather than what they say they want.

    a) The storming stage

    b) Hidden agendas

    c) Primary tension

    d) Tertiary tension

    e) Implicit norms

ANS: b

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M/C Question 15

All of the following statements are true about hidden agendas EXCEPT

a) hidden agendas exist in most groups.
b) hidden agendas occur when there is poor group leadership.
c) hidden agendas disrupt the flow of communication.
d) hidden agendas should be discussed and dealt with by the group.
e) hidden agendas can inhibit group development.

ANS: b

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M/C Question 16

Implicit norms are

a) easy to recognize.
b) quickly apparent to new members.
c) rarely discussed by members.
d) imposed by an outside authority.
e) disruptive of the group process.

ANS: c

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M/C Question 17

Which of the following examples depicts an explicit norm?

a) Group members have learned to leave the seat nearest the door for their leader.
b) Within a few days after working together in a newly formed committee, members begin using one another's first names.
c) Ralph has started bringing extra copies of the group's agenda to the meeting for members who have forgotten theirs.
d) Everyone abides by the "be on time; be out on time" rule set on the first day of the group meetings.
e) After getting the "evil eye" from several members, Ruthie stops checking her smartphone during meetings.

ANS: d

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M/C Question 18

Which of the following examples depicts an implicit norm?

a) As specified in the group's bylaws, members use parliamentary procedure when the group debates a motion.
b) Even though members know everyone's name, they continue to wear their company-issued nametags to meetings.
c) Members take their turn—in alphabetical order—taking minutes at every meeting.
d) Members have learned that because meetings usually begin 15 minutes later than scheduled, they can arrive a little late.

e) Members agree that no one should be allowed to consult their cell phones during a meeting without permission.

ANS: e

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M/C Question 19

If your group has discussed and decided that members will take turns recording and typing the minutes from each meeting, it has established a(n) _____.

    a) conforming norm.
    b) implicit norm.
    c) deviant norm.
    d) explicit norm.
    e) inclusion norm.

ANS: d

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M/C Question 20

At all department staff meetings, the supervisor always sits at the head of the table. If group members know they should not take the seat at the head of the table even though they have not been told to avoid that seat, they are adhering to a(n) __.

    a) conforming norm.
    b) implicit norm.
    c) deviant norm.
    d) explicit norm.
    e) inclusion norm.

ANS: b

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M/C Question 21

Which of the following items identifies the category of norms that dictates how a group operates and manages its tasks?

    a) interactive norms
    b) procedural norms
    c) status norms
    d) achievement norms
    e) implicit norms

ANS: b

Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.2: Categories of Norms, Difficulty=Moderate, UUID_v5=414e202a-3416-5eca-9a74-a14301b92828, UUID_v4=7819efbf-1717-4076-a470-2a3111f71f76

M/C Question 22

Which of the following items identifies the category of norms that determines how group members communicate with one?

a) interactive norms
b) procedural norms
c) status norms
d) achievement norms
e) implicit norms

ANS: a
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M/C Question 23
Which of the following items identifies the category of norms that distinguishes the levels of influence and power among group members?
a) interactive norms
b) procedural norms
c) status norms
d) achievement norms
e) implicit norms

ANS: c
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M/C Question 24
Which of the following items identifies the category of norms that determines the quality and quantity of work expected from group members are called
a) interactive norms
b) procedural norms
c) status norms
d) achievement norms
e) implicit norms

ANS: d
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M/C Question 25
Which of the following items identifies the category of norms that specifies that all group decisions will be made by a majority vote?
a) status norms
b) interaction norms
c) achievement norms
d) procedural norms
e) inclusion norms

ANS: d
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M/C Question 26
As their meeting is about to get underway, Carlos says to the group, "I know we always ask the newest group member to take minutes during the meeting, but we may be losing the insight of an experienced member and skilled note taker by continuing this practice." His comment is an example of what type of nonconformity?
    a) Destructive nonconformity
    b) Abstract nonconformity
    c) Meaningful nonconformity
    d) Constructive nonconformity
    e) General nonconformity
ANS: d
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M/C Question 27
Constructive nonconformity
    a) undermine group performance.
    b) can improve group performance.
    c) occurs only when stubborn members are present.
    d) occurs under poor leadership.
    e) occurs only in the storming stage.
ANS: b
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M/C Question 28
Which of the following strategies is recommended as an effective method for dealing with destructive nonconformity in groups?
    a) Pretend the member is not behaving inappropriately.
    b) Confront the disruptive member and try to modify his or her behavior.
    c) Avoid interacting with the group member.
    d) Adapt the structure of the group to the member's disruptive behavior.
    e) Ask for a third party to decide how to handle the member's disruptive behavior.
ANS: b
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M/C Question 29
Motivation provides the inspiration and/or incentives that move group members to work together toward achieving
    a) intrinsic motivation.
    b) extrinsic motivation.
    c) dialectical balance.
    d) a common goal.
    e) an implicit norm.
ANS: d
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M/C Question 30
Kenneth Thomas describes four categories of intrinsic motivation needed to energize and reinforce work. They are
    a) inclusion, affection, control, and openness.
    b) meaningfulness, choice, competence, and progress.
    c) achievement, responsibility, recognition, and advancement.
    d) esteem, belongingness, self-actualization, and safety.
    e) motivation, assessment, rewards, and punishment.
ANS: b
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M/C Question 31
In terms of Thomas's four categories of motivators, you can promote a sense of meaningfulness by:
    a) seeking and taking advantage of new opportunities.
    b) recognizing rather than minimizing the value of your skills.
    c) recognizing and celebrating group accomplishments.
    d) developing a group method of tracking and measuring progress.
    e) volunteering for worthwhile group tasks that interest and inspire you.
ANS: e
UUID_v5=a57f695d-27a0-5343-a2a5-ce12f07dde59, UUID_v4=02d0d05d-16a2-4d8d-843e-f0dc12e1ac5d, Skill=Understand the Concepts, Objective=2.4: Compare the four categories of motivators, Topic=2.4.1: A Sense of Meaningfulness, Difficulty=Difficult

M/C Question 32
Which aspect of group motivation best represents the a shared feeling that the group is doing excellent high-quality work?
    a) A sense of meaningfulness
    b) A sense of choice
    c) A sense of competence
    d) A sense of progress
    e) A sense of understanding
ANS: c
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M/C Question 33
Which of the following strategies can help you motivate other members by promoting a sense of choice in your group?
    a) Express enthusiasm; don't be critical or cynical.
    b) Set high standards for yourself.
    c) Encourage members to make decisions about how to organize and do the job.
    d) Develop a group method for tracking and measuring progress.
    e) Recognize and celebrate the accomplishments of others.
ANS: c

M/C Question 34
When other groups were using the accepted research method they'd been told to use, one courageous group decided to use a different, more sophisticated method. Their result was a much better study that could boast superior and more useful data. The group's exhilaration and eagerness to do more research can be attributed to
   a) A sense of meaningfulness
   b) A sense of choice
   c) A sense of competence
   d) A sense of progress
   e) A sense of understanding
ANS: b

M/C Question 35
At the conclusion of a meeting, Florence asks, "How are we doing?" His question represents which aspect of group motivation?
   a) A sense of meaningfulness
   b) A sense of choice
   c) A sense of competence
   d) A sense of progress
   e) A sense of understanding
ANS: d

True or False

T/F Question 36
The usual order for the five stages in Tuckman's Group Development Stages is forming, performing, storming, norming, adjourning.
   True

   False

ANS: False

T/F Question 37
According to group development theory, all groups move through each successive stage systematically.
   True

   False

ANS: False
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Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying
fundamental characteristics and strategies, Topic=2.1: Group Development Stages, Difficulty=Moderate

T/F Question 38
During the forming stage of Tuckman's Group Development Model, the group's most important job is to "orient
itself to itself."
    True

    False

ANS: True
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Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying
fundamental characteristics and strategies, Topic=2.1: Group Development Stages, Difficulty=Moderate

T/F Question 39
Primary tension deals with the social unease that accompanies the getting–acquainted stage of group
development.
    True

    False

ANS: True
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Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying
fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate

T/F Question 40
The frustration and personality conflicts that occur in groups as members compete for acceptance and status are
the source of primary tension.
    True

    False

ANS: False
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Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and
strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate, Skill=Understand the Concepts

T/F Question 41
Most groups experience some form of primary and secondary tension during the forming and storming stages of
group development.
    True

    False

ANS: True

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T/F Question 42
Groups resolve primary tension by being positive, energetic, patient, open-minded, and well prepared.
　　True

　　False

ANS: True
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T/F Question 43
When working in a group, primary tensions are often more difficult to resolve than secondary tensions.
　　True

　　False

ANS: False
UUID_v5=02214ec8-eb1b-59c2-9d80-3416c2316ced, UUID_v4=874496fa-f627-4098-9c11-7d4006bade79, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate

T/F Question 44
4During the preliminary phase of newcomer socialization, new members adjust to group expectations and assume needed roles.
　　True

　　False

ANS: False
Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate, UUID_v5=41b48184-c90a-5745-bc20-149703f4cce6, UUID_v4=ee0d12a9-378d-4857-b293-17972dc89e0c, Skill=Understand the Concepts

T/F Question 45
During the assimilation phrase of newcomer socialization, established members and newcomers blend into a comfortable state of working together to achieve a common goal.
　　True

　　False

ANS: True
UUID_v5=8a53dd32-f089-5c5a-8445-98670b9d11ac, UUID_v4=957acfda-b78e-4f0d-9e0f-e6b37bcdf88a, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate

T/F Question 46

Socialization is more likely to succeed if the newcomer's characteristics and motives align with the group's expectations.

    True

    False

ANS: True
UUID_v5=1c5ec115-e95f-5819-b907-388efe8410b8, UUID_v4=914687e6-606d-4b29-8ce2-f540d0a5b1dd, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate

T/F Question 47

Face-to-face meetings may be desirable in the early stages of virtual team development in order to reach the norming and performing stages sooner and more effectively.

    True

    False

ANS: True
UUID_v5=9e7352d3-540e-5702-904b-819186235a00, UUID_v4=591301af-bf54-487f-9d55-fbb625ae7851, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1: Group Development Stages, Difficulty=Moderate

T/F Question 48

Virtual groups develop much faster than face-to-face groups due to the ease of technology.

    True

    False

ANS: False
UUID_v5=a430ea16-ae22-585a-861a-ce09a8af568c, UUID_v4=2b0ad6ae-05b6-4e55-9fa0-ee410f130e2b, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1: Group Development Stages, Difficulty=Moderate

T/F Question 49

During the storming stage of group development, groups primarily confront the conflict ↔ cohesion dialectic and the leadership ↔ followership dialectic.

    True

    False

ANS: True
UUID_v5=965da950-3e0a-5fed-91d8-484010daddc3, UUID_v4=92a3de55-2055-4c34-9762-723e91f39ac8, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.2: Storming Stage, Difficulty=Moderate

T/F Question 50

During the norming stage of group development, groups primarily confront the conflict ↔ cohesion dialectic and the leadership ↔ followership dialectic.

    True

    False

ANS: False

UUID_v5=8c94bec1-1e8c-53ef-8af7-591e59ce5ae8, UUID_v4=2734c1fd-6c62-4de5-b69f-d1e03636b1cd, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.3: Norming Stage, Difficulty=Moderate

T/F Question 51

During the norming stage of group development, groups primarily deal with the conforming ↔ nonconforming dialectic and the structure ↔ spontaneity dialectic.

    True

    False

ANS: True

UUID_v5=7ccffaf1-9765-58b0-83ec-c4dbc863eba0, UUID_v4=387a9690-88de-4a33-9183-70b3701001eb, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.3: Norming Stage, Difficulty=Moderate

T/F Question 52

During Tuckman's performing stage of group development, feelings of trust and clear goals emerge as members become more comfortable with one another and agree upon group procedures.

    True

    False

ANS: False

UUID_v5=2ba6f22c-9d3b-5896-9d9e-31185999f5b7, UUID_v4=8ddd77c6-5e78-4655-8cb3-e28367d0de4d, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.4: Performing Stage, Difficulty=Moderate

T/F Question 53

When a group develops its own goals, members are more likely to be motivated to accomplish that goal.

    True

    False

ANS: True

UUID_v5=2f568c4a-cf14-5467-a09d-30acaa967bb3, UUID_v4=636f7f28-2c4e-45b5-bf4f-3c2f026c2e9f, Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated group goal, Topic=2.2: Group Goals, Difficulty=Moderate

T/F Question 54

In Carl Larson and Frank LaFasto's three-year study of characteristics that explain how and why effective groups develop, they put "a clear and elevated goal" at the top of their list.

True

False

ANS: True
UUID_v5=21e226ea-51cc-50d9-a887-4fd02eaa8f7b, UUID_v4=2f7ff58c-a914-48a2-8196-58a395992940,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2: Group Goals, Difficulty=Moderate

T/F Question 55
In Carl Larson and Frank LaFasto's three-year study of characteristics of highly effective groups, "the ability to
change group norms" was included in their list of eight key characteristics.
　　True

　　False

ANS: False
UUID_v5=02c09ee9-0881-5f98-8c2e-f3d8a5efee48, UUID_v4=a821c137-3ae2-41ed-a100-2bc8c6b1c654,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2: Group Goals, Difficulty=Moderate

T/F Question 56
Specific goals lead to higher performance than do generalized goals.
　　True

　　False

ANS: True
UUID_v5=eb446cde-e2c4-5026-8b68-888d43fb30f2, UUID_v4=eb66d72b-a0e8-41e4-8865-e1a04e0ce5b5,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2: Group Goals, Difficulty=Moderate

T/F Question 57
Locke and Latham's Goal Theory emphasizes the value of setting group goals.
　　True

　　False

ANS: True
UUID_v5=9017f499-59e5-58b6-b6db-7522ac063e57, UUID_v4=31e07991-fe99-4c97-9887-54f5d807b3fd,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2.1: Establishing Group Goals, Difficulty=Moderate

T/F Question 58
Locke and Latham's Goal Theory concludes that groups function best when their goals are easy to accomplish
and are set by a strong leader.
　　True

　　False

ANS: False
UUID_v5=b5de8a97-9b99-5831-80a1-5994cef2e6b0, UUID_v4=5c6eaae4-d2ee-40e2-b245-102288f137da,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2.1: Establishing Group Goals, Difficulty=Moderate

T/F Question 59
When setting goals, groups should ask questions about the goal's clarity, difficulty, meaningfulness, and cost.
    True

    False

ANS: True
UUID_v5=447036a7-ec70-5fa8-b66e-a1c0282e253b, UUID_v4=c26d804c-8c8e-4975-b39e-2d470e8e5df4,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2.1: Establishing Group Goals, Difficulty=Moderate

T/F Question 60
Hidden agendas occur when a member's private goal conflicts with the group's goal.
    True

    False

ANS: True
UUID_v5=cf028e40-e209-533a-aa98-08812e4690bd, UUID_v4=27c46ba7-0a92-492f-a34f-49122fe7c017,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2.2: Balancing Group Goals and Hidden Agendas, Difficulty=Moderate

T/F Question 61
Groups should avoid discussing hidden agendas openly to avoid member embarrassment and the potential for
interpersonal conflict.
    True

    False

ANS: False
UUID_v5=1eb1f4ba-6684-50d5-8094-dc34e30b5342, UUID_v4=23b53c59-6f1e-4b7c-88bd-470b8334e6a4,
Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated
group goal, Topic=2.2.2: Balancing Group Goals and Hidden Agendas, Difficulty=Moderate

T/F Question 62
Some norms can work against a group and its goals.
    True

    False

ANS: True
UUID_v5=ae765128-30de-5461-bf5e-85b2a8479cc7, UUID_v4=a6817cf1-7649-45c5-8f41-01a8f68def51,
Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and
implicit group norms, Topic=2.3: Group Norms, Difficulty=Moderate

T/F Question 63

Although group norms are often difficult to express in words, they are real and have a major effect on group productivity and member satisfaction.

    True

    False

ANS: True
UUID_v5=5e6b0cd8-865c-5674-b979-c3b2e449625a, UUID_v4=a66c333f-a4ff-47ba-a08a-1e458133eafc, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.1: Types of Norms, Difficulty=Moderate

T/F Question 64

Finding an appropriate balance between existing norms—which may be old, rigid, or useless—and new, untested norms presents a challenge to well-established groups.

    True

    False

ANS: True
UUID_v5=2eaf965c-8105-51b7-957b-af67d82f8e66, UUID_v4=29e542a1-0da2-434a-9684-14eee89d65f6, Skill=Understand the Concepts, Topic=2.3.1: Types of Norms, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Difficulty=Moderate

T/F Question 65

Explicit norms are rarely discussed or openly communicated, whereas implicit norms are put in writing or stated verbally.

    True

    False

ANS: False
UUID_v5=24e1b8e2-baaa-5797-bcf3-08226350f7e0, UUID_v4=7bbd26cd-1a00-4ea7-8abf-c767ab7f2519, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.1: Types of Norms, Difficulty=Moderate

T/F Question 66

Your text divides norms into four categories: interaction norms, procedural norms, status norms, and achievement norms.

    True

    False

ANS: True
UUID_v5=52e7cbde-213b-5afa-ac3f-b00b5d41fabe, UUID_v4=76c22efb-d1ab-4041-bc68-f85decad3c05, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.2: Categories of Norms, Difficulty=Moderate

T/F Question 67

When group members expect and receive an agenda in advance of meetings and follow the agenda during meetings, they are abiding by an interaction norm.

    True

    False

ANS: False
UUID_v5=47f52cdc-d36b-5775-9568-6098c18a78ca, UUID_v4=eefb719c-983a-47fa-917c-79de70d396c0, Difficulty=Moderate, Skill=Apply What You Know, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.2: Categories of Norms

T/F Question 68

A leader's ban on the use of cell phones and other interactive technologies during meetings is an example of an explicit procedural norm.

    True

    False

ANS: False
UUID_v5=e8e85c32-42f9-5107-aafb-6a8c9498850e, UUID_v4=2b169521-2100-4a4b-acfc-fcf9f2395258, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.2: Categories of Norms, Difficulty=Moderate

T/F Question 69

When a group is having difficulty deciding and the leader has the right to make the final decision, the group is abiding by a status norm.

    True

    False

ANS: True
UUID_v5=381b3629-7f69-51f2-8eee-87aa58a45d11, UUID_v4=6bca2eca-ba1e-4940-a53a-3fa3863cfe98, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.2: Categories of Norms, Difficulty=Moderate, Skill=Apply What You Know

T/F Question 70

Stanley Milgram and Philip Zimbardo's classic studies demonstrated that people in authority positions exert enormous pressure on people to conform.

    True

    False

ANS: True
UUID_v5=c3112736-89f6-5d6e-ac53-9907cc6cb72b, UUID_v4=02a01134-5d77-4104-8a51-c97df6d08e64, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.3: Conformity, Difficulty=Moderate

T/F Question 71

In some groups, discriminatory norms exclude people because of race, gender, age, ethnicity, religion, or personal philosophy.

    True

    False

ANS: True

UUID_v5=9d4f48ad-39e3-5c10-9282-0dfd5e25996a, UUID_v4=d644d37f-4952-4199-affb-e114c563bede, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.3: Conformity, Difficulty=Moderate

T/F Question 72

Groups can exert enormous pressure on members to conform even when a norm is unethical or dangerous.

    True

    False

ANS: True

UUID_v5=77f4e733-ae7c-503c-b521-a82866da740b, UUID_v4=f20819c7-c284-4afc-a2aa-8d2fc7cfb27e, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.3: Conformity, Difficulty=Moderate

T/F Question 73

When there is enormous pressure for group members to conform, a disruptive member can help the group by not conforming to group norms.

    True

    False

ANS: True

UUID_v5=aafb2624-e45e-5f68-b62d-5bfe256beac3, UUID_v4=2bd0bafb-dc81-4373-a59a-0396f78df80d, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.4: Nonconformity, Difficulty=Moderate

T/F Question 74

Constructive nonconformity occurs when a member resists a norm while still working to promote a group goal.

    True

    False

ANS: True

UUID_v5=a6cdc52a-69b8-5698-955b-919ddd3a0972, UUID_v4=bd0c9cfc-0b84-4fa3-aef7-be2e8ccf7572, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.4: Nonconformity, Difficulty=Moderate

T/F Question 75

Destructive nonconformity occurs when a member resists conforming to norms without regard for the best interests of the group and its goals.

    True

False

ANS: True
UUID_v5=f8b280b0-096b-5c46-bc4d-5576dbd5e50d, UUID_v4=fbf623df-cd6a-4dff-ac68-63790ef7c134,
Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and
implicit group norms, Topic=2.3.4: Nonconformity, Difficulty=Moderate

T/F Question 76
Members who engage in disruptive or nonconforming behavior should always be confronted about their
behavior as soon as possible.
     True

     False

ANS: False
UUID_v5=3a9552d3-9997-5e12-868e-87bf069c3de8, UUID_v4=6ef284ee-1e7e-474d-b114-9ced904e01f6,
Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and
implicit group norms, Topic=2.3.4: Nonconformity, Difficulty=Moderate

T/F Question 77
When a highly disruptive member prevents a group from achieving its common goals, a group should use the
following strategies—in the following order—to deal with the troublesome member: confront, exclude, and
accept.
     True

     False

ANS: False
Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and
implicit group norms, Topic=2.3.4: Nonconformity, Difficulty=Moderate, UUID_v5=2be0f802-c52e-5b5a-
a199-b939622c8f6d, UUID_v4=acabb8b7-5ec8-4d92-870e-12500d46d8cd

T/F Question 78
Motivation recognizes and financially compensates group members for work well done.
     True

     False

ANS: False
UUID_v5=b383d175-f8ce-5e56-af26-b1b1c2438adb, UUID_v4=483c1da6-3b31-435c-9831-9c6d69af31d7,
Skill=Understand the Concepts, Objective=2.4: Compare the four categories of motivators, Topic=2.4: Group
Motivation, Difficulty=Moderate

T/F Question 79
When groups experience apathy, intrinsic motivators—such as a sense of meaningfulness and progress—are
minimal or missing.
     True

     False

ANS: True
UUID_v5=2c6f646c-cd58-5f21-b240-6fe2f23ae4c2, UUID_v4=991bee1a-f08e-407f-9003-ade23adbcf36,
Skill=Understand the Concepts, Objective=2.4: Compare the four categories of motivators, Topic=2.4: Group
Motivation, Difficulty=Moderate

T/F Question 80
When group members are motivated by a shared feeling that they are pursuing a worthy goal, they are
experiencing a sense of meaningfulness.

    True

    False

ANS: True
UUID_v5=4f7a4d79-242c-5c98-bd6d-95805c1498cf, UUID_v4=d21c3b7e-6c99-426c-a726-9f58d33a1845,
Skill=Understand the Concepts, Objective=2.4: Compare the four categories of motivators, Topic=2.4: Group
Motivation, Difficulty=Moderate

T/F Question 81
When other groups were using the accepted research method they'd been told to use, one courageous group
decided to use a different, more sophisticated method. Their result was a much better study that could boast
better and more useful data. The ecstatic and exhilarated successful was motivated by sense of choice

    True

    False

ANS: True
UUID_v5=94226268-b2ad-5ee2-b537-d7b7e3a03e29, UUID_v4=ea9edf02-783b-40e2-8417-45ba6bf5d131,
Skill=Understand the Concepts, Objective=2.4: Compare the four categories of motivators, Topic=2.4: Group
Motivation, Difficulty=Difficult

Essay

Essay Question 82
Identify and describe, in order, Tuckman's five group development stages. Provide a brief example that
illustrates the characteristics of each stage.
UUID_v5=2e74c19f-75ef-5fe0-a2ae-4fbec2cb4765, UUID_v4=727edc15-4583-459b-b54c-960df523f863,
Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying
fundamental characteristics and strategies, Topic=2.1: Group Development Stages, Difficulty=Difficult

Essay Question 83
Describe primary tension in groups. During what stage of group development does it usually occur? Why does it
occur? What are two ways of resolving or decreasing primary tension?
UUID_v5=93c5f580-09f8-57b3-a973-ede21b62b419, UUID_v4=55618b94-b641-43c1-a4b0-a33a07a47a88,
Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying
fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Difficult

Essay Question 84
The socialization process is very important in groups because "positive socialization creates stronger

commitments to confront and balance the multiple issues and tensions involved in participating in group activities." Identify and describe three of the five phases of the socialization process.
UUID_v5=50b02081-6a2c-5726-9f33-faccce20a0c0, UUID_v4=373b1ee9-d97f-4f88-b3cb-db1a0520037c, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.1: Forming Stage, Difficulty=Moderate

Essay Question 85
Describe secondary tension in groups. During what stage of group development does it usually occur? Why does it occur? What are two ways of resolving or decreasing secondary tension?
UUID_v5=41b8fdd3-1303-53ae-884b-24fe1ea9b0f0, UUID_v4=961fad2d-ff0d-4cb3-a63f-fd34aa9618ba, Difficulty=Difficult, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1.2: Storming Stage

Essay Question 86
What is the difference between primary and secondary tension? Describe the types of behavior typical of a group experiencing each type of tension. What are the consequences for a group that does not successfully move beyond primary and secondary tension?
UUID_v5=54ef22ea-d0a6-5469-bc66-54623c7b8df8, UUID_v4=7fb4960b-18ac-4c18-9bc3-d0e0a58c1bd6, Difficulty=Difficult, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1: Group Development Stages

Essay Question 87
Explain why virtual teams face unique challenges in each of the five stages of group development.
UUID_v5=d3cc0351-c279-5e19-8745-a6286bd875ce, UUID_v4=9a3e243f-a4ab-4d97-8e19-683bc865fdd0, Difficulty=Difficult, Skill=Understand the Concepts, Objective=2.1: Describe the five group development stages by identifying fundamental characteristics and strategies, Topic=2.1: Group Development Stages

Essay Question 88
Groups benefit by asking six questions about their common goals (Clarity, Challenge, Commitment, Compatibility, Cooperation, and Cost). Describe the implications of "yes" answers to three of these six questions.
UUID_v5=2b704897-81b3-5f75-9c22-749d487ca5ed, UUID_v4=c47b39c5-ded2-4a8e-8752-ffdafba972d5, Difficulty=Difficult, Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated group goal, Topic=2.2: Group Goals

Essay Question 89
Locke and Latham's Goal Theory concludes that groups function best when their goals meet seven criteria. Identify three of the seven criteria. Of these three criteria, which one, in your opinion, is the most important? Justify your answer.
UUID_v5=eec3a60c-d28b-5d90-84d0-4749127b8a60, UUID_v4=4e55d950-1be3-4889-879a-cd908ce730e8, Difficulty=Understand the Concepts, Skill=Difficult, Objective=2.2: Explain the guidelines for establishing a clear and elevated group goal, Topic=2.2: Group Goals

Essay Question 90
Effective groups set clear, specific, achievable, and elevated goal. Provide an example of a goal that meets these criteria and goal that fails to meet these criteria.

UUID_v5=88c59359-21bb-5469-ab2b-17a2b3feeab6, UUID_v4=15923e42-9119-41a0-8342-58d157e15aba, Difficulty=Difficult, Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated group goal, Topic=2.2: Group Goals

Essay Question 91

What are hidden agendas and how can they affect a group's work? Identify and describe three strategies for overcoming the influence of hidden agendas.
UUID_v5=010b3ab6-ad8f-570d-a2f8-aa67e55c264d, UUID_v4=75a56876-f279-4e6c-a6e3-188b7f4d3766, Difficulty=Moderate, Skill=Understand the Concepts, Objective=2.2: Explain the guidelines for establishing a clear and elevated group goal, Topic=2.2.2: Balancing Group Goals and Hidden Agendas

Essay Question 92

Describe three of the five important functions served by group norms. Using a group in which you have participated as a member, explain how these three factors influenced the extent to which you conformed to group norms.
UUID_v5=5f1505cd-ff58-5be8-ac16-ad9c155e4054, UUID_v4=37a5fe3b-efe8-4f7a-aa14-0ed236ef98b0, Difficulty=Difficult, Skill=Apply What You Know, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3: Group Norms

Essay Question 93

Under what circumstances are members more likely to conform to the group's norms? Provide examples to justify your answer.
UUID_v5=711b80d8-0a03-552c-bb94-5e1764861f19, UUID_v4=da0454ea-5c14-4ccc-acb7-d34b89011723, Difficulty=Moderate, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3: Group Norms

Essay Question 94

What is a group norm? Identify three reasons why group norms enhance positive and consistent interaction among group members. How can you use information about group norms to become a more effective member?
UUID_v5=5ec4bc52-266c-56b7-a45c-7b873f0fe12b, UUID_v4=25ee7454-b3a9-436e-87f7-ff6756b9736d, Difficulty=Moderate, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.1: Types of Norms

Essay Question 95

Think about a group to which you belong or a group to which you belonged in the past.
Describe that group in terms of its implicit and explicit norms. How did those norms affect the group's ability to achieve its common goal?
UUID_v5=b5311d75-25d2-5599-b160-9a64fcf73733, UUID_v4=734a47bf-b51a-4e3e-b5f3-185a9ef1c323, Difficulty=Difficult, Skill=Apply What You Know, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.1: Types of Norms

Essay Question 96

Define and distinguish between explicit and implicit norms. Explain how each type of norm can affect new group members.
UUID_v5=a1ba697e-3d80-5b89-8a2a-ce83188e756e, UUID_v4=76193106-3fe6-4f02-a356-5e9d322a3779, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.1: Types of Norms, Difficulty=Moderate

Essay Question 97
Provide an example that demonstrates your understanding of each type of norm—interaction norms, procedural norms, status norms, and achievement norms—functions in a group.
UUID_v5=e33ccab2-a1cb-598f-ba5c-8c4e3ffb4361, UUID_v4=837f5783-dadb-46e6-9c5c-2370167409ae, Skill=Apply What You Know, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.2: Categories of Norms, Difficulty=Difficult

Essay Question 98
Describe why group members need to be aware of unreasonable norms. Include a brief discussion of Milgram's and Zimbardo's respective experiments about authority.
UUID_v5=15523d13-0a5d-5d12-af52-d71685c3c6b4, UUID_v4=5b1a6a4f-5545-4433-9dcf-85507116ba06, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.3: Conformity, Difficulty=Difficult

Essay Question 99
Under what circumstances could deviation from group norms help group members collaborate more effectively to achieve a common goal?
UUID_v5=dadc3af6-8104-5f51-a2a9-f606684d3ef6, UUID_v4=6444ecb0-fd0f-4b78-be80-598732de895b, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.4: Group Norms, Difficulty=Difficult

Essay Question 100
Describe at least three strategies a group could use to develop constructive norms and change or oppose unethical norms.
UUID_v5=c2302bb4-4c7d-5c6c-9705-bc6d948486e3, UUID_v4=2c8fc1a1-4248-4053-98dd-1978ad8a2a0e, Skill=Understand the Concepts, Objective=2.3 Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3: Conformity, Difficulty=Moderate

Essay Question 101
Explain how constructive nonconformity can help a group achieve its common goal. Provide examples to support your explanation.
UUID_v5=681fcde4-a766-587c-8d8e-4edd8c8a8b13, UUID_v4=114a2851-b07d-4253-8ab0-66c4c98d1064, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.4: Nonconformity, Difficulty=Difficult

Essay Question 102
Choose two strategies for handling disruptive members or disruptive behavior in a group and the circumstance in which you would you each of these methods. Describe each strategy and the circumstances in which you would use this strategy. Provide examples to support your answer.
UUID_v5=120c0ad5-0470-5f1b-9231-5371f6681f84, UUID_v4=12f2ad13-7332-485e-9e48-63468c009afe, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3.4: Nonconformity, Difficulty=Difficult

Essay Question 103
Identify and describe three ways in which you could go about changing group norms.

UUID_v5=7b22e988-485e-5204-8597-f29d2ce00d34, UUID_v4=39a7fbfb-493a-4464-af79-e78ed2097602, Skill=Understand the Concepts, Objective=2.3: Describe strategies for creating and changing explicit and implicit group norms, Topic=2.3: Group Norms, Difficulty=Moderate

Essay Question 104

Explain *why* each of the four categories of motivators to energize and reinforce group work.
Objective=2.4: Compare the four categories of motivators, Topic=2.4: Group Motivation, Difficulty=Difficult, UUID_v5=707c8121-a4ad-525e-8a1f-a739101e0369, UUID_v4=478ea393-b3a5-467a-a691-44a31ee1dba4, Skill=Understand the Concepts

Essay Question 105

Choose two of Kenneth Thompson's four categories on intrinsic motivators needed to energize and reinforce work. Explain how you could motivate group members by enlisting these motivators. Provide specific examples of the strategies you would use.
UUID_v5=04482d71-bd96-5597-84dc-2ec074cba2a7, UUID_v4=956c8c2f-f2b5-47cb-b773-1ffd9fa52757, Skill=Understand the Concepts, Objective=2.4: Compare the four categories of motivators, Topic=2.4: Group Motivation, Difficulty=Difficult

Essay Question 106

Describe a situation in which you received an intrinsic and/or extrinsic reward for an action or task you completed. Describe a second situation in which you did not receive any reward for a job well done. Compare and contrast your reactions to both situations.
UUID_v5=2a9c12ed-a7ac-5965-b61b-ed7a8f5cc9ca, UUID_v4=db2119f2-9766-4e00-a5d6-d36e0e6c08b9, Skill=Apply What You Know, Objective=2.4: Compare the four categories of motivators, Topic=2.4: Group Motivation, Difficulty=Moderate