MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) One advantage of using larger groups is that
   A) people tend to be more satisfied.  
   B) group resources are greater.  
   C) there is less chance of conflicts.  
   D) information dispersal is faster.

2) The shared belief group members have about the ability of the group to achieve its goals and objectives is
   A) facilitation.  
   B) motivation.  
   C) group efficacy.  
   D) function.

3) Those rules developed in groups that specify in writing the best way to perform a particular task are referred to as
   A) roles.  
   B) standard operating procedures.  
   C) norms.  
   D) action plans.

4) The effect the physical presence of others has on an individual’s performance is referred to as
   A) social facilitation.  
   B) group roles.  
   C) group self-efficacy.  
   D) group composition.

5) A set of behaviors or tasks a person is expected to perform by virtue of holding a position in a group or organization is called a (an)
   A) role.  
   B) position description.  
   C) actor.  
   D) job.

6) Group members who are allowed to deviate from group norms because they have made above-average contributions to the group in the past, which earned them the freedom to violate norms without being punished, are allowed to do so because of
   A) idiosyncrasy credits.  
   B) norm taking.  
   C) role making.  
   D) norm credits.

7) The mechanisms that groups use to control members’ behaviors include
   A) audience effects, coaction effects, and social facilitation.  
   B) norms, roles, and rules.  
   C) composition, status, and function.  
   D) affective, cognitive, and behavioral.

8) The two types of social facilitation effects are known as
   A) role and norm effects.  
   B) audience and coaction effects.  
   C) passive and active effects.  
   D) homogeneous and heterogeneous effects.
9) According to Tuckman’s five-stage model, members really start to feel like they belong to the group, and they develop close ties with one another in the
   A) storming stage. B) forming stage. C) adjourning stage. D) norming stage.

10) To ensure group norms are functional for organizations, managers should
   A) approve all group norms before they are instituted.
   B) base group member outcomes on individual rather than group performance.
   C) focus on minimum goals for work groups.
   D) focus on aligning organizational and group goals.

11) The most widespread reason why group members conform to norms is
   A) that compliance is necessary in order to receive rewards and avoid punishment.
   B) the belief that the norm is the right way to do something, a belief that leads to internalization of the norm.
   C) that norms are a very efficient form of signaling behavior.
   D) the belief that norms constitute part of the individual’s role set.

12) A major challenge when using teams is that they can be tricky to manage because
   A) they lack organizational authority.
   B) of their temporary nature.
   C) they spend too much time trying to come to an agreement on important issues.
   D) they are informal in nature.

13) The graph of the relationship between norm conformity and group performance is
   A) upward sloping, with increased conformity resulting in increasing performance continuously.
   B) an inverted U-shape, with increased conformity producing increased performance until a point of maximum performance is reached, and increased in conformity after this point leading to decreases in performance.
   C) U-shaped, with increased conformity producing lower levels of performance at first and increased performance as conformity continues to increase.
   D) downward sloping, with increased conformity leading to decreasing performance, continuously.

14) When large numbers of students are taught to react to the same situations with identical responses, it is called

15) The tactic that describes when newcomers are segregated from existing group members during the learning process is called
   A) disjunctive. B) segregation. C) serial. D) formal.
16) The main benefit of an institutionalized orientation over the alternative is that an institutionalized orientation
A) is more equitable.
B) is less costly.
C) reduces variability among group members.
D) encourages openness to change.

17) When an apprentice woodworker who has just joined a group of custom furniture makers is told that the order in which he learns to make the different types of furniture is up to him, the ________ tactic of role orientation is being used.
A) fixed
B) variable
C) random
D) sequential

18) The extent to which the work performed by one member affects what other group members do is referred to as
A) social loafing
B) the norm of reciprocity
C) self-managing
D) task interdependence

19) Cohesiveness in groups generally grows when
A) it is difficult for outsiders to become part of the group.
B) the group has been unsuccessful at prior tasks.
C) there is little or no competition with other groups in the organization.
D) the group members possess a large number of diverse characteristics.

20) Managers can reduce social loafing in groups where individual effort cannot be separated from the group performance by
A) making each individual feel that he or she makes an important contribution to the group.
B) increasing the size of the group by adding new members.
C) measuring group performance.
D) providing incentives for increased individual effort.

21) When a group’s task requires pooled task interdependence,
A) effort is required of only select members of the group.
B) the contribution of each member of the group cannot be readily identified or evaluated.
C) certain individuals can contribute to the group’s performance only after other group members make their contribution.
D) each member of the group makes a separate and independent contribution to group performance.

22) Cross-functional research and development teams consist of
A) individuals from each organizational function necessary to develop a new product.
B) groups who evaluate and enhance the ability of individuals across the organization to work together in teams.
C) group members from a single department who compete with groups from other departments in the organization.
D) individuals who transfer to the research and development department from other areas of the organization.
23) Social loafing is
   A) the tendency for individuals to exert less effort when they work in groups as opposed to when they work by themselves.
   B) the preference of individuals to assign their work to other members of the group.
   C) the inclination groups have to engage in simple, easy tasks.
   D) the relaxed and carefree existence individuals in groups enjoy.

24) Top management teams are characterized by
   A) pooled task interdependence
   B) sequential task interdependence.
   C) reciprocal task interdependence.
   D) none of the above

25) The activities of an organization's top management team most likely involve
   A) sequential interdependence.
   B) reciprocal interdependence.
   C) planned interdependence.
   D) pooled interdependence.

26) A common source of process losses on pooled interdependence tasks is that group members
   A) have to wait for others to finish their tasks before making a contribution.
   B) may not be motivated because individual contributions cannot be easily identified and rewarded.
   C) may inadvertently duplicate the effort of other members by performing tasks that have already been completed.
   D) may overwhelm the manager because the group is too large to manage effectively.

27) When a group’s task is based on sequential task interdependence,
   A) each member’s contribution is influenced by every other group member.
   B) group members make their contributions simultaneously.
   C) specific behaviors must be performed in a predetermined order.
   D) all members of the group perform the same activities.

28) As group activities move from pooled to sequential to reciprocal interdependence, the potential for process losses
   A) increases and the potential for process gain increases.
   B) increases and the potential for process gains decreases.
   C) decreases and the potential for process gain decreases.
   D) decreases and the potential for process gains increases.

29) The relationship between group size and group cohesiveness is that as group size
   A) increases, cohesiveness tends to increase.
   B) decreases, cohesiveness tends to decrease.
   C) increases, cohesiveness tends to decrease.
   D) decreases, cohesiveness remains unchanged.
30) The "sucker effect" suggests that when group members observe other members loafing, they will
   A) reduce their own efforts so they don't feel taken advantage of.
   B) reject or ostracize the loafing group members.
   C) work harder to overcome the lost productivity of the loafing group members.
   D) arrange a way for the loafing group members to be caught.

31) Group tasks involve reciprocal interdependence when
   A) the specific activities and behaviors of group members must be performed in a predetermined order.
   B) each member of the group makes a separate and independent contribution to group performance.
   C) the activities of work group members become fully dependent on one another so that every group member's performance influences the performance of every other group member.
   D) the sequence of work activities begins and ends with the contribution of one particular group member.

32) Self-managed work teams are most effective when
   A) the group is truly self-managing.
   B) the teams are able to overcome a lack of organizational support.
   C) managers continue to help the team set group goals and assign individual tasks to group members.
   D) the work performed by group members results in some sort of finished end product.

33) The potential for process losses is higher with ________ than with ________.
   A) sequential interdependence; pooled interdependence
   B) pooled interdependence; sequential interdependence
   C) sequential interdependence; reciprocal interdependence
   D) pooled interdependence; reciprocal interdependence

34) When Levi's used a piece rate system to reward employees, it was using
   A) pooled task interdependence.
   B) reciprocal interdependence

35) Too much cohesiveness is dysfunctional for work groups because members will
   A) become too similar and eventually view each other with disdain.
   B) eliminate all deviance and will thus be unable to recognize and discard inappropriate norms.
   C) communicate too much about work matters.
   D) cooperate too much with others outside the group.

36) Group cohesiveness is detrimental to organizational effectiveness when
   A) other groups compete against the cohesive group to maintain higher quality.
   B) group goals are not aligned with organizational goals.
   C) individuals form close-knit groups.
   D) other groups begin to look up to the cohesive group.
37) The two distinct leadership styles in Fiedler’s contingency model of leadership are referred to as  
   A) job oriented and employee oriented.  
   B) job oriented and relationship oriented.  
   C) task oriented and relationship oriented.  
   D) initiating structure and consideration.  

38) The behavior approach to leadership focuses on what  
   A) leaders do.  
   B) effect leaders have on the actions of followers.  
   C) leaders think and feel.  
   D) enduring characteristics leaders possess.  

39) The leader–member exchange theory of leadership suggests that leaders  
   A) develop different relationships with subordinates based on their personalities.  
   B) have unique and different types of relationships with different subordinates.  
   C) base their selection of in-group subordinates on low performance.  
   D) always treat their subordinates in exactly the same way. 

40) _______ theory suggests that leaders need to focus on what outcomes motivate their followers and  
   then to distribute those outcomes to subordinates when they attain their work goals and perform at  
   a high level.  
   A) Leader-member exchange  
   B) The Vroom and Yetton  
   C) Path-goal  
   D) all of the above 

41) The leadership theory that focuses on the unique relationship between the leader and subordinates  
   is  
   A) the Vroom-Yetton model.  
   B) the leader-member exchange theory.  
   C) the path-goal theory of leadership.  
   D) the transformational leadership theory.  

42) According to Ohio State researchers, those behaviors that leaders engage in that signify they  
   respect, trust, and have good relationships with their followers are known as  
   A) initiating structure.  
   B) consideration.  
   C) people-oriented behavior.  
   D) task oriented behavior.  

43) Leader reward behavior is generally more effective than leader punishing behavior because  
   A) it is generally more difficult to punish that it is to reward someone.  
   B) it shifts responsibility for behavior from the leader to the subordinate.  
   C) punishment can have unintended and unfavorable side effects.  
   D) leaders save punishing behaviors for subordinates they dislike.  

44) The inducement of subordinate performance by exchanging rewards for performance or  
   punishment for mistakes is known as  
   A) transactional leadership.  
   B) charismatic leadership.  
   C) interactional leadership.  
   D) transformational leadership.
45) The LBDQ and the LOQ are typically used to measure
A) leaders' task-related knowledge.  B) the ability of certain people to lead.
C) leaders' intelligence.  D) leadership behavior.

46) The extent to which a leader actually does help a group or organization to achieve its goals is
A) informal leadership.  B) leader effectiveness.
C) formal leadership.  D) organizational profitability.

47) The path-goal theory of leadership focuses on effective leaders as
A) instigators.  B) dictators.  C) terminators.  D) motivators.

48) The path-goal theory of leadership is based on
A) equity theory.  B) the behavioral approach.
C) reinforcement theory.  D) expectancy theory.

49) According to House, leaders that let subordinates know what tasks need to be performed and how they should be performed are engaging in
A) supportive behavior.  B) participative behavior.
C) directive behavior.  D) achievement oriented behavior.

50) According to Fiedler's contingency model of leadership, a group that has clear goals and clear and specific means for accomplishing these goals is operating at high levels of
A) leader-member relations.  B) task structure.
C) position power.  D) leader-member exchange.

51) Initiating structure includes leader behavior that relates to acceptable performance of job duties and includes all of the following EXCEPT
A) discussing personal problems with employees.
B) planning ahead.
C) goal setting.
D) assigning individual tasks to followers.

52) Task-oriented leaders are predicted by Fiedler's contingency model of leadership to be most effective
A) when task structure is greater than position power.
B) in very favorable or very unfavorable situations.
C) in moderately favorable situations.
D) position power is stronger than leader-member relations.
Testname: TEST # 2

1) B
2) C
3) B
4) A
5) A
6) A
7) B
8) B
9) D
10) D
11) A
12) C
13) B
14) B
15) D
16) C
17) C
18) D
19) A
20) A
21) D
22) A
23) A
24) C
25) B
26) C
27) C
28) A
29) C
30) A
31) C
32) D
33) A
34) A
35) B
36) B
37) C
38) A
39) B
40) C
41) B
42) B
43) C
44) A
45) D
46) B
47) D
48) D
49) C
50) B
Answer Key
Testname: TEST # 2

51) A
52) B