**Strategic Management Communication for Leaders 4e**

**Chapter 10 – Communicating in and Leading Groups and Teams**

1. The success of digital collaboration depends largely upon team members' abilities to adopt new ways of working.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 10-8

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Communication Evolution

TOPICS: Communicating in and Leading Groups and Teams

KEYWORDS: Bloom’s: Comprehension

1. Groups and organizations use procedural conflicts to increase creativity, solve problems, decide issues, and resolve conflicts of viewpoints.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: The Effects of Group Cohesion and Conformity

KEYWORDS: Bloom’s: Comprehension

1. Member satisfaction is greater in low-cohesive groups than in high-cohesive groups.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 10-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: The Effects of Group Cohesion and Conformity

KEYWORDS: Bloom’s: Knowledge

1. An information giver plays the socioemotional group role of providing opinions, values, and feelings.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 10-2

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Group Roles

KEYWORDS: Bloom’s: Comprehension

1. A playboy or playgirl is an individualistic group role that is characterized by lack of involvement in the group and a cynical or nonchalant attitude.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 10-2

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Group Roles

KEYWORDS: Bloom’s: Comprehension

1. All-channel communication networks are characterized by a high degree of centralization.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 10-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Group Member Relations

KEYWORDS: Bloom’s: Comprehension

1. Research shows that conflict is a negative influence in business and therefore should be avoided as much as possible.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Sources of Group Conflict

KEYWORDS: Bloom’s: Knowledge

1. Competitors view group disagreements as win-lose situations and find satisfaction in forcing their ideas on others.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Moderate QT: True/False

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Sources of Group Conflict

KEYWORDS: Bloom’s: Comprehension

1. Groups with greater diversity sometimes display more conflict than homogeneous groups.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Diversity

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Team Leadership

KEYWORDS: Bloom’s: Knowledge

1. Creativity in a team setting refers to the invention of a new idea, strategy, principle, or approach to problem solving.

❏ True

❏ False

ANS: True PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 10-7

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Techniques for Enhancing Group and Team Creativity

KEYWORDS: Bloom’s: Knowledge

1. Virtual teams that concentrate mostly on the enabling technology have high rates of success.

❏ True

❏ False

ANS: False PTS: 1 DIFF: Easy QT: True/False

HAS VARIABLES: False LO: 10-3

NATIONAL STANDARDS: U.S. – BUSPROG: Ethics – BUSPROG: Technology – BUSPROG: Ethics –
BUSPROG: Technology

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Team Leadership

KEYWORDS: Bloom’s: Comprehension

1. A “win-win” problem-solving orientation most closely resembles the \_\_\_\_\_\_\_\_\_ approach to conflict.

a. competing

b. collaborating

c. avoiding

d. yielding

ANS: b PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Sources of Group Conflict

KEYWORDS: Bloom’s: Comprehension

1. Which of the following would not increase cohesiveness in a group?

a. Independence of group members

b. Progress toward group goals

c. Shared norms and values

d. Shared group experiences

ANS: a PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 10-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Group Member Relations

KEYWORDS: Bloom’s: Comprehension

1. All of the following are examples of Lencioni’s dysfunctions of a team, EXCEPT:

a. Absence of trust

b. Lack of commitment

c. Avoidance of accountability

d. An emphasis on social bonding

ANS: d PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 10-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Communicating in and Leading Groups and Teams

KEYWORDS: Bloom’s: Knowledge

1. The usefulness of group discussion can be limited by all of the following, EXCEPT:

a. Poor communication skills

b. Egocentric behavior

c. Nonparticipation

d. A devil’s advocate

ANS: d PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 10-5

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Group Decision Making

KEYWORDS: Bloom’s: Comprehension

1. \_\_\_\_\_\_\_\_\_ differences in negotiation styles and strategies can affect the decision-making process.

a. Numerical

b. Leadership

c. Cultural

d. Irrational

ANS: c PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 10-5

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Group Decision Making

KEYWORDS: Bloom’s: Knowledge

1. The easiest type of conflict to avoid in groups is:

a. Personal

b. Substantive

c. Procedural

d. Competitive

ANS: c PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Sources of Group Conflict

KEYWORDS: Bloom’s: Knowledge

1. As conflicts escalate, group members often become:

a. More committed to their positions

b. More understanding of the positions taken by others

c. Unchanged in their position

d. Depends on the situation

ANS: a PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Sources of Group Conflict

KEYWORDS: Bloom’s: Comprehension

1. When free riding occurs in a group, individual group members tend to:

a. Increase their contributions to make up for the slack

b. Reduce their own contributions or withdraw from the group

c. Maintain their level of contribution

d. Remain unaffected or ignore the free-riding

ANS: b PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 10-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Group Performance

KEYWORDS: Bloom’s: Comprehension

1. From a leadership or management perspective, it is valuable to recognize the stages of group formation and to \_\_\_\_\_\_\_\_\_ as appropriate.

a. assign new roles

b. reprimand

c. reward

d. intervene

ANS: d PTS: 1 DIFF: Easy QT: Multiple Choice

HAS VARIABLES: False LO: 10-1

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Forming Groups

KEYWORDS: Bloom’s: Knowledge

1. People will join groups and remain in groups that provide them with \_\_\_\_\_\_\_\_\_ number of valued rewards while incurring \_\_\_\_\_\_\_\_\_ number of possible costs.

a. the maximum, the fewest

b. an equal, an equal

c. the maximum, an equal

d. an equal, the fewest

ANS: a PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 10-1

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Forming Groups

KEYWORDS: Bloom’s: Knowledge

1. Examples of “stinking thinking” include all of the following, EXCEPT:

a. “We’ve never done it this way before.”

b. “They might listen to this approach.”

c. “You can’t be serious.”

d. “They won’t let us do this.”

ANS: b PTS: 1 DIFF: Moderate QT: Multiple Choice

HAS VARIABLES: False LO: 10-7

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Techniques for Enhancing Group and Team Creativity

KEYWORDS: Bloom’s: Knowledge

1. List four of the eight steps that can be taken to avoid groupthink.

ANS: Student responses should include four of the following eight steps:

1. The leader should encourage participants to voice objections and critically evaluate ideas.
2. Members should take an impartial stance and not get wrapped up in ego and emotions, affording a more objective view of the decision.
3. More than one group can work on a problem, which may lead to radically different recommendations.
4. Each member can be encouraged to discuss the group’s deliberations with people outside the group and get their feedback.
5. The group can invite outside experts in for their input and feedback.
6. The group can appoint a member to be devil’s advocate to assure that the group explores all sides of each issue.
7. The group can be divided into subgroups, each of which works the problem separately and then reports back.
8. The group can hold a “second chance” meeting after reaching preliminary consensus, to allow members to express doubts and concerns that may have come up.

 PTS: 1 DIFF: Moderate QT: Subjective Short Answer

HAS VARIABLES: False LO: 10-6

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Sources of Group Conflict

KEYWORDS: Bloom’s: Knowledge

1. List three of the factors that increase interpersonal attraction between individuals and contribute to group formation.  Briefly explain each.

ANS: The factors that increase attraction between individuals and can contribute to group formation include:

* **Proximity.** Physical proximity increases the opportunity for interaction and the likelihood a group will form.
* **The similarity principle.** We like people who are similar to us in some way.
* **The complementary principle.** We are attracted to people who possess characteristics that complement our own personal characteristics.
* **The reciprocity principle.** Linking tends to be me with linking in return.
* **The minimax principle.** People will join groups and remain in groups that provide them with the maximum number of valued rewards while incurring the fewest number of possible costs.

 PTS: 1 DIFF: Moderate QT: Subjective Short Answer

HAS VARIABLES: False LO: 10-1

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Forming Groups

KEYWORDS: Bloom’s: Comprehension

1. List four of the benefits of properly trained virtual teams.

ANS: Students should list four of the benefits of properly trained virtual teams provided below.

* When team members receive the same information at the same time and quickly, the conflict that comes from selective or secret information flow is avoided. Departmental politics are minimized.
* Accountability of team members to each other and to the work increases significantly. Participation and individual contributions by members are evident to everyone on the team.
* Even though members may be remote, decisions can be made with the knowledge and participation of the entire team.
* Since team members have the most current information, they can make high-quality decisions quickly.
* The digital space serves as a record. There are two benefits: 1) a record of any decision stays in the shared digital space, ensuring it will stick; and 2) relevant documents reside in that space and can be easily accessed. This ability also eliminates any ambiguity about which version is current.
* Important information stays with the team through changes in membership. New team members can become contributors faster because the team's history and intellectual capital reside in the shared space.

 PTS: 1 DIFF: Moderate QT: Subjective Short Answer

HAS VARIABLES: False LO: 10-8

NATIONAL STANDARDS: U.S. – BUSPROG: Ethics – BUSPROG: Technology – BUSPROG: Ethics –
BUSPROG: Technology

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Team Leadership

KEYWORDS: Bloom’s: Application

1. Discuss the advantages and disadvantages of cohesiveness in a group. When possible or appropriate, provide examples from your own group experiences to illustrate your answer.

ANS: Student responses might address the following benefits of group cohesion: People are usually more satisfied with their groups when the group is cohesive rather than non-cohesive; a cohesive group creates a healthier workplace, at least at the psychological level; because people in cohesive groups respond to one another in a more positive fashion than the members of non-cohesive groups, people experience less anxiety and tension; and people in cohesive groups more readily accept the group’s goals, decisions, and norms. Some disadvantages of group cohesion are that members can become too dependent on the group; pressure to conform is also greater in cohesive groups, which also can potentially create such problems as members reacting very negatively when a group member goes against group consensus and taking harsh actions to bring dissenters into line; it can increase negative group processes, including hostility and scapegoating; and members may vent their frustrations through interpersonal aggression, such as overt hostility, joking hostility, scapegoating, and domination of subordinate group.

 PTS: 1 DIFF: Challenging QT: Essay

HAS VARIABLES: False LO: 10-3

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Stages of Group Development

KEYWORDS: Bloom’s: Application

1. Discuss as many of the elements of an effective team as you can recall from the text.

ANS: Research has found that successful teams consistently demonstrated the eight characteristics listed below.

* **A clear elevating goal.** Teams often fail because they are given a vague task and then asked to work out the details (Hackman, 1990). Teams also fail because they let personal agendas or power issues replace their goal (Larson & LaFasto, 1989).
* **Results-driven structure.** Different types of teams have different types of structures. An effective team must use the appropriate structure, members need clear roles, a good communication system, methods for assessing individual performance, and an emphasis on fact-based judgments (Larson & LaFasto, 1989).
* **Competent team members.** Team members need not only sufficient information, education and training; they also need interpersonal and teamwork skills and ideally certain personal characteristics, such as openness, supportiveness, action orientation and a positive attitude (LaFasto & Larson, 2001).
* **Unified commitment.** A common occurrence is to call a group a team and then treat it as a collection of individuals (Hackman, 1990). Teams don’t just happen, they must be developed.
* **Collaborative climate.** A collaborative climate is one in which members can stay problem focused, can listen to and understand one another, can feel free to take risks, and be willing to compensate for one another. To build a collaborative climate, trusting relationships need to be developed based on openness, honesty, consistency and respect (Larson & LaFasto, 1989). Effective team leaders ensure a collaborative climate by making communication safe, demanding and rewarding collaborative behavior, guiding the team’s problem-solving efforts, and managing their own control needs (LaFasto & Larson, 2001).
* **Standards of excellence.** The organization or the team must set standards of excellence so that teams members will feel pressure to perform at their highest levels. A leader can facilitate this process by requiring results, making expectations clear, reviewing results, providing feedback to resolve performance issues, and rewarding results (LaFasto & Larson, 2001).
* **External support.** A common mistake is to give teams challenging assignments but no organizational support to accomplish them (Hackman, 1990). Organizations also often ask employees to work on difficult assignments but then do not reward them with raises or bonuses. Teams that are given the resources needed to do their jobs, are recognized for their accomplishments and rewarded for team rather than individual performance can achieve excellence (Larson & LaFasto, 1989).
* **Principled leadership.** Effective leaders are committed to the team’s goal and give members autonomy to achieve those goals. Leaders can reduce team effectiveness by being unwilling to confront inadequate performance, having too many priorities, and overestimating the positive aspects of team performance (Larson & LaFasto, 1989).

 PTS: 1 DIFF: Moderate QT: Essay

HAS VARIABLES: False LO: 10-4

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Teamwork

TOPICS: Group Performance

KEYWORDS: Bloom’s: Comprehension

1. Compare and contrast the different creativity-enhancing techniques discussed in the text.

ANS: tages Disadvantages

|  |  |  |
| --- | --- | --- |
|  | **Advantages** | **Disadvantages** |
| Brainstorming | * Easy to use
* No special materials needed
* Group members can piggyback on each other’s ideas
 | * High potential for group members to evaluate ideas as they are being generated
* Takes more time than highly structured methods
* Quiet members less likely to participate
 |
| Nominal-group technique | * Can build on ideas of others
* Provides a written record of ideas suggested
* Controls more talkative, dominating group members
 | * Requires good leader to organize the process
* Less time for free flow of ideas
* Difficult to implement with a large group
 |
| Delphi technique | * Group does not have to meet face to face
* Provides a written record of ideas suggested
* Helps group members prepare for upcoming meeting
 | * No synergy created by hearing the ideas of others
* Minimizes opportunities for elaborating on ideas
* Group members may be suspicious that someone has manipulated the results
 |
| Electronic brainstorming | * Very efficient
* Anonymity increases number of ideas generated
 | * Need special equipment
* Need training in using computer software
* It takes time to describe procedures of electronic brainstorming
 |

 PTS: 1 DIFF: Moderate QT: Essay

HAS VARIABLES: False LO: 10-7

NATIONAL STANDARDS: U.S. – BUSPROG: Analytic – BUSPROG: Analytic

STATE STANDARDS: U.S. – CA – DISC: Patterns

TOPICS: Techniques for Enhancing Group and Team Creativity

KEYWORDS: Bloom’s: Comprehension