**Chapter 3: Team Beginnings**

**Multiple Choice**

1. Which of the following is the correct order of Tuckman’s stages of group development?

a. Storming, forming, performing, norming, adjourning

b. Forming, storming, performing, norming, adjourning

\*c. Forming, storming, norming, performing, adjourning

d. Forming, norming, storming, performing, adjourning

Learning Objective: 3-1

Cognitive Domain: Knowledge

Answer Location: Group Development Perspective  
Question Type: MC

2. The project development perspective suggests that early on the team works on:

\*a. Making sure members know what their roles are

b. Increasing variety and flexibility of team skills

c. Developing skills of team members

d. Establishing rules and social relationships

Learning Objective: 3-2

Cognitive Domain: Comprehension

Answer Location: Project Development Perspective  
Question Type: MC

3. According to the punctuated equilibrium model, teams should focus on task strategy at:

a. The beginning of the team’s development

\*b. The midpoint crisis

c. Continually, as members work together

d. The storming stage

Learning Objective: 3-3

Cognitive Domain: Analysis

Answer Location: Cyclical Perspective  
Question Type: MC

4. Which of the following statements about the stages of group development is FALSE?

\*a. Groups go through a storming or conflict stage after they have completed most of their work.

b. Groups need to establish norms before they can become fully productive.

c. Groups are more productive in their later stages of development.

d. Not all groups follow the typical pattern of stages of group development

Learning Objective: 3-1

Cognitive Domain: Analysis

Answer Location: Group Development Perspective  
Question Type: MC

5. One of the important lessons from the study of group development is:

a. Strong leadership is crucial to group success.

b. Teams should focus on productivity at the beginning of a project.

\*c. Most of the productive work occurs at the end of a project.

d. Good social relations among team members often do not develop until the end of a project.

Learning Objective: 3-1

Cognitive Domain: Analysis

Answer Location: Group Development Perspective  
Question Type: MC

6. Whereas group development theories are focused on \_\_\_\_\_\_\_ groups, an alternative view based on characteristics of projects rather than on development of group processes is based on research on \_\_\_\_\_\_.

\*a. Therapy; work teams

b. Work; therapy groups

c. Social; work teams

d. Therapy; families

Learning Objective: 3-1

Cognitive Domain: Knowledge

Answer Location: Project Development Perspective  
Question Type: MC

7. McGrath’s model of how project groups operate over time proposes four types of functions:

\*a. Inception, problem solving, conflict resolution, execution

b. Forming, storming, norming, performing

c. Creation, development, diffusion, execution

d. Investigation, maintenance, socialization, turnover

Learning Objective: 3-2

Cognitive Domain: Knowledge

Answer Location: Project Development Perspective  
Question Type: MC

8. Ancona and Caldwell (1990) present a model of group development based on the:

a. Notion of punctuated equilibrium

b. Cyclical nature of team development

\*c. Changing nature of tasks and how these changes affect internal processes and external relations

d. Temporal nature of teams

Learning Objective: 3-2

Cognitive Domain: Knowledge

Answer Location: Project Development Perspective  
Question Type: MC

9. Group socialization refers to a process by which:

a. a group is integrated into the larger organizational context.

\*b. a person becomes a member of a group.

c. leaders develop relations with individual members.

d. a person decides to leave a group.

Learning Objective: 3-4

Cognitive Domain: Knowledge

Answer Location: Group Socialization  
Question Type: MC

10. Which of the following is NOT one of the stages of group socialization?

a. Investigation

b. Socialization

\*c. Absorption

d. Maintenance

Learning Objective: 3-4

Cognitive Domain: Knowledge

Answer Location: Group Socialization  
Question Type: MC

11. Contemporary approaches to group socialization examine:

\*a. How work teams deal with constantly changing group membership.

b. How new members are recruited and integrated into permanent teams.

c. How teams are integrated into their organizations.

d. How roles affect team socialization.

Learning Objective: 3-4

Cognitive Domain: Knowledge

Answer Location: Group Socialization  
Question Type: MC

12. Which of the following is FALSE about “Flash” teams?

a. Many organizations today utilize these teams.

b. Examples include emergency surgery and disaster relief teams.

c. New members join and others leave frequently during the life of the team.

\*d. Socialization does not occur in these teams because they change so quickly.

Learning Objective: 3-4

Cognitive Domain: Analysis

Answer Location: Group Socialization  
Question Type: MC

13. Research on work teams shows that clear project goals:

\*a. Help improve team performance and internal team processes

b. Lead to greater conflict

c. Are not possible without a team leader

d. Are the same as the team’s mission statement

Learning Objective: 3-5

Cognitive Domain: Knowledge

Answer Location: Team Goals  
Question Type: MC

14. Which of the following is NOT a characteristic of good team goals?

a. They are clear and specific.

b. They are measurable.

c. They are moderately difficult.

\*d They occur only once at the beginning of the team’s life.

Learning Objective: 3-5

Cognitive Domain: Knowledge

Answer Location: Team Goals  
Question Type: MC

15. The conflict between individual and group goals can lead to:

a. Improper group socialization

\*b. Hidden agendas that disrupt the group’s performance

c. A breakdown in group norms

d. An increased need for resocialization

Learning Objective: 3-6

Cognitive Domain: Comprehension

Answer Location: Hidden Agendas  
Question Type: MC

16. Ground rules that define appropriate and inappropriate behavior in a team are called:

a. Agendas

b. Goals

\*c. Norms

d. Conflicts

Learning Objective: 3-7

Cognitive Domain: Knowledge

Answer Location: Team Norms

Question Type: MC

17. Team norms are valuable because they:

a. Help give members a sense of how they are different from the team

b. Reduce overly predictable behavior by members

\*c. Help to define what is appropriate behavior by team members

d. Make the team less distinctive

Learning Objective: 3-7

Cognitive Domain: Comprehension

Answer Location: Team Norms  
Question Type: MC

18. Research on the effects of team norms shows that:

a. Teams perform better when they have strong norms.

\*b. Strong norms can reduce management’s ability to influence the team.

c. Norms typically lead to centralized power within the team.

d. Norms reduce conformity.

Learning Objective: 3-8

Cognitive Domain: Comprehension

Answer Location: Impact of Team Norms  
Question Type: MC

19. Which of the following is FALSE regarding the development of group norms?

a. They develop unconsciously and gradually over time.

\*b. They are developed only when there are external pressures.

c. They are created by mutual influence and develop through interactions of group members.

d. They are strongly influenced by events early in the group’s existence.

Learning Objective: 3-7

Cognitive Domain: Analysis

Answer Location: How Norms are Formed  
Question Type: MC

20. In the Hawthorne studies of teamwork, group norms:

\*a. Controlled the amount of work people performed

b. Were nonexistent because management was so controlling

c. Had only benefits for the group and organization

d. Lead to only problems for the group and organization

Learning Objective: 3-7

Cognitive Domain: Comprehension

Answer Location: Impact of Team Norms  
Question Type: MC

21. Team warm-ups are also referred to as:

a. Group norms

b. Goal-setting

c. Jump-starting

\*d. Social icebreakers

Learning Objective: 3-9

Cognitive Domain: Knowledge

Answer Location: Team Warm-Ups

Question Type: MC

22. Which of the following statements is INCORRECT in terms of how team warm-ups should be used?

a. At the start of team meetings

b. To develop social relations between group members

\*c. Only when group members know each other well

d. To aid in socializing new members

Learning Objective: 3-9

Cognitive Domain: Analysis

Answer Location: Team Warm-Ups

Question Type: MC

23. A team contract does all of the following EXCEPT:

a. Helps the team manage its activities

b. Helps clarify role expectations and work norms

c. Helps the team identify and resolve conflicts and misunderstandings

\*d. Establishes how members are evaluated

Learning Objective: 3-9

Cognitive Domain: Analysis

Answer Location: Team Contract

Question Type: MC

24. Most of the literature on virtual teams suggests:

\*a. Getting the team together face-to-face at the start of the project

b. Limiting the team size to smaller than face-to-face teams

c. Ensuring the team is leaderless

d. Limiting all social interactions between members

Learning Objective: 3-9

Cognitive Domain: Knowledge

Answer Location: Leading Virtual Teams

Question Type: MC

**True/False**

1. The contemporary approach on studying teams emphasizes the permanent nature of teams.

a. True

\*b. False

Learning Objective: 3-1

Cognitive Domain: Comprehension

Answer location: Group Socialization

Question Type: TF

2. Research suggests all groups develop in sequential, discrete stages.

a. True

\*b. False

Learning Objective: 3-1

Cognitive Domain: Analysis

Answer location: Cyclical Perspective

Question Type: TF

3. Team norms help define appropriate and inappropriate behavior.

\*a. True

b. False

Learning Objective: 3-7

Cognitive Domain: Knowledge

Answer location: Team Norms

Question Type: TF

4. The most basic type of hidden agenda relates to interpersonal conflicts.

a. True

\*b. False

Learning Objective: 3-6

Cognitive Domain: Analysis

Answer location: Hidden Agendas

Question Type: TF

5. Team norms are explicit, written rules.

a. True

\*b. False

Learning Objective: 3-7

Cognitive Domain: Knowledge

Answer location: Team Norms Question Type: TF

6. Team warm-ups help clarify task-related goals.

a. True

\*b. False

Learning Objective: 3-9

Cognitive Domain: Knowledge

Answer location: Team Warm-Ups

Question Type: TF

7. Team goals are most effective when they are created by a leader outside of the group.

a. True

\*b. False

Learning Objective: 3-5

Cognitive Domain: Knowledge

Answer location: Team Goals

Question Type: TF

8. A team contract is subconscious.

a. True

\*b. False

Learning Objective: 3-9

Cognitive Domain: Knowledge

Answer location: Team Contract

Question Type: TF

9. Virtual teams pose challenges not often faced by traditional face-to-face teams.

\*a. True

b. False

Learning Objective: 3-9

Cognitive Domain: Analysis

Answer location: Leading Virtual Teams

Question Type: TF

10. Gersick’s theory of punctuated equilibrium emphasized the changing nature of tasks and how these changes affect internal processes and external relations.

a. True

\*b. False

Learning Objective: 3-3

Cognitive Domain: Knowledge

Answer location: Cyclical Perspective

Question Type: TF

**Short Answer/Essay**

1. Name and describe each of the stages of Tuckman’s theory of group development.

\*a. Forming refers to the orientation stage when members get to know one another. Storming refers to the stage of conflict when disagreement arises about roles and procedures. Norming occurs when structures settle in and rules are established. Performing occurs when group focuses on completing the task. Finally, adjourning is when group completes the task and ends.

Learning Objective: 3-1

Cognitive Domain: Knowledge

Answer location: Group Development Perspective

Question Type: ESS

2. Compare and contrast stage theories of group development to the cyclical perspective.

\*a. Stage theories of group development emphasize a sequence of stages (e.g., Tuckman’s model), whereas the cyclical perspective suggest that groups go through cycles that can be repeated throughout the life of the group.

Learning Objective: 3-1

Cognitive Domain: Analysis

Answer location: Group Development Perspective/Cyclical Perspective

Question Type: ESS

3. Explain the value and characteristics of effective team goals.

\*a. Team goals provide teams with direction and motivation. They serve as a standard that can be used to evaluate the team’s performance, and help establish relationships with other groups. Effective goals are: 1) clear and specific; 2) measurable; 3) moderately difficult; 4) involve participation and acceptance from members.

Learning Objective: 3-5

Cognitive Domain: Analysis

Answer location: Value and Characteristics of Goals

Question Type: ESS

4. What are the four functions of team norms and their positive and negative effects?

\*a. Express group’s central values; 2) help coordinate activities of group members by establishing common ground and making behavior more predictable; 3) help define appropriate behavior; and 4) help group survive by creating a distinctive identify. Positive effects: they control group’s interactions, which allow fairer communication, maintain respect among members, and distribute power to weaker members. However, they enforce conformity, which may result in limited perspectives.

Learning Objective: 3-7

Cognitive Domain: Knowledge

Answer location: Team Norms

Question Type: ESS

5. Discuss what can be done at the beginning of a team’s life together to set it off to a good start.

\*a. Team warm-ups or social “icebreakers” may be conducted to help members get to know each other and improve communication. The team’s projects or assignments should be clarified so every member has the same understanding. Planning should also occur so every member has the same objectives. A team contract should be developed to set goals, clarify norms, and set performance expectations.

Learning Objective: 3-9

Cognitive Domain: Application

Answer location: Application: Jump-Starting Project Teams

Question Type: ESS