**Chapter 5: Cooperation and Competition**

**Multiple Choice**

1. Which of the following is NOT a major reason why people act competitively in teams?

a. Cultural differences

b. Personality differences

\*c. Differences in team size

d. Differences in organizational rewards

Learning Objective: 5-2

Cognitive Domain: Knowledge

Answer Location: Why are People in Teams Competitive?  
Question Type: MC

2. Someone who is concerned with both personal success and group success is called a(n):

a. Competitor

b. Machiavellian

c. Individualist

\*d. Cooperator

Learning Objective: 5-3

Cognitive Domain: Knowledge

Answer Location: Personality

Question Type: MC

3. Group members who define success not in terms of their individual goals or the group’s goals but rather relative to others’ performance are:

\*a. Competitors

b. Machiavellians

c. Individualists

d. Cooperators

e. Extroverts

Learning Objective: 5-3

Cognitive Domain: Knowledge

Answer Location: Personality

Question Type: MC

4. While various factors encourage competition, the most malleable factor is:

a. Culture

b. Personality

\*c. The organizational reward system

d. Team leadership

Learning Objective: 5-3

Cognitive Domain: Comprehension

Answer Location: Organizational Rewards

Question Type: MC

5. Which of the following is NOT a reason competition within a team often hurts performance?

a. It creates goal confusion among team members.

\*b. It strengthens team cohesion.

c. It creates distrust among team members.

d. It reduces communication within a team.

Learning Objective: 5-4

Cognitive Domain: Comprehension

Answer Location: Problems with Competition

Question Type: MC

6. Intergroup competition results in all of the following EXCEPT:

\*a. Decreased focus of the group on its task

b. Increased prejudices and negative beliefs about the other group

c. Reduced ability of the group to act creatively

d. Increased conflicts between the groups

Learning Objective: 5-5

Cognitive Domain: Comprehension

Answer Location: Intergroup Competition

Question Type: MC

7. Sherif’s (1966) classic study of boys at summer camp showed:

\*a. The negative effects of competition

b. The positive effects of leadership

c. The positive effects of cooperation

d. The negative effects of virtual communications

Learning Objective: 5-5

Cognitive Domain: Knowledge

Answer Location: Intergroup Competition

Question Type: MC

8. In Sherif’s (1966) classic study of boys at summer camp, intergroup competition resulted in:

a. Improved leadership skills

\*b. Prejudice toward the opposing group

c. Decreased self-worth

d. Decreased group cohesion

Learning Objective: 5-5

Cognitive Domain: Analysis

Answer Location: Intergroup Competition

Question Type: MC

9. Shortly after a team enters a competition, the team:

a. Experiences a decrease in cohesion

b. Experiences an increase in internal conflict

\*c. Experiences an increase in group spirit

d. Experiences a decrease in productivity

Learning Objective: 5-5

Cognitive Domain: Knowledge

Answer Location: Intergroup Competition

Question Type: MC

10. Competition is useful for teams when:

a. The competition is about money rather than social rewards.

\*b. The competition is with teams from other organizations.

c. The competition is within the team rather than with other teams.

d. The competition is focused on the main goals of the team.

Learning Objective: 5-5

Cognitive Domain: Comprehension

Answer Location: When is Competition Appropriate?

Question Type: MC

11. Which of the following statements about cooperation is FALSE?

a. Cooperation helps to motivate most team members.

\*b. Cooperative situations reduce the performance of high performers.

c. Cooperation is more important when tasks are complex or ambiguous.

d. Cooperation encourages team members to help each other.

Learning Objective: 5-6

Cognitive Domain: Analysis

Answer Location: When is Competition Appropriate?

Question Type: MC

12. Too much cooperation within a group can cause problems because:

a. It reduces cohesion.

b. It can cause group members to put task success ahead of social relations.

c. It can reduce the likelihood of the Abiline Paradox.

\*d. It can lead to unhealthy agreement among group members.

Learning Objective: 5-6

Cognitive Domain: Comprehension

Answer Location: Problems with Cooperation

Question Type: MC

13. Cooperation is more important when tasks are:

\*a. Ambiguous, complex, or changing

b. Independent, simple, and routine

c. Difficult, static, and independent

d. Boring, simple, and physical

Learning Objective: 5-6

Cognitive Domain: Knowledge

Answer Location: Benefits of Cooperation

Question Type: MC

14. The Abilene paradox is an example of:

a. Unhealthy leadership

b. Unhealthy competition

\*c. Unhealthy agreement

d. Healthy disagreement or conflict

Learning Objective: 5-6

Cognitive Domain: Knowledge

Answer Location: Problems with Cooperation

Question Type: MC

15. One of the arguments against using cooperative rewards is they may encourage:

a. Cooperation

b. Distrust

\*c. Decreased efforts by poor performers

d. Competition between high performers

Learning Objective: 5-7

Cognitive Domain: Comprehension

Answer Location: Competitive Versus Cooperative Rewards

Question Type: MC

16. Imagine a team that has to decide how to launch a new product in a global market, which requires exchanging information with members from many different parts of the world. What type of reward system would be best for such a team?

a. Competitive.

\*b. Cooperative.

c. Performance-based.

d. No rewards should be offered.

Learning Objective: 5-7

Cognitive Domain: Application

Answer Location: Competitive Versus Cooperative Rewards

Question Type: MC

17. Which of the following is NOT a way to encourage cooperation within a group?

a. Setting superordinate goals

b. Encouraging altruistic norms

\*c. Increase competition against other groups

d. Building communication

Learning Objective: 5-6

Cognitive Domain: Knowledge

Answer Location: Application: Encouraging Cooperation

Question Type: MC

18. Which of the following is NOT a rule for constructive controversy?

a. Establish openness norms

b. Get outside information

c. Combine ideas

\*d. Encourage conformity

Learning Objective: 5-6

Cognitive Domain: Analysis

Answer Location Application: Rebuilding Trust and Communication

Question Type: MC

19. The most effective strategy for moving from a competitive to a cooperative situation requires members:

a. Always acting cooperatively

b. Always acting competitively

\*c. Start by acting cooperatively then respond in kind to the other person’s move

d. Acting cooperatively only if rewarded to do so

Learning Objective: 5-8

Cognitive Domain: Knowledge

Answer Location: Negotiating Cooperation

Question Type: MC

20. Which of the following is a way to build trust among members of a virtual team?

\*a. Meet face-to-face once in a while

b. Prohibit sharing of personal information on social websites

c. Require team members to share personal photos and information on social websites

d. Keep the team as small as possible

Learning Objective:

Cognitive Domain: Knowledge

Answer Location: Leading Virtual Teams: Building Trust and Social Relationships

Question Type: MC

**True/False**

1. Mixed-motive situations are rare for groups.

a. True

\*b. False

Learning Objective: 5-1

Cognitive Domain: Comprehension

Answer location: Teamwork as a Mixed-Motive Situation

Question Type: TF

2. Individualists tend to be more competitive with their co-workers than collectivists.

\*a. True

b. False

Learning Objective: 5-3

Cognitive Domain: Knowledge

Answer location: Personality

Question Type: TF

3. Japan is considered a collectivist society.

\*a. True

b. False

Learning Objective: 5-3

Cognitive Domain: Knowledge

Answer location: Culture

Question Type: TF

4. The tendency to be competitive has nothing to do with an individual’s personality.

a. True

\*b. False

Learning Objective: 5-3

Cognitive Domain: Knowledge

Answer location: Personality

Question Type: TF

5. Sherif’s (1966) classic study shows the importance of constructive controversy.

a. True

\*b. False

Learning Objective: 5-4

Cognitive Domain: Comprehension

Answer location: Intergroup Competition

Question Type: TF

6. Participants in face-to-face teams have more difficulty building trust than those in virtual teams.

a. True

\*b. False

Learning Objective: x

Cognitive Domain: Comprehension

Answer Location: Leading Virtual Teams: Building Trust and Social Relationships Question Type: TF

7. One way to encourage cooperation is to emphasize individual rewards.

a. True

\*b. False

Learning Objective: 5-7

Cognitive Domain: Knowledge

Answer Location: Competitive Versus Cooperative Rewards

Question Type: TF

8. The Abilene paradox is an example of a problem of too much cooperation.

\*a. True

b. False

Learning Objective: 5-6

Cognitive Domain: Comprehension

Answer Location: Unhealthy Agreement

Question Type: TF

9. Intergroup competition can only enhance group performance.

a. True

\*b. False

Learning Objective: 5-4

Cognitive Domain: Comprehension

Answer Location: Intergroup Competition

Question Type: TF

**Short Answer/Essay**

1. Explain how intra- and inter-group competition may hurt a team.

\*a. Intragroup competition may create confusion about goals, and eventually, distrust that reduces communication within the team. Intergroup competition may lead to prejudices and increased conformity.

Learning Objective: 5-4

Cognitive Domain: Comprehension

Answer location: Intergroup Competition

Question Type: ESS

2. What are the benefits and problems of cooperation?

\*a. Benefits include enhanced performance and social relations; problems include conformity and unhealthy agreement.

Learning Objective: 5-6

Cognitive Domain: Comprehension

Answer location: Benefits of and Problems With Cooperation

Question Type: ESS

3. Name six ways to foster constructive controversy.

\*a. Establish openness norms; assign opposing views; follow the golden rule of controversy; get outside information; show personal regard; combine ideas.

Learning Objective: 5-6

Cognitive Domain: Knowledge

Answer location: Rebuilding Trust and Communication

Question Type: ESS

4. Briefly discuss Sherif’s (1966) classic study of boys at summer camp, in terms of findings and implications for understanding competition.

\*a. Researchers divided boys into two groups and had them compete against each other in a variety of activities. Prejudices were formed and conflicts became a regular occurrence. These findings have been replicated in a variety of settings, and show the negative outcomes of competition for groups.

Learning Objective: 5-4

Cognitive Domain: Comprehension

Answer location: Intergroup Competition

Question Type: ESS