**Chapter 11: Problem Solving**

**Multiple Choice**

1. The first step in problem solving is to:

a. propose as many cost-effective solutions as possible.

\*b. discuss and document individual views until everyone agrees the nature of the problem.

c. evaluate team resources to ensure problem can be solved.

d. evaluate individual resources to ensure problem can be solved.

Learning Objective: 11-1

Cognitive Domain: Knowledge

Answer Location: Approaches to Problem Solving

Question Type: MC

2. The main approaches to examining how groups solve problems are:

\*a. descriptive, functional, and prescriptive.

b. consultative, democratic, and consensus.

c. linear, progressive, and iterative.

d. mathematical, verbal, and visual.

Learning Objective: 11-1

Cognitive Domain: Knowledge

Answer Location: Approaches to Problem Solving

Question Type: MC

3. The four stages a team uses when solving problems are:

a. defining, describing, analysis, and implementation.

b. recognition, analysis, evaluation, and implementation.

c. descriptive, functional, prescriptive, and ideal.

\*d. forming, storming, norming, and performing.

Learning Objective: 11-1

Cognitive Domain: Knowledge

Answer Location: Descriptive Approach: How to Solve Problems

Question Type: MC

4. Effective problem-solving groups tend to:

\*a. view problems from a variety of perspectives.

b. focus primarily on the social aspects of problem solving.

c. emphasize the majority position early in the discussion.

d. use criteria to evaluate only one solution at a time.

Learning Objective: 11-2

Cognitive Domain: Comprehension

Answer Location: Factors that Improve Team Problem Solving

Question Type: MC

5. Which of the following statements is FALSE regarding team problem solving?

a. Team should include critical thinkers.

b. Team should analyze the problem, develop alternatives, and select the best solution.

\*c. Process should include social, emotional, and political factors.

d. Team discussions should include differing opinions.

Learning Objective: 11-2

Cognitive Domain: Comprehension

Answer Location: Factors that Improve Team Problem Solving

Question Type: MC

6. Which of the following is NOT a characteristic of an effective problem-solving team?

a. It listens to minority opinions.

b. It tests alternative solutions.

c. It gathers data from outside the team.

\*d. It manages only task, not relational, aspects of problem solving.

Learning Objective: 11-2

Cognitive Domain: Knowledge

Answer Location: Factors that Improve Team Problem Solving

Question Type: MC

7. Which of the following does NOT explain why sometimes teams do not select the best solution to a problem?

a. Finding the best solution takes too long.

b. There are trade-offs among alternative good solutions.

c. The problem-solving process is disrupted by emotional issues.

\*d. Decision making is often too rational.

Learning Objective: 11-3

Cognitive Domain: Comprehension

Answer Location: Factors that Hurt Team Problem Solving

Question Type: MC

8. Which of the following is a factor that hurts team problem solving?

a. Rational, logical thinking

b. Taking time to analyze the problem

\*c. Rushing to implementing solutions

d. Considering too many alternatives

Learning Objective: 11-3

Cognitive Domain: Knowledge

Answer Location: Factors that Hurt Team Problem Solving

Question Type: MC

9. Which of the following is NOT one of the steps in the rational problem-solving approach?

a. Define the problem

\*b. Encourage group polarization.

c. Generate alternative solutions

d. Make a decision

Learning Objective: 11-4

Cognitive Domain: Knowledge

Answer Location: Prescriptive Approach: Rational Problem Solving

Question Type: MC

10. Correctly defining the problem for a group to solve is more difficult when:

\*a. there is a lot of uncertainty.

b. group norms allow conflict to be expressed.

c. the problem is acute rather than chronic.

d. group members are too rational.

Learning Objective: 11-5

Cognitive Domain: Analysis

Answer Location: Problem Recognition, Definition, and Analysis

Question Type: MC

11. Problems vary in their levels in all of the following ways EXCEPT:

a. severity.

b. familiarity.

c. complexity.

\*d. feasibility.

Learning Objective: 11-5

Cognitive Domain: Knowledge

Answer Location: Problem Recognition, Definition, and Analysis

Question Type: MC

12. Which of the following does NOT affect whether a team identifies a problem?

\*a. Team’s motivation to succeed

b. Team’s performance

c. Group norms toward conflict

d. Openness in communication

Learning Objective: 11-5

Cognitive Domain: Knowledge

Answer Location: Problem Recognition, Definition, and Analysis

Question Type: MC

13. Criteria used to rate alternatives include all of the following EXCEPT:

a. acceptability

b. cost-effectiveness

c. ease of implementation

\*d. conflict avoidance

Learning Objective: 11-5

Cognitive Domain: Knowledge

Answer Location: Criteria Matrix

Question Type: MC

14. \_\_\_\_\_\_\_\_\_\_\_\_ is the most overlooked step in problem solving.

a. Identification

\*b. Evaluation

c. Implementation

d. Defining

Learning Objective: 11-6

Cognitive Domain: Knowledge

Answer Location: Implementation and Evaluation

Question Type: MC

15. One of the most important factors for improving the likelihood that a solution to a problem will be implemented is:

a. how creative the solution is.

\*b. whether the people implementing the solution participated in the decision.

c. whether there was limited conflict in the group during the problem-solving process.

d. all of the above are true.

Learning Objective: 11-7

Cognitive Domain: Knowledge

Answer Location: Implementation and Evaluation

Question Type: MC

16. Which of the following is NOT a characteristic of problem-solving teams?

a. Established for brief periods

b. Worked on a variety of issues

c. Usually comprised of members from various organizational levels

\*d. Members all know each other well beforehand

Learning Objective: 11-8

Cognitive Domain: Comprehension

Answer Location: Problem-Solving Teams

Question Type: MC

17. “Process mapping” leads to \_\_\_\_\_ for problem-solving teams.

\*a. construction of a shared mental model

b. identification of strengths and weaknesses of the team

c. identification of flaws in various solutions

d. construction of alternative perspectives

Learning Objective: 11-8

Cognitive Domain: Knowledge

Answer Location: Problem-Solving Teams

Question Type: MC

18. In problem solving, a Criteria Matrix is used to:

a. define the real problem that needs to be solved.

b. help select which people should be on the decision team.

c. identify the best decision-making technique to use.

\*d. help select among a set of alternative solutions.

Learning Objective: 11-9

Cognitive Domain: Knowledge

Answer Location: Criteria Matrix

Question Type: MC

19. A Force Field Analysis can be used to:

a. estimate the financial costs of implementation.

\*b. identify problems that will occur after a solution has been selected.

c. gain acceptance of a team’s decision.

d. monitor feedback.

Learning Objective: 11-9

Cognitive Domain: Application

Answer Location: Force Field Analysis

Question Type: MC

20. A(n) \_\_\_\_\_\_\_\_\_\_\_\_is a practical guide to translating a solution into reality, and should be a step-by-step approach.

\*a. action plan

b. process map

c. criteria matrix

d. force field analysis

Learning Objective: 11-9

Cognitive Domain: Knowledge

Answer Location: Action Plans

Question Type: MC

**True/False**

1. All groups go through sequential stages in problem solving.

a. True

\*b. False

Learning Objective: 11-1

Cognitive Domain: Knowledge

Answer Location: Approaches to Problem Solving

Question Type: TF

2. Effective problem-solving teams tend to have high conformity.

a. True

\*b. False

Learning Objective: 11-2

Cognitive Domain: Comprehension

Answer Location: Factors that Improve Team Problem Solving

Question Type: TF

3. Uncertainty affects problem identification.

\*a. True

b. False

Learning Objective: 11-5

Cognitive Domain: Knowledge

Answer Location: Problem Recognition, Definition, and Analysis

Question Type: TF

4. Problem-solving teams are often permanent.

a. True

\*b. False

Learning Objective

Cognitive Domain: Knowledge

Answer Location: Problem-solving Teams

Question Type: TF

5. To arrive at effective solutions, teams should dissuade dissenting opinions.

a. True

\*b. False

Learning Objective: 11-2

Cognitive Domain: Comprehension

Answer Location: Factors that Improve Team Problem Solving

Question Type: TF

6. Those who participate in generating solutions are more likely to accept implementation.

\*a. True

b. False

Learning Objective: 11-7

Cognitive Domain: Knowledge

Answer Location: Implementation and Evaluation

Question Type: TF

7. Evaluation refers to process of defining the nature of the problem and its causes.

a. True

\*b. False

Learning Objective: 11-7

Cognitive Domain: Knowledge

Answer Location: Implementation and Evaluation

Question Type: TF

8. Force field analysis can be used to examine change only at the beginning stage of the problem-solving process.

a. True

\*b. False

Learning Objective: 11-9

Cognitive Domain: Comprehension

Answer Location: Force Field Analysis

Question Type: TF

9. Action plans during the implementation stage of problem-solving should remain as ambiguous as possible to allow for change.

a. True

\*b. False

Learning Objective: 11-9

Cognitive Domain: Comprehension

Answer Location: Action Plans

Question Type: TF

**Short Answer/Essay**

1. Name five factors that improve team problem-solving.

\*a. Six listed here: Views problems from a variety of viewpoints; gathers data rather than mere opinion-based; manages both task and relational aspects; focuses on problem; listens to minority opinions; and tests solutions related to established criteria.

Learning Objective: 11-2

Cognitive Domain: Knowledge

Answer location: Factors that Improve Team Problem Solving

Question Type: ESS

2. Discuss the three approaches to understanding/examining team problem solving.

\*a. The descriptive approach looks at how a team solves problems during its various developmental stages, similar to the stages of group development. The functional approach provides advice on how to improve the team’s problem-solving process, by understanding factors that lead to effective and ineffective problem solving. The prescriptive approach presents a strategy to help teams more effectively solve problems, with the assumption that rational decision-making and a structured approach will lead to better solutions.

Learning Objective:

Cognitive Domain: Comprehension

Answer location: Approaches to Problem Solving

Question Type: ESS

3. How do characteristics of the team affect the way a team analyzes a problem?

\*a. Groups with norms that support communication and positive attitudes toward conflict are more likely to identify and discuss problems. Closed teams that are internally focused are less likely to be aware of problems outside of the team; in contrast, open teams are better able to prepare for problems in the future. Successful teams will sometimes ignore problems.

Learning Objective: 11-5

Cognitive Domain: Analysis

Answer location: Problem Recognition, Definition, and Analysis

Question Type: ESS

4. What is the value of using a structured approach to generating and evaluating alternatives?

\*a. Participation by all team members is encouraged, which would allow diverse perspectives and minority opinion to be heard. This is related to effective team problem solving.

Learning Objective: 11-6

Cognitive Domain: Analysis

Answer location: Generating Alternatives and Selecting a Solution

Question Type: ESS

5. What are the three criteria that any good solution should meet?

\*a. (1) It is a prudent agreement that balances the needs of various team members; (2) it is an efficient problem-solving approach that does not consume too much time and resources, and (3) it is a process that fosters group harmony.

Learning Objective: 11-6

Cognitive Domain: Analysis

Answer location: Generating Alternatives and Selecting a Solution

Question Type: ESS