**Chapter 17: Team Building and Team Training**

**Multiple Choice**

1. Which of the following is FALSE about what team building means?

a. It is an organizational development intervention.

b. There is not a single perspective.

\*c. The best definition values social relations over performance.

d. The variety of perspectives reflects different goals.

Learning Objective: 17-1

Cognitive Domain: Comprehension

Answer Location: What is Team Building?

Question Type: MC

2. Which of the following should organizations NOT consider when planning on team building?

a. The organization’s culture

b. The organization’s reward system

c. Support from top management

\*d. Whether team building is still a fad

Learning Objective: 17-2

Cognitive Domain: Comprehension

Answer Location: Organizational Context of Team Building?

Question Type: MC

3. Team-building programs are often not used by organizations because:

a. research shows they are not effective.

\*b. managers are uncertain about the benefits of team building.

c. the programs are very expensive to conduct.

d. team members usually already have sufficient group process skills.

Learning Objective: 17-2

Cognitive Domain: Knowledge

Answer Location: Evaluating Team-Building Programs

Question Type: MC

4. Evaluation studies show team-building techniques focused on \_\_\_\_\_\_\_\_\_\_ are most effective for improving performance.

\*a. task issues

b. morale boosting

c. role clarification

d. goal-setting

Learning Objective: 17-2

Cognitive Domain: Knowledge

Answer Location: Evaluating Team-Building Programs

Question Type: MC

5. Evaluation studies measure the impacts of team building on all of the following EXCEPT \_\_\_\_\_\_\_\_\_\_\_ criteria.

a. cognitive

b. affective

\*c. job satisfaction

d. performance

Learning Objective: 17-2

Cognitive Domain: Knowledge

Answer Location: Evaluating Team-Building Programs

Question Type: MC

6. Which of the following is NOT a criterion for effective teams?

a. Goals and values are clear

b. Climate of trust and support

\*c. No conflict about task issues

d. Effective problem solving

Learning Objective: 17-3

Cognitive Domain: Comprehension

Answer Location: Does Your Team Need Team Building?

Question Type: MC

7. Which of the following is a NOT symptom of an ineffective team?

\*a. Constructive handling of conflict

b. Lack of involvement from team members

c. Ineffective meetings with low participation

d. High dependence on the leader

Learning Objective: 17-3

Cognitive Domain: Comprehension

Answer Location: Does Your Team Need Team Building?

Question Type: MC

8. When there are personality clashes between team members, effective team building would involve:

a. getting rid of one or both of the members.

\*b. helping team discuss expectations to negotiate an agreement between conflicting members.

c. referring members to therapy.

d. breaking up the team.

Learning Objective: 17-3

Cognitive Domain: Comprehension

Answer Location: Does Your Team Need Team Building?

Question Type: MC

9. Which of the following is NOT a type of team-building program?

a. Role clarification

b. Goal-setting

\*c. Team therapy

d. Cohesion building

Learning Objective: 17-4

Cognitive Domain: Knowledge

Answer Location: Types of Team-Building Programs

Question Type: MC

10. Which type of team-building program fosters team spirit and builds interpersonal connections among team members?

a. Role clarification

b. Goal-setting

c. Interpersonal process skills

\*d. Cohesion building

Learning Objective: 17-4

Cognitive Domain: Knowledge

Answer Location: Cohesion Building

Question Type: MC

11. Asking team members to analyze their work situations and identify what other people could do to improve their effectiveness is part of the \_\_\_\_\_\_\_type of team-building program.

\*a. role clarification

b. goal-setting

c. interpersonal process skills

d. cohesion-building

Learning Objective: 17-4

Cognitive Domain: Knowledge

Answer Location: Role Clarification

Question Type: MC

12. Which type of team-building program is designed to clarify the purpose of the team?

a. Role clarification

\*b. Goal-setting

c. Interpersonal process skills

d. Problem solving

Learning Objective: 17-4

Cognitive Domain: Knowledge

Answer Location: Role Clarification

Question Type: MC

13. Getting team members to work together for a charity, such as Habitat for Humanity, is which type of team building program?

a. Role clarification

b. Goal-setting

c. Interpersonal process skills

\*d. Cohesion building

Learning Objective: 17-4

Cognitive Domain: Knowledge

Answer Location: Cohesion Building

Question Type: MC

14. Team resource management is training to develop competencies so a team can operate effectively under \_\_\_\_\_\_\_\_\_ conditions.

\*a. stressful

b. unsafe

c. changing

d. uncertain

Learning Objective: 17-5

Cognitive Domain: Knowledge

Answer Location: Cohesion Building

Question Type: MC

15. Research suggests that \_\_\_\_\_\_\_\_% of training actually transfers to the work environment.

a. 1

\*b. 10

c. 25

d. 70

Learning Objective: 17-6

Cognitive Domain: Knowledge

Answer Location: Planning for the Transfer of Training

Question Type: MC

16. \_\_\_\_\_\_\_\_\_\_ is used to increase the flexibility of team members, by having them trained in the technical skills of two or more jobs.

a. Assertiveness training

\*b. Cross-training

c. Team resource management

d. Interpositional training

Learning Objective: 17-7

Cognitive Domain: Knowledge

Answer Location: Cross-Training and Interpositional Training

Question Type: MC

17. Which type of training leads to shared mental models for the team?

a. Assertiveness training

b. Cross-training

c. team resource management

\*d. Interpositional training

Learning Objective: 17-7

Cognitive Domain: Knowledge

Answer Location: Cross-Training and Interpositional Training

Question Type: MC

18. Action learning trains team members to:

a. develop skills that can be used in a variety of roles.

b. develop assertive skills.

\*c. learn how to analyze and solve real-life problems in their organizations.

d. develop shared mental models.

Learning Objective: 17-8

Cognitive Domain: Knowledge

Answer Location: Action Learning

Question Type: MC

19. Which of the following type of training is self-managed?

\*a. Action learning

b. Cross-training

c. Team resource management

d. Interpositional training

Learning Objective: 17-8

Cognitive Domain: Knowledge

Answer Location: Action Learning

Question Type: MC

20. Which of the following is NOT a component of an acting learning program?

a. Learning is built around a real problem or issue that needs solving.

b. A learning coach encourages reflection.

\*c. A learning coach provides the team with solutions to the problem.

d. The team takes action to solve the problem or issues.

Learning Objective: 17-8

Cognitive Domain: Knowledge

Answer Location: Action Learning

Question Type: MC

**True/False**

1. There is only one definition of team building.

a. True

\*b. False

Learning Objective: 17-1

Cognitive Domain: Knowledge

Answer Location: What is Team Building?

Question Type: TF

2. Research has demonstrated that team-building programs are largely ineffective.

a. True

\*b. False

Learning Objective: 17-2

Cognitive Domain: Knowledge

Answer Location: Evaluating Team-Building Programs

Question Type: TF

3. The first step in training is to conduct a needs assessment.

\*a. True

b. False

Learning Objective: 17-3

Cognitive Domain: Knowledge

Answer Location: Does Your Team Need Team Building?

Question Type: TF

4. Interpositional training leads to shared mental models.

\*a. True

b. False

Learning Objective: 17-7

Cognitive Domain: Knowledge

Answer Location: Cross-Training and Interpositional Training

Question Type: TF

5. When providing team training, it is better to train members individually.

a. True

\*b. False

Learning Objective: 17-6

Cognitive Domain: Comprehension

Answer Location: Team Training

Question Type: TF

6. Research suggests that most skills learned in training are transferred to the work environment.

a. True

\*b. False

Learning Objective: 17-6

Cognitive Domain: Comprehension

Answer Location: Planning for the Transfer of Training

Question Type: TF

7. Teamwork training programs can address interpersonal issues but not performance issues for a team.

a. True

\*b. False

Learning Objective: 17-5

Cognitive Domain: Comprehension

Answer Location: Team Training

Question Type: TF

8. It is not possible to evaluate the effects of team building against a set of criteria, as team-building success is based upon perceptions of those who participate.

a. True

\*b. False

Learning Objective: 17-2

Cognitive Domain: Comprehension

Answer Location: Evaluating Team-Building Programs

Question Type: TF

9. All team building should take place in the team’s actual work environment to be effective.

a. True

\*b. False

Learning Objective: 17-4

Cognitive Domain: Comprehension

Answer Location: Types of Team-Building Program

Question Type: TF

10. Action learning combines training with creative problem solving of real-life issues.

\*a. True

b. False

Learning Objective: 17-8

Cognitive Domain: Comprehension

Answer Location: Action Learning

Question Type: TF

**Short Answer/Essay**

1. What are the main types of team-building programs and their primary objectives?

\*a. Goal-setting: To clarify the purpose of the team’s goals and objectives.

Role clarification: To clarify individual roles, norms, and shared responsibilities of team members.

Interpersonal process skills: To teach team members how to coordinate their efforts with each other and work together as a team. Decision making, problem solving, and negotiation are some of the team process skills learned in this type of team-building program.

Cohesion building: To foster team spirit and build interpersonal connections among team members.

Problem solving: To improve team operations. Team starts with problem identification and analysis, information gathering, diagnosis, and development of solutions.

Learning Objective: 17-4

Cognitive Domain: Knowledge

Answer location: Types of Team-Building Programs

Question Type: ESS

2. What skills are taught in team resource management training?

\*a. Generic teamwork skills, including: adaptability, shared situational awareness, performance monitoring and feedback, leadership, interpersonal relations, coordination, communication, and decision making (Table 17.3)).

Learning Objective: 17-5

Cognitive Domain: Knowledge

Answer Location: Team Resource Management Training

Question Type: ESS

3. Compare and contrast cross-training and interpositional training.

\*a. Cross-training involves training team members in the technical skills of several jobs, in order to increase the flexibility of team members. Interpositional training allows team members to understand the working knowledge and interconnections among actions of team member, which leads to shared mental models.

Learning Objective: 17-7

Cognitive Domain: Analysis

Answer Location: Cross-Training and Interpositional Training

Question Type: ESS

4. What factors encourage transfer of training to the work environment?

\*a. Practice and feedback in simulated environments, encouraging supervisor support for the application of new skills, and creating a supportive team climate. Transfer of training is easier when the application environment is similar to the training experience. The team leader may provide opportunities to perform the newly learned skill, model the skill, and reinforce attempts at performance.

Learning Objective: 17-6

Cognitive Domain: Knowledge

Answer Location: Planning for the Transfer of Training

Question Type: ESS

5. Explain what action learning involves and why it is considered to be “self-managed learning.”

\*a. The focus of action learning is to develop teams that can analyze and solve important, real-life problems in their organizations. Action learning combines training with developing innovative solutions to existing organizational problems. In the process of solving the problem and reflecting on the team’s problem-solving strategies, team members learn how to create and operate as effective problem-solving teams. The team gains skills and knowledge, then shares this knowledge with the organization. Team learning includes generating knowledge by analyzing a complex problem, taking action to solve it, then evaluating the results. It is a strategy that develops a team and promotes learning throughout an organization. It is an approach to continual learning that encourages experimentation, allows mistakes, offers support, and promotes feedback. Action learning reflects a shift from a culture of training where someone else determines what team members need to know to a culture of learning where the team members are responsible for their own development.

Learning Objective: 17-8

Cognitive Domain: Analysis

Answer Location: Action Learning

Question Type: ESS