

**TEST BANK**

**MAKING THE TEAM**  
A GUIDE FOR MANAGERS  
FIFTH EDITION  
LEIGH L. THOMPSON



---

MAKING THE TEAM: A GUIDE FOR MANAGERS

---

5<sup>th</sup> edition

Chapter 2—Performance and Productivity:  
Team Performance Criteria and Threats to Productivity  
Multiple Choice Questions

By Leigh L. Thompson  
Kellogg School of Management  
Northwestern University

---

**MULTIPLE-CHOICE QUESTIONS – CHAPTER 2**

---

1. Teams ideally need a supportive organizational context – one that recognizes and welcomes their existence, and responds to their requests for information, resources, and action as well as legitimizes the team’s task. Of the following, which is a component of team design?
  - a. Organizational reporting relationships
  - b. Functional units
  - c. The leadership style within the team
  - d. The reward system

*(c; p. 24; Moderate; Concept Q)*
  
2. The organizational context, team design, and team culture are three important aspects that affect the ultimate performance of a team. Which of these three aspects does a leader have the most control over?
  - a. The organizational context
  - b. Team design
  - c. Team culture
  - d. All three about equally

*(b; p.24-25; Moderate; Concept Q; Communication abilities)*
  
3. Team culture refers to the:
  - a. personality of a team.
  - b. ethnic origin of the team members.
  - c. extent to which team members are polite and respectful to one another.
  - d. geographical location of the team.

*(a; p.25; Easy; Concept Q)*
  
4. Goal contagion is a form of norm setting in which people adopt a goal held by others. Goal contagion is more likely in what circumstance?
  - a. When the team desires or admires a goal held by a competing team
  - b. Between people in the same work group or team
  - c. Adopted when a team member wishes to differentiate themselves from the group
  - d. A person feels threatened by other members of the team to adopt a certain goal.

*(b; p. 25; Challenging; Concept Q; Communication abilities)*
  
5. A team norm is best described as:
  - a. the personality of the team.
  - b. a generally agreed upon set of rules that guides the behavior of team members.
  - c. a goal held by the group that is adopted by a newcomer.
  - d. the normal number of people to be on a given team.

*(b; p.25; Easy; Concept Q)*

6. In regards to expertise, critical skills for team members include all of the following EXCEPT:
- conflict resolution.
  - collaborative problem solving.
  - a large network of influential company contacts.
  - a strong ability to communicate effectively.
- (c; p. 26; Easy; Concept Q)*
7. A number of factors must be in place for a team to perform well. All of the following are considered essential for team effectiveness EXCEPT the:
- knowledge and skill regarding the team task.
  - motivation to accomplish the goals of the team.
  - ability to identify the different personality styles of team members.
  - ability to coordinate effort and communicate well with others.
- (c; p.26; Moderate; Concept Q)*
8. Which of the following is true about how stress and pressure can affect individual performance?
- Performance improves only for tasks that require high motivation.
  - Performance on a well-learned task improves.
  - Performance on a novel task improves.
  - Stress never enhances performance.
- (b; p.27; Moderate; Concept Q)*
9. Which of the following situations demonstrates the best example of social facilitation?
- Mary, who is a new member of the ballet class, is asked to demonstrate a step sequence for the senior members of the company. Mary is concerned that her technique will not be up to par with the rest of the team.
  - John is an excellent lead dancer, and when learning a new routine, loses track of time because he is so engaged in his task.
  - Sonya is an up and coming dancer, and her teacher puts quite a bit of pressure on her to perform perfectly. In her dance recital, despite weeks of rehearsals, Sonya's mind goes blank, and she can't remember her routine.
  - Julia is a strong dancer, and when asked to demonstrate her solo to a room full of classmates, her performance is more energetic, and her leaps are higher.
- (d; p. 28-29; Moderate; Critical thinking Q; Reflective thinking skills)*
10. When in the psychologic state of "Flow", which of the following is the most true?
- A person is keenly aware of the time they are spending on the task at hand.
  - For the individual, the process of engaging in the task is its own reinforcement.
  - A person is intimidated by the task.
  - A person is extremely relaxed, and very comfortable with the task at hand.
- (b; p. 29; Moderate; Concept Q)*

11. Regarding Csikszentmihalyi's model of Flow, when a person is very low in skill ability, and the task is high in complexity, what emotional state might this person experience?
- Control
  - Flow
  - Anxiety
  - Inspiration
- (c; p.29; Moderate; Concept Q)
12. The belief that a group has in themselves, or their group potency, a significant predictor of actual performance. This "thinking we can", contributes to group performance more than the \_\_\_\_\_.
- team norms
  - diversity of team members
  - pure cognitive abilities of the team
  - individual, positive illusion biases
- (c;p.30; Moderate; Concept Q)
13. The Kohler Effect refers to the observation that:
- members work harder in a team than they do alone under some conditions.
  - members don't work as hard in a team as they do alone under some conditions.
  - people work less hard in smaller groups than they do in larger groups.
  - people work harder when they are in a flow state.
- (a; p. 30-31; Easy; Concept Q )
14. The social loafing effect refers to the tendency for:
- people in teams to let others make mistakes instead of telling them what to do.
  - teams to take longer to complete a task than individuals.
  - teams to be more creative than individuals, but experience more conflict.
  - people not to work as hard in teams as they would if they were working individually.
- (d; p.31; Easy; Concept Q )
15. In a team, a person's efforts are less identifiable than when that person works independently. Because the person's efforts are less identifiable, in extreme circumstances this can lead to \_\_\_\_\_.
- relational loss – or when an employee perceives that support is less available as team size increases.
  - choking under pressure – a person's performance declines despite incentives for optimal performance.
  - a positive illusion bias – or unwarranted beliefs in one's own superiority.
  - deindividuation – a psychological state in which a person does not feel individual responsibility.
- (d; p. 33; Challenging; Concept Q)
16. If you detect a free rider on your team, the best way to remedy the situation is to:
- stop carpooling with members of the team.
  - increase the identifiability of that person's work products through performance reviews.

- c. increase the size of the team.
  - d. decrease the difficulty of the team task.  
(*b; p. 34; Moderate; Concept Q*)
17. When the least capable member of a team feels particularly indispensable for group success, the entire group works harder to achieve their goals. This effect is best termed:
- a. team identifiability.
  - b. positive illusion bias.
  - c. social striving effect.
  - d. relational loss.  
(*c; p.34; Moderate; Concept Q*)
18. Which of the following actions by the team or their leadership can result in reduced team performance?
- a. The team leader promotes an intrinsically interesting or challenging project.
  - b. The team leader rewards a team member with a clock for his or her hours of overtime spent in the service of a team's project.
  - c. The team shares, and mutually sets, their own performance goals.
  - d. Team leaders increase team size so that more employees get an opportunity to contribute to the project.  
(*d; p. 34-37; Moderate; Concept Q; Analytic skills*)
19. The positive illusion bias refers to:
- a. people who believe themselves to be superior and more talented than others on their team.
  - b. people who work harder for the team hoping to improve the overall team's reputation within the larger organizational context.
  - c. managers who convey a positive attitude in order to positively influence their team's group mood.
  - d. a team member who has positive news to share about the group's task in hopes that it will spur morale and increase productivity.  
(*a; p. 35; Easy; Concept Q; Ethical understanding and reasoning abilities*)
20. The positive illusion bias, or unwarranted beliefs in one's own superiority, can wreak havoc in teams. Why?
- a. Individuals believe their contributions will not be sufficient to justify their efforts.
  - b. Individuals with this bias are interested in vastly different team goals than that of their other teammates.
  - c. Individuals who see themselves as above average are likely to engage in social loafing because they have a false sense of the value of their contributions.
  - d. Individuals with this bias always have a high sense of the Protestant Work Ethic.  
(*c; p.35; Easy; Concept Q; Ethical understanding and reasoning abilities*)
21. As team size gets larger and larger, team members perceive that there is less support available, and freeriding increases. This experience can lead to:
- a. diminished motivation.
  - b. lower performance.
  - c. greater cohesion between team members.

- d. both a and b.  
(d; p. 37; Easy; Concept Q)
22. Execution is the ability of teams to communicate effectively and combine their efforts. All of the following can enhance team execution EXCEPT:
- a. training team members together.
  - b. practice and rehearsal.
  - c. setting clear performance standards.
  - d. increasing the size of the team.
- (d; p. 37-38; Moderate; Concept Q; Communication abilities)
23. Which of the following performance criteria are used to evaluate the success of a team?
- a. Productivity
  - b. Financial profit
  - c. Diversity
  - d. Rewards
- (a; p. 39-42; Moderate; Concept Q)
24. The team performance equation attempts to predict the actual productivity of a team. It states that the AP (actual productivity) of a team equals:
- a. the potential productivity of a team, plus team synergies, minus team threats.
  - b. the potential productivity of a team, plus team culture, minus free-riding.
  - c. the potential productivity of a team, plus task design, plus team culture.
  - d. cohesion, plus learning, plus integration.
- (a; p. 43, ; Easy; Concept Q)
25. Regarding team performance, leaders can more easily control \_\_\_\_\_ than \_\_\_\_\_.
- a. team Integration; team separation
  - b. performance threats; synergies
  - c. team cohesion; resources
  - d. the demands of a task; the process of accomplishing a task
- (b; p. 43; Moderate; Concept Q; Communication abilities)