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## Chapter 14

### Leadership: Styles and Behaviors

#### True / False Questions

1. Leadership is the use of power and influence to direct the activities of followers toward goal attainment.  
**True** False
2. Leader-member exchange theory argues that new leader-member relationships are typically marked by a role taking phase.  
**True** False
3. The life cycle theory of leadership explains how leader-members relationships develop over time on a dyadic basis.  
True **False**
4. The low-quality exchange dyad is marked by increased exchange of information, influence, latitude, support, and attention.  
True **False**
5. Tests of the leader-member exchange theory suggest that employees who are competent, likable, and similar to the leader in personality will be more likely to end up in the leader's in group.  
**True** False
6. Traits are more predictive of leader effectiveness than they are of leader emergence.  
True **False**

7. The trait-leadership correlations are strong in magnitude when leader effectiveness serves as the outcome.  
True **False**
8. Focus on leader traits holds more practical relevance than a focus on leader's actions.  
True **False**
9. A leader's decision making style captures how a leader decides as opposed to what a leader decides.  
**True** False
10. Autocratic style of leadership is characterized by high follower control.  
True **False**
11. With an autocratic style, the employees are asked to generate or evaluate potential solutions.  
True **False**
12. Leaders do not make the ultimate decision with a consultative style of decision making.  
True **False**
13. With a delegative style, the leader plays no role in the deliberations unless asked.  
**True** False
14. Making the correct decision is the ultimate means of judging a leader.  
**True** False
15. The time-driven model of leadership suggests that the focus should shift away from autocratic, consultative, facilitative, and delegative situations to autocratic, consultative, facilitative, and delegative leaders.  
True **False**
16. According to the time-driven model of leadership, autocratic styles are used for decisions that are insignificant.  
**True** False
17. Leaders who are high on initiating structure play a passive role in directing group activities and often fail to plan activities.  
True **False**

8. Readiness is defined as the degree to which employees have the ability and willingness to accomplish specific tasks.

True False

19. Telling is the optimal combination of leader behaviors at the R3 Stage of readiness.

True False

20. Transformational leadership represents the carrot-and-stick approach to leadership.

True False

21. Transformational leadership is less motivational compared to other managerial approaches.

True False

22. Laissez-faire is an active and effective approach to leadership.

True False

23. Idealized influence involves behaving in ways that earn the admiration, trust, and respect of followers.

True False

24. Inspirational motivation involves behaving in ways that foster an enthusiasm for a shared vision of the future.

True False

25. Transformational leadership is strongly related to unit-focused measures of leadership effectiveness than most other leadership forms.

True False

26. Employees with transformational leaders tend to have higher levels of task performance.

True False

27. Transformational leadership has no effect on continuance commitment.

True False

28. Neutralizers reduce the importance of the leader while providing a direct benefit to employee performance.

True False

29. Increasing the time spent on training the leaders can help maximize their effectiveness.

**True** False

30. Leadership training programs often focus on very specific issues, like being a more effective mentor.

**True** False

### Multiple Choice Questions

31. **The leader-member exchange theory argues that:**

- A. **new relationships between leaders and members are typically marked by a role taking phase.**
- B. most leaders can judge their performance by referring to the number of companies they have created.
- C. leader traits holds more practical relevance than leader actions.
- D. the correlations of the trait-leadership magnitude are strong.
- E. organizations should limit leader-member exchanges to maximize organizational productivity.

32. **During which phase of the leader-member exchange theory does a manager describe role expectations to an employee, with the employee attempting to fulfill those expectations with his/her job behaviors?**

- A. **Role taking**
- B. Role selling
- C. Role designing
- D. Role making
- E. Readiness

33. **During the \_\_\_\_\_ phase of the leader-member exchange theory, the employee's own expectations for the dyad get mixed in with those of the leader.**

- A. role taking
- B. role selling
- C. participating
- D. **role making**
- E. role allocating

34. **The \_\_\_\_\_ process is marked by a free-flowing exchange in which the leader offers more opportunities and resources and the employee contributes more activities and effort.**
- A. role taking
  - B. role selling
  - C. participating
  - D. **role making**
  - E. role allocating
35. **According to the leader-member exchange theory, the two general types of leader-member dyads are:**
- A. role taking exchange and role selling exchange.
  - B. **high-quality exchange and low-quality exchange.**
  - C. intrinsic and extrinsic.
  - D. role making and role selling.
  - E. participating exchange and observing exchange.
36. **In the leader-member exchange theory, the \_\_\_\_\_ exchange dyad is marked by the frequent exchange of information, influence, latitude, support, and attention.**
- A. participating
  - B. low-quality
  - C. intrinsic
  - D. **high-quality**
  - E. extrinsic
37. In the leader-member exchange theory, the low-quality exchange dyad forms the leader's:
- A. **outgroup.**
  - B. internal attributes.
  - C. ingroup.
  - D. levels of mutual trust.
  - E. obligations.

38. The degree to which the leader's actions result in the achievement of the unit's goals, the continued commitment of the unit's employees, and the development of mutual trust, respect, and obligation in leader-member dyads refers to:
- A. out-group readiness.
  - B. leader effectiveness.
  - C. leader emergence.
  - D. leader focus.
  - E. individualized consideration.
39. \_\_\_\_\_ suggest that leaders are born, not made.
- A. Leader-member exchange theories
  - B. Ohio State studies of leadership
  - C. Transformational theories of leadership
  - D. Contingent theory of leadership
  - E. Great person theories of leadership
40. \_\_\_\_\_ refers to the notion of who becomes a leader rather than how well people do in a leadership role.
- A. Leader efficiency
  - B. Leader effectiveness
  - C. Leader emergence
  - D. Leader substitution
  - E. Leader efficacy
41. Which of the following refers to how well people actually do in a leadership role?
- A. Leader personality
  - B. Leader effectiveness
  - C. Leader emergence
  - D. Leader perception
  - E. Leader characteristic
42. Which of the following characteristics is most closely related to leader effectiveness?
- A. Low agreeableness
  - B. High conscientiousness
  - C. High introversion
  - D. Low neuroticism
  - E. High openness to experience

43. A leader's \_\_\_\_\_ reflects the process that the leader uses to generate and choose from a set of alternatives to solve a problem.
- A. operational efficiency
  - B. day-to-day behavior
  - C. Decision-making style
  - D. emergence style
  - E. operational style
44. Which of the following decision-making styles is characterized by the highest level of leader control?
- A. Consultative
  - B. Autocratic
  - C. Delegative
  - D. Facilitative
  - E. Supportive
45. Which of the following decision-making styles is characterized by the highest level of follower control?
- A. Consultative
  - B. Autocratic
  - C. Delegative
  - D. Facilitative
  - E. Negotiative
46. Percy has built her company by giving special attention to details. She is highly meticulous and demanding and often imposes her decisions on subordinates. Percy makes use of the \_\_\_\_\_ style of decision making.
- A. autocratic
  - B. consultative
  - C. transformational
  - D. participative
  - E. Delegative

47. Pauline, a department manager at Good Looking Clothes Inc., uses a style of decision-making that focuses on using the skills, experiences, and ideas of others. The final decision-making power is with Pauline. However, she does not make major decisions without getting inputs from those that will be affected. It can be said that she uses the \_\_\_\_\_ style of leader decision making.
- A. autocratic
  - B. consultative
  - C. facilitative
  - D. participative
  - E. transactional
48. With a(n) \_\_\_\_\_ decision-making style, employees have a say in the decision making process but the ultimate authority still rests with the leader.
- A. delegative
  - B. directive
  - C. consultative
  - D. facilitative
  - E. Autocratic
51. **Which of the following is the style of decision making where the leader plays no role in deliberations unless asked?**
- A. Consultative
  - B. Autocratic
  - C. Delegative
  - D. Facilitative
  - E. Directive
52. **There are many factors to consider when leaders choose a decision-making style. The most obvious consideration is the:**
- A. number of people involved in decision making.
  - B. quality of the resulting decision.
  - C. number of opinions obtained for making the decision.
  - D. the style of decision-making.
  - E. the number of different ideas generated during the process.



53 Which of the following factors is included in the time-driven model of leadership?

- A. Intellectual stimulation
- B. Shared objectives
- C. Idealized influence
- D. Individual personality
- E. Contingent rewards

58. In the time-driven model of leadership, which style is reserved for decisions that are insignificant or where employee commitment is unimportant or when the leader's expertise is high and the leader is trusted?

- A. Consultative
- B. Autocratic
- C. Delegative
- D. Facilitative
- E. Supportive

59 In the time-driven model of leadership, which style is reserved for circumstances in which employees have strong teamwork skills and are not likely to just commit to whatever decision the leader makes?

- A. Consultative
- B. Autocratic
- C. Delegative
- D. Facilitative
- E. Negotiative

60. In the time-driven model of leadership, which leadership style seems to be overused by managers?

- A. Autocratic
- B. Consultative
- C. Delegative
- D. Facilitative
- E. Negotiative

61. Which of the following reflects the extent to which the leader defines and structures the roles of employees in pursuit of goal attainment?

- A. Initiating structure
- B. Delegative structure
- C. Consideration structure
- D. Participative structure
- E. Transformational structure

62. \_\_\_\_\_ reflects the extent to which leaders create job relationships characterized by mutual trust, respect for employee ideas, and thoughtfulness of employee feelings.
- A. Transformation
  - B. Delegating
  - C. **Consideration**
  - D. Participation
  - E. Initiating structure
63. Joey, the manager of Tarts Inc., has always been supportive toward the employees and used to understand their feelings. In most occasions, he overlooked their mistakes and gave them opportunities to develop a friendly atmosphere in office. He often took their work in order to reduce their burden. Joey would score high on:
- A. initiating structure.
  - B. intermediation.
  - C. **consideration.**
  - D. directive behavior.
  - E. transactional leadership.
64. **Alice has a deep concern for the welfare of her subordinates and she promotes interactive discussions with them. Alice can be described as a manager who scores high on:**
- A. initiating structure.
  - B. autocratic leadership.
  - C. **consideration.**
  - D. managerial control.
  - E. discipline.
65. Which of the following behaviors, according to the studies at Ohio State, is an initiating structure behavior?
- A. Representation
  - B. Integration
  - C. Recognition
  - D. **Organization**
  - E. Membership

66. Which of the following theories is known as the situational model of leadership?
- A. Ohio State Studies
  - B. University of Michigan Studies
  - C. Life cycle theory of leadership
  - D. Time-driven model of leadership
  - E. Herzberg's two-factor theory
67. **The life cycle theory of leadership argues that the optimal combination of initiating structure and consideration depends on the \_\_\_\_\_ of the employees in the work unit.**
- A. integration
  - B. personality
  - C. organization
  - D. readiness
  - E. decision-making style
68. \_\_\_\_\_ is broadly defined as the degree to which employees have the ability and the willingness to accomplish their specific tasks.
- A. Integration
  - B. Effectiveness
  - C. Efficiency
  - D. Readiness
  - E. Emergence
69. According to the life cycle theory of leadership, a group of employees who are working together for the first time and are eager to begin, but lack the experience and confidence needed to perform their roles are at which level of readiness?
- A. R1
  - B. R2
  - C. R3
  - D. R4
  - E. R5

70. According to the life cycle theory of leadership, \_\_\_\_\_ leader behavior comprises high initiating structure and low consideration.
- A. telling
  - B. selling
  - C. participating
  - D. delegating
  - E. performing
71. According to the life cycle theory of leadership, \_\_\_\_\_ leader behavior comprises high initiating structure and high consideration.
- A. telling
  - B. selling
  - C. participating
  - D. delegating
  - E. performing
72. According to the life cycle theory of leadership, participating leader behavior comprises \_\_\_\_\_ initiating structure and \_\_\_\_\_ consideration.
- A. moderate; low
  - B. low; high
  - C. low; low
  - D. high; high
  - E. moderate; moderate
73. Which of the following leader behaviors is characterized by low initiating structure and low consideration?
- A. Telling
  - B. Selling
  - C. Delegating
  - D. Participating
  - E. Transforming

74. According to the life cycle theory of leadership, the optimal combination of leader behavior in the R2 stage is \_\_\_\_\_.
- A. delegating
  - B. telling
  - C. selling
  - D. participating
  - E. negotiating
75. According to the life cycle theory of leadership, the optimal combination of leader behavior in the R3 stage is \_\_\_\_\_.
- A. delegating
  - B. telling
  - C. selling
  - D. participating
  - E. negotiating
76. According to the life cycle theory of leadership, the optimal combination of leader behavior in the R4 stage is \_\_\_\_\_.
- A. delegating
  - B. telling
  - C. selling
  - D. participating
  - E. negotiating
77. In the \_\_\_\_\_ leader behavior the leader supplements his or her directing with support and encouragement to protect the confidence levels of the employees.
- A. delegating
  - B. telling
  - C. selling
  - D. participating
  - E. negotiating

83. \_\_\_\_\_ leadership involves inspiring followers to commit to a shared vision that provides meaning to their work while also serving as a role model who helps followers develop their own potential and view problems from new perspectives.
- A. Management-by-exception
  - B. Contingent reward
  - C. Transactional
  - D. Laissez-faire
  - E. **Transformational**
84. Which of the following styles represents avoidance of leadership altogether?
- A. Passive management-by-exception
  - B. Contingent reward transactional leadership
  - C. **Laissez-faire leadership**
  - D. Active management-by-exception
  - E. Transformational leadership
85. **In case of \_\_\_\_\_, the leader avoids getting involved when important issues arise and leader's power goes unutilized.**
- A. passive management-by-exception
  - B. transactional leadership
  - C. **laissez-faire leadership**
  - D. active management-by-exception
  - E. transformational leadership
86. John believes he has quite a unique style of leadership. He waits around for mistakes and errors from his employees and then takes corrective action as necessary. Which of the following is John's style of leadership?
- A. **Passive management-by-exception**
  - B. Transactional leadership
  - C. Laissez-Faire
  - D. Contingent reward
  - E. Transformational leadership

87. Sally believes that if there are no actions needed until she receives complaints about someone's performance. Which of the following styles of leadership is Sally following?
- A. Laissez-faire leadership
  - B. Transactional leadership
  - C. **Passive management-by-exception**
  - D. Contingent reward
  - E. Transformational leadership
88. With \_\_\_\_\_, the leader arranges to monitor mistakes and errors dynamically and takes corrective action when required.
- A. laissez-faire leadership
  - B. contingent reward leadership
  - C. passive management-by-exception
  - D. **active management-by-exception**
  - E. transformational leadership
89. Ben just announced to his employees that if they meet the sales goal for the month of August, they can have a paid four-day vacation. Which of the following styles of leadership is being used by Ben in this case?
- A. Laissez-faire
  - B. **Contingent reward**
  - C. Passive management-by-exception
  - D. Active management-by-exception
  - E. Transformational
90. Which of the following represents the carrot-and-stick approach to leadership?
- A. Laissez-faire leadership
  - B. Passive-avoidant leadership
  - C. **Transactional leadership**
  - D. Charismatic leadership
  - E. Transformational leadership
91. \_\_\_\_\_ involves behaving in ways that challenge followers to be innovative and creative by questioning assumptions and reframing old situations in new ways.
- A. Laissez-faire leadership
  - B. Inspirational motivation
  - C. Transactional leadership
  - D. **Intellectual stimulation**
  - E. Individualized consideration

92. \_\_\_\_\_ involves behaving in ways that help followers achieve their potential through coaching, development, and mentoring.
- A. Laissez-faire leadership
  - B. Inspirational motivation
  - C. Transactional leadership
  - D. Intellectual stimulation
  - E. **Individualized consideration**
93. \_\_\_\_\_ reduce the importance of the leader while simultaneously providing a direct benefit to employee performance.
- A. **Substitutes**
  - B. Directive styles
  - C. Transactional styles
  - D. Neutralizers
  - E. Enhancers
94. **Which of the following reduces the importance of the leader with no beneficial impact on performance?**
- A. Substitutes
  - B. Transactions
  - C. Training programs
  - D. **Neutralizers**
  - E. Enhancers



## Essay Questions

### 95. **What are the various ways in which leader effectiveness can be gauged?**

Leader effectiveness can be gauged in a number of ways. Leaders might be judged by objective evaluations of unit performance, such as profit margins, market share, sales, returns on investment, productivity, quality, costs in relation to budgeted expenditures, and so forth. If those sorts of indices are unavailable, the leader's superiors may judge the performance of the unit on a more subjective basis. Other approaches to judging leader effectiveness center more on followers, including indices such as absenteeism, retention of talented employees, grievances filed, requests for transfer, and so forth. Those sorts of indices can be complemented by employee surveys that assess the perceived performance of the leader, the perceived respect and legitimacy of the leader, and employee commitment, satisfaction, and psychological well-being.

### 96. **Describe the leader-member exchange theory. Explain the two types of dyads.**

Leader-member exchange theory describes how leader-member relationships develop over time on a dyadic basis. New leader-member relationships are typically marked by a role taking phase during which the manager describes the role expectations and the employee attempts to fulfill those expectations with his or her job behaviors. Eventually, it is supplemented by role making during which employee's own expectations for the dyad get mixed in with those of the leader. Over time, these processes result in two general types of dyads. One type is the "high-quality exchange" dyad, marked by the frequent exchange of information, influence, latitude, support, and attention. Those dyads form the leader's "ingroup" and are characterized by higher levels of mutual trust, respect, and obligation. The other type is the "low-quality exchange" dyad, marked by a more limited exchange of information, influence, latitude, support, and attention. Those dyads form the leader's "outgroup" and are characterized by lower levels of trust, respect, and obligation.

### 97. **Critically examine the statement: "Leaders are born, not made."**

After a century of research, leadership scholars now acknowledge that there is no generalizable profile of effective leaders from a trait perspective. In fact, most studies have concluded that traits are more predictive of leader emergence (i.e., who becomes a leader in the first place) than they are of leader effectiveness (i.e., how well people actually do in a leadership role). Students should present their arguments in agreement with this fact. Student answers will vary for this question.

**98. Describe the four leader decision-making styles with examples.**

The various leader decision-making styles include:

- (1) Autocratic - leader makes the decision without asking employees for their opinions/suggestions.
- (2) Consultative - leader presents the problem to the employees, gathers their opinions/suggestions, and then makes the decision himself/herself; employees "have a say" in the process.
- (3) Facilitative - leader presents the problem to employees and seeks consensus with the leader's opinion only as important as every other employee's.
- (4) Delegative - leader gives employees the responsibility for making the decision within some set of specified boundary conditions.

**99. Differentiate between consultative style and facilitative style of leader decision- making.**

With a consultative style, the leader presents the problem to individual employees or a group of employees, asking for their opinions and suggestions before ultimately making the decision him- or herself. With this style, employees do "have a say" in the process, but the ultimate authority still rests with the leader. That ultimate authority changes with a facilitative style, in which the leader presents the problem to a group of employees and seeks consensus on a solution, making sure that his or her own opinion receives no more weight than anyone else's. With this style, the leader is more facilitator than decision maker.

**100. Explain the time-driven model of leadership using the seven factors.**

The model suggests that the focus should shift away from the leaders to the situations. The seven factors that guide the situational decision-making styles are:

- (1) Decision significance
- (2) Importance of commitment
- (3) Leader expertise
- (4) Likelihood of commitment
- (5) Shared objectives
- (6) Employee expertise
- (7) Teamwork skills

**101. Differentiate between initiating structure and consideration.**

Initiating structure reflects the extent to which the leader defines and structures the roles of employees in pursuit of goal attainment. Leaders who are high on initiating structure play a more active role in directing group activities and prioritize planning, scheduling, and trying out new ideas. They might emphasize the importance of meeting deadlines, describe explicit standards of performance, ask employees to follow formalized procedures, and criticize poor work when necessary. On the other hand, consideration reflects the extent to which leaders create job relationships characterized by mutual trust, respect for employee ideas, and consideration of employee feelings. Leaders who are high on consideration create a climate of good rapport and strong, two-way communication and exhibit a deep concern for the welfare of employees. They might do personal favors for employees, take time to listen to their problems, support them when needed, and treat them as equals.

**102. How did the Ohio state studies differ from the studies conducted at the University of Michigan with respect to the relationship between initiating structure and consideration?**

The Ohio State studies argued that initiating structure and consideration were (more or less) independent concepts, meaning that leaders could be high on both, low on both, or high on one and low on the other. That view differed from a series of studies conducted at the University of Michigan during the same time period. Those studies identified concepts similar to initiating structure and consideration, calling them production-centered (or task-oriented) and employee-centered (or relations-oriented) behaviors. However, the Michigan studies framed their task-oriented and relations-oriented concepts as two ends of one continuum, implying that leaders couldn't be high on both dimensions.

**103. Describe the life cycle theory of leadership.**

The life cycle theory of leadership (sometimes also called the situational model of leadership) argues that the optimal combination of initiating structure and consideration depends on the readiness of the employees in the work unit. Readiness is broadly defined as the degree to which employees have the ability and the willingness to accomplish their specific tasks

**104. What is transformational leadership? Describe the "four I's" of transformational leadership.**

Transformational leadership involves inspiring followers to commit to a shared vision that provides meaning to their work while also serving as a role model who helps followers develop their own potential and view problems from new perspectives. The "four I's" are:

- (1) Idealized influence
  - (2) Inspirational motivation
  - (3) Intellectual stimulation
  - (4) Individualized consideration
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# Test bank

## Chapter 11

### Teams: Characteristics and Diversity

1. A team consists of two or more people who work independently over some time period to accomplish common goals related to some task-oriented purpose.

True **False**

2. Work teams are designed to be relatively permanent.

**True** False

3. Management teams are formed to take on "one-time" tasks that are generally complex.

True **False**

4. A football team is an example of an action team.

**True** False

5. In the storming stage of team development, feelings of solidarity develop as members work toward team goals.

True **False**

6. The sequence of forming, storming, norming, performing, and adjourning apply to the development of all teams.

True **False**

7. With pooled interdependence, group members complete their work assignments independently, and then this work is simply "piled up" to represent the group's output.

**True** False

9. In sequential interdependence, the member performing the task in the latter part of the sequence depends on the member performing the task in the earlier part of the sequence, but not the other way around.

**True** False

10. In reciprocal interdependence, members are specialized to perform specific tasks.

**True** False

11. Comprehensive interdependence requires less interaction and coordination among members than pooled interdependence.  
True **False**
12. In groups with comprehensive interdependence, the members have little discretion in terms of what they do and with whom they interact in the course of the collaboration involved in accomplishing the team's work.  
True **False**
13. A high degree of goal interdependence exists when team members have a shared vision of the team's goal.  
**True** False
14. One way to create high levels of goal interdependence is to ensure that the team has a formalized mission statement that members buy in to.  
**True** False
15. As the level of task interdependence increases, members must spend increasing amounts of time communicating and coordinating with other members if they want to complete tasks effectively.  
**True** False
16. A high degree of outcome interdependence exists when team members share in the rewards that the team earns.  
**True** False
17. Low outcome interdependence exists in teams in which individual members receive rewards and punishments on the basis of their own performance.  
**True** False
18. In teams with high outcome interdependence, team members depend on the performance of other team members for the rewards that they receive.  
**True** False
19. In leader-staff teams, the leader makes decisions for the team and provides direction and control over members who perform assigned tasks.  
**True** False
20. Cognitive ability is more important to teams when team members have to learn from one another to adapt to unexpected changes, compared with contexts in which team members perform their assigned tasks in a routine fashion.  
**True** False

21. Tasks in which the performance of an entire team depends on the best performer are called disjunctive tasks.

True False

22. Cora frequently challenges the teams' assumptions and status quo. Cora exhibits the devil's advocate role.

True False

23. Additive tasks are those which depend on the performance and the abilities of the "weakest link."

True False

24. In tasks with an objectively verifiable best solution, the member who possesses the highest level of the ability relevant to the task will have the most influence on the effectiveness of the team.

True False

25. According to the similarity-attraction approach, a firm with high diversity will have high team effectiveness.

True False

26. The effects of team diversity on team performance are independent of the nature of the team or the organizational context.

True False

27. According to the value in diversity problem-solving approach, diversity on attributes such as cultural background, race, and attitudes are associated with communication problems and ultimately poor team effectiveness.

True False

28. Having a greater number of members is beneficial for management and project teams but not for teams engaged in production tasks.

True False

29. Team viability refers to the likelihood that the team can work together effectively into the future.

True False

30. One reason that understanding task interdependence's effect on team performance is important is because task interdependence is one of the most important characteristics that distinguishes true teams from mere groups of individuals.

True False

31. Low outcome interdependence promotes higher levels of cooperation because members understand that they share the same fate.  
True **False**
32. Team reward structures with hybrid outcome interdependence reward members based on how well they perform as individuals rather than overall team performance.  
True **False**
33. Members tend to be more productive in high task interdependence situations when there's low outcome interdependence.  
True **False**
34. Team members prefer low task interdependent situations when there's low outcome interdependence.  
**True** False

#### Multiple Choice Questions

35. Which of the following is true of teams?
- A. A team consists of two or more people who work independently, with distinct goals and strategies.
  - B. A team works over some time period to accomplish common goals related to some task-oriented purpose.**
  - C. Groups are formed with a specific purpose in mind, while teams do not have a specific goal.
  - D. The members of a team operate relatively independently of each other, and other members are not essential to their accomplishment of goals.
  - E. Interactions among members within teams are more personal and informal than interactions between people in groups.
36. Teams differ from groups because:
- A. teams have no limits on the number of members, while groups have a restricted membership.
  - B. members of teams work independently of each other, while those in groups show greater dependence on each other.
  - C. members of teams work toward individual goals that may or may not be related, while groups have a common goal.
  - D. members of teams have a specific task-related purpose, while groups do not.**
  - E. teams have a no fixed duration, while groups have a fixed duration.

37. Which of the following is the purpose of work teams as compared to other types of teams?
- A. To achieve managerial tasks
  - B. To produce goods or provide services**
  - C. To help the organization achieve its long-term goals
  - D. To take on "one-time" tasks that are generally complex
  - E. To provide recommendations to managers about important issues
38. Which of the following is most likely to be categorized as a work team?
- A. A team that oversees the functioning of all the teams in an organization and coordinates activities between teams
  - B. A team comprising interior designers, architects, and builders involved in designing and creating the layout of a new hotel
  - C. A quality control team at a factory which oversees the quality of products and recommends changes in production techniques
  - D. A band travelling around the country playing shows at different venues for six months
  - E. A group of four workers making a specific part on the production line of an automobile factory**
39. While \_\_\_\_\_ teams focus on the accomplishment of core operational-level production and service tasks, \_\_\_\_\_ teams focus on integrating the activities of subunits across business functions.
- A. management; work
  - B. action; work
  - C. parallel; project
  - D. project; work
  - E. work; management**
40. In what way are management teams similar to work teams?
- A. They require a lot of input from members with different types of training and expertise.
  - B. They participate in managerial-level tasks that affect the entire organization.
  - C. They require only part-time commitment from members.
  - D. They focus on the accomplishment of core operational-level production and service tasks.
  - E. They are designed to be relatively permanent.**



41. Which of the following is most likely to be categorized as a management team?
- A. A team that oversees the functioning of all the teams in an organization and coordinates activities between teams
  - B. A team comprising interior designers, architects, and builders involved in designing and creating the layout of a new hotel
  - C. A quality control team at a factory which oversees the quality of products and recommends changes in production techniques
  - D. A band travelling around the country playing shows at different venues for six months
  - E. A group of four workers making a specific part on the production line of an automobile factory
42. Of the following which is most likely to be categorized as an action team?
- A. A team that oversees the functioning of all the teams in an organization and coordinates activities between teams
  - B. A team comprising interior designers, architects, and builders involved in designing and creating the layout of a new hotel
  - C. A quality control team at a factory which oversees the quality of products and recommends changes in production techniques
  - D. A band travelling around the country playing shows at different venues for six months
  - E. A group of four workers making a specific part on the production line of an automobile factory
43. Jackson High School formed several teams to plan and execute the 150th anniversary celebrations of the school. Over a period of two months, the teams organized events, oversaw logistics and coordinated student activities. The events that were planned were on a large scale and required a lot of input from the teachers and students. This is an example of a(n) \_\_\_\_\_ team.
- A. project
  - B. management
  - C. work
  - D. action
  - E. parallel
47. Which of the following teams focuses on providing recommendations and resolving issues?
- A. Work teams
  - B. Management teams
  - C. Parallel teams
  - D. Action teams
  - E. Project teams

48. A team was formed to coordinate the impending ISO accreditation process for a company over a period of six months. The team members are drawn from various departments. Which of the following types of teams does this most signify?
- A. Project teams
  - B. Management teams
  - C. Work teams
  - D. Action teams
  - E. Parallel teams

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49. Match the following types of teams with the correct description of the purpose and activities of each type.

- 1. Management team
- 2. Project team
- 3. Action team
- 4. Parallel team
- 5. Work team

A) Provide goods or services Integrate activities of subunits across business functions\_\_\_\_\_

B) Provide recommendations and resolve issues\_\_\_\_\_

C) Produce a onetime output (product, service, design, plan, etc.) \_\_\_\_\_

D) Perform complex tasks that vary in duration and take place in highly visible or challenging \_\_\_\_\_

E) Circumstances\_\_\_\_\_

Answer :

- A) 5
  - B) 1
  - C) 4
  - D) 2
  - E) 3
-

## Multiple Choice Questions

50. Quality circles, which consist of individuals who normally perform core production tasks but also meet regularly to identify production-related problems and opportunities for improvement, are an example of:
- A. work teams.
  - B. management teams.
  - C. parallel teams.
  - D. action teams.
  - E. project teams.
51. A planning team comprising engineers, architects, designers, and builders, charged with designing a suburban town center is a(n) \_\_\_\_\_ team.
- A. parallel
  - B. action
  - C. work
  - D. project
  - E. management
52. A musical group and a surgical team are examples of \_\_\_\_\_ teams.
- A. parallel
  - B. project
  - C. management
  - D. action
  - E. work
53. Action teams:
- A. generally have tasks that are quite simple.
  - B. are formed to take on "one-time" tasks.
  - C. perform tasks that are normally limited in duration.
  - D. invariably have low member involvement.
  - E. help the organization achieve its long-term goals.

54. Work at Citicorp is accomplished continuously because members of a team who have finished their workday in one country electronically hand off the work to team members in another country who have just arrived at the office. This type of workflow is known as \_\_\_\_\_.
- A. Farm shoring
  - B. cross-docking
  - C. featherbedding
  - D. follow the sun
  - E. time-to-market
55. Which of the following represents the predictable sequence of stages in team development?
- A. Performing, forming, norming, storming, and adjourning.
  - B. Forming, storming, norming, performing, and adjourning.
  - C. Norming, forming, performing, storming, and adjourning.
  - D. Norming, forming, storming, performing, and adjourning.
  - E. Storming, norming, performing, forming, and adjourning.
56. In the \_\_\_\_\_ stage of group development, members typically try to get a feel for what is expected of them, what types of behaviors are out of bounds, and who's in charge.
- A. performing
  - B. forming
  - C. norming
  - D. adjourning
  - E. storming
57. In the \_\_\_\_\_ stage of group development, members remain committed to ideas they bring with them to the team, and are unwilling to accommodate others' ideas. This triggers conflict that negatively affects some interpersonal relationships.
- A. storming
  - B. adjourning
  - C. norming
  - D. forming
  - E. performing
58. In the \_\_\_\_\_ stage of team development, members come to realize that they need to work together to accomplish team goals, and consequently, they begin to cooperate with one another.
- A. performing
  - B. forming
  - C. storming
  - D. norming
  - E. projecting

59. In the \_\_\_\_\_ stage of team development, members are comfortable working within their roles, and the team makes progress toward goals.
- A. performing
  - B. forming
  - C. storming
  - D. norming
  - E. adjourning
60. In the \_\_\_\_\_ stage of group development, members experience anxiety and other emotions as they disengage and ultimately separate from the team.
- A. performing
  - B. forming
  - C. storming
  - D. norming
  - E. adjourning
61. Which of the following best describes the group development pattern known as punctuated equilibrium?
- A. A team transitions directly from the storming stage to the adjourning stage as it is suddenly shut down.
  - B. At the midpoint of the project, members realize that their behavior pattern must change in order to complete the project on time.
  - C. Members of teams with a limited life span undergo a feeling of depression and anxiety when the time comes for the group to disband.
  - D. A team skips the initial stages of forming and storming and begins directly at the performing stage of development.
  - E. The attitudes and behaviors of members of a team do not change for as long as the team is in existence.
62. The degree to which team members interact with and rely on other team members for the information, materials, and resources needed to accomplish work for the team is known as:
- A. task interdependence.
  - B. goal interdependence.
  - C. deep-level diversity.
  - D. outcome interdependence.
  - E. surface-level diversity.

63. The type of task interdependence with the lowest degree of required coordination among team members is \_\_\_\_\_ interdependence.
- A. comprehensive
  - B. sequential
  - C. pooled
  - D. reciprocal
  - E. response
64. With \_\_\_\_\_ interdependence, different tasks are done in a prescribed order, and the group is structured such that the members specialize in these tasks.
- A. comprehensive
  - B. sequential
  - C. pooled
  - D. reciprocal
  - E. response
66. Leo Motors utilizes the classic assembly line in manufacturing its automobile products. Which type of interdependence is depicted?
- A. Pooled
  - B. Reciprocal
  - C. Response
  - D. Comprehensive
  - E. Sequential
67. Member 1 → Member 2 → Member 3 → Member 4 → Output  
Which type of interdependence is represented by this diagram?
- A. Pooled
  - B. Reciprocal
  - C. Response
  - D. Comprehensive
  - E. Sequential

68. In \_\_\_\_\_ interdependence, members interact with a subset of other members to complete the team's work.
- A. pooled
  - B. reciprocal
  - C. response
  - D. comprehensive
  - E. sequential
69. The highest level of interaction and coordination among members is required in \_\_\_\_\_ interdependence.
- A. comprehensive
  - B. sequential
  - C. pooled
  - D. reciprocal
  - E. response
70. As the level of task interdependence \_\_\_\_\_, members must spend \_\_\_\_\_ amounts of time communicating and coordinating with other members to complete tasks.
- A. decreases; the same
  - B. increases; increasing
  - C. increases; decreasing
  - D. decreases; increasing
  - E. remains the same; increasing
71. A high degree of \_\_\_\_\_ interdependence exists when team members share in the rewards that the team earns.
- A. task
  - B. goal
  - C. sequential
  - D. outcome
  - E. reciprocal
72. In the FIFA World Cup soccer matches, the Golden Shoe award is given to the top goal scorer, without regard to the performance of the player's team. The award could go to a player whose team doesn't even reach the finals. This award is an example of \_\_\_\_\_ interdependence.
- A. high task
  - B. low goal
  - C. low task
  - D. low outcome
  - E. high outcome

73. Which of the following statements about outcome interdependence is false?
- A. A high degree of outcome interdependence exists when team members share in the rewards that the team earns.
  - B. High outcome interdependence implies that team members depend solely on their own performances for the rewards that they receive.
  - C. Low outcome interdependence exists in teams in which individual members receive rewards and punishments on the basis of their own performance.
  - D. Research into project teams shows that in teams in which members reflect on their performance, higher levels of outcome interdependence increase the amount of information shared among members.
  - E. In teams with high outcome interdependence, the reward that the team receives is directly linked to the performance of each team member.
74. The behavior a person is expected to display in a given context is known as:
- A. Role.
  - B. Goal.
  - C. Ability.
  - D. Value.
  - E. Belief.
75. Which of the following statements about leader-staff teams is false?
- A. The members are bound to follow their duties and do not have any scope for improving their performance.
  - B. The responsibilities of the leader and the rest of the team are distinct.
  - C. The leader makes decisions for the team and provides direction and control over members.
  - D. The members perform assigned tasks and cannot choose their own tasks.
  - E. The members have some latitude with respect to the behaviors they exhibit.
76. In a group, the member performing the role of the devil's advocate:
- A. offers constructive challenges to the team's status quo.
  - B. establishes the direction for the team.
  - C. motivates team members to work harder toward team goals.
  - D. resolves differences among teammates.
  - E. praises the work of teammates.



77. Which of the following best describes the function of the role of an orienter in a group?
- A. He offers constructive challenges to the team's status quo.
  - B. He establishes the direction for the team.
  - C. He motivates team members to work harder toward team goals.
  - D. He resolves differences among teammates.
  - E. He praises the work of teammates.
78. Which of the following roles refers to behaviors that influence the quality of the team's social climate rather than work?
- A. Team task roles
  - B. Team building roles
  - C. Inferential roles
  - D. Individualistic roles
  - E. Thematic roles
79. Chris is frequently hostile to other team members, cynical about the goals of the team and others' engagement in the project, and sometimes disagrees and stubbornly blocks progress "just because." Chris' behavior reflects \_\_\_\_\_ roles.
- A. individualistic
  - B. task oriented
  - C. task destructive
  - D. team manipulation
  - E. power seeking
80. Individualistic role behaviors:
- A. directly facilitate the accomplishment of team tasks.
  - B. focus on activities that benefit the team as a whole rather than the separate team members.
  - C. include the roles of harmonizer and the encourager.
  - D. foster negative feelings among team members and hinder a team's ability to perform effectively.
  - E. are particularly important in team contexts in which decisions are "high stakes" in nature.
81. Which of the following has the characteristics of a team building role?
- A. Initiator-contributor
  - B. Orienter
  - C. Energizer
  - D. Procedural-technician
  - E. Compromiser

82. Which of the following is a team task role?
- A. Encourager
  - B. Blocker
  - C. Energizer
  - D. Follower
  - E. Compromiser
83. Which of the following is an example of a team task role rather than an individualistic role?
- A. Aggressor
  - B. Recognition seeker
  - C. Devil's advocate
  - D. Dominator
  - E. Blocker
84. Which of the following statements about team and individualistic roles is true?
- A. An aggressor manipulates team members for personal control.
  - B. A standard-setter expresses goals for the team to achieve.
  - C. A gatekeeper offers challenges to the team's status quo.
  - D. A slacker brags and calls attention to him or herself.
  - E. A dominator is one who encourages participation from teammates.
85. When Ben performs routine tasks needed to keep progress moving in his team, he is performing the role of a(n):
- A. initiator-contributor.
  - B. orienter.
  - C. energizer.
  - D. procedural-technician.
  - E. compromiser.
86. In tasks with an objectively verifiable best solution, the member who possesses the highest level of the ability relevant to the task will have the most influence on the effectiveness of the team. These types of tasks are called \_\_\_\_\_.
- A. additive tasks
  - B. conjunctive tasks
  - C. subjunctive tasks
  - D. disjunctive tasks
  - E. indicative tasks

87. James participated in a problem-solving quiz competition with his friends. As Mark was the most familiar with the types of problems on the quiz, the team's performance depended entirely on Mark's performance. This type of task is called a(n):
- A. **disjunctive task.**
  - B. multiplicative task.
  - C. surface-level task.
  - D. conjunctive task.
  - E. additive task.
88. Tasks for which the team's performance depends on the abilities of the "weakest link" are called \_\_\_\_\_.
- A. additive tasks
  - B. **conjunctive tasks**
  - C. subjunctive tasks
  - D. disjunctive tasks
  - E. indicative tasks
89. Tasks for which the contributions resulting from the abilities of every member are considered in total to determine team performance are called \_\_\_\_\_.
- A. **additive tasks**
  - B. conjunctive tasks
  - C. subjunctive tasks
  - D. disjunctive tasks
  - E. indicative tasks
93. Diversity on attributes such as cultural background, race, and attitudes are associated with communication problems and ultimately poor team effectiveness. If true, this statement validates the theory of the \_\_\_\_\_ approach to diversity in teams.
- A. cooperative diversity
  - B. **similarity-attraction**
  - C. surface-level
  - D. diversity combining
  - E. value in diversity problem-solving

94. \_\_\_\_\_ diversity refers to diversity regarding observable attributes such as race, ethnicity, sex, and age.
- A. Disjunctive
  - B. Additive
  - C. Surface-level
  - D. Conjunctive
  - E. Deep-level
95. \_\_\_\_\_ diversity refers to diversity with respect to attributes that are less easy to observe initially but that can be inferred after more direct experience.
- A. Disjunctive
  - B. Similarity-attraction
  - C. Surface-level
  - D. Conjunctive
  - E. Deep-level
96. Deep-level diversity has positive effects on team creativity when \_\_\_\_\_.
- A. team members are instructed to take the perspective of their teammates
  - B. team members are all highly conscientious
  - C. When there are no team members exhibiting individualistic roles
  - D. when team size is over 15
  - E. when there are less than three fault lines in the team
97. The likelihood that the team can work together effectively into the future is called:
- A. team viability.
  - B. surface-level diversity.
  - C. team development.
  - D. deep-level diversity.
  - E. team integration.
98. All of the following are metrics for measuring team performance except \_\_\_\_\_.
- A. team viability
  - B. quantity of goods or services produced
  - C. quality of goods or services produced
  - D. customer satisfaction
  - E. effectiveness and accuracy of decisions

99. \_\_\_\_\_ means that members receive rewards that are dependent on both their team's performance and how well they perform as individuals.

- A. Task interdependence
- B. Hybrid outcome interdependence
- C. Goal interdependence
- D. Member ability
- E. Member personality

100. Which of the following is true with regard to outcome interdependence?

- A. In an organization with compensation that has high outcome interdependence, a higher percentage of an employee's pay will depend on how well his team does.
- B. In an organization with compensation that has low outcome interdependence, members receive rewards that are dependent on their team's performance.
- C. Team reward structures with hybrid outcome interdependence reward members based solely on their own performance, irrespective of team performance.
- D. In an organization with compensation that has low outcome interdependence, a higher percentage of an employee's pay will depend on how well his team does.
- E. Team reward structures with high outcome interdependence reward members based solely on their own performance, irrespective of team performance.

## Essay Questions

**101. Teams definitely are forms of work groups, but not all work groups are teams.  
Analyze the above statement and give the differences between teams and groups.**

Teams differ from groups in two primary respects:

1) the interactions in teams revolve around a deeper dependence on one another than the interactions within groups,  
and

2) the interactions within teams occur with a specific task-related purpose in mind  
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**105. Define task interdependence. Briefly describe the four primary types of task interdependence.**

Task interdependence refers to the degree to which team members interact with and rely on other team members for the information, materials, and resources needed to accomplish work for the team.

The four types of task interdependence are:

- pooled interdependence
  - sequential interdependence
  - reciprocal interdependence
  - comprehensive interdependence
- 

**106. Differentiate between goal interdependence and outcome interdependence. Provide an example of each.**

Goal interdependence exists when team members have a shared vision of the team's goals and align their individual goals with that vision as a result. Outcome interdependence exists when team members share in the rewards that the team earns.  
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**107. Identify and briefly describe the five aspects of team composition.**

The five aspects of team composition are:

- member roles
  - member ability
  - member personality
  - member diversity
  - team size
-

**108. Write a short note on value in diversity problem-solving approach.**

One predominant theory that has been used to explain why diversity has positive effects is called the value in diversity problem-solving approach. According to this perspective, diversity in teams is beneficial because it provides for a larger pool of knowledge and perspectives from which a team can draw as it carries out its work. Having greater diversity in knowledge perspectives stimulates the exchange of information, which in turn fosters learning among team members. The knowledge that results from this learning is then shared and integrated with the knowledge of other members, ultimately helping the team perform more effectively.

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**109. Differentiate between surface-level diversity and deep-level diversity.**

Surface-level diversity refers to diversity regarding observable attributes such as race, ethnicity, sex, and age. Deep-level diversity, on the other hand, refers to diversity with respect to attributes that are less easy to observe initially but that can be inferred after more direct experience. Differences in attitudes, values, and personality are good examples of this diversity.

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**110. High-performing employees often feel the low-performing employees are rewarded more than they deserve in teams with high outcome interdependence. What could be a possible solution for designing a reward system which will keep all employees happy?**

A reward system which will keep all employees happy is the hybrid outcome interdependence, which means that members receive rewards that are dependent on both their team's performance and how well they perform as individuals. In fact, the majority of organizations that use teams use some sort of hybrid outcome interdependence. But it is difficult to answer what percentage of team members' pay is typically based on team performance, because there are so many different types of teams doing so many different types of tasks, and also because organizations vary dramatically in their approaches to rewarding their employees.

**The end**

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