Chapter 11

*Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| 1. | The essence of positive synergy can be found in the phrase      |  |  | | --- | --- | | A. | Front of ship sink—back of ship sink. |  |  |  | | --- | --- | | B. | There is no "I" in team. |  |  |  | | --- | --- | | C. | Two heads are better than one. |  |  |  | | --- | --- | | D. | The whole is greater than the sum of the parts. |  |  |  | | --- | --- | | E. | If it doesn't kill you, it makes you stronger. | |

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| 2. | Which of the following is commonly associated with high-performing project teams?      |  |  | | --- | --- | | A. | Risk taking is controlled and not allowed to jeopardize the overall project |  |  |  | | --- | --- | | B. | Roles and specific responsibilities are well-defined |  |  |  | | --- | --- | | C. | A degree of competition among team members is encouraged |  |  |  | | --- | --- | | D. | Mistakes are viewed as opportunities for learning |  |  |  | | --- | --- | | E. | Team members are selected with similar talents to enhance cohesion | |

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| 3. | During which stage of team development do members accept that they are part of a project group but resist the constraints that the project and the group put on their individuality?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 4. | During which stage of team development do close relationships develop and the group demonstrates cohesiveness?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 5. | During which stage of team development is the team fully functional and accomplishing project goals?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 6. | During which stage of team development is high performance not a top priority and attention is devoted to wrapping up the project?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 7. | During which stage of team development do team members establish ground rules and try to find out what behaviors are acceptable and what performance expectations are?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 8. | Sam is the coach of a high school soccer team and has noticed that some close relationships have formed as well as feelings of camaraderie and shared responsibilities for the team's success. Which stage of development is the team in?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 9. | Roger is new-product project manager for a retail company. Recently the team has exhibited a high degree of conflict over who will control the group and how decisions will be made. Which stage of development is the team in?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 10. | Tom is managing a project team responsible for building a new office building that started this week. He notices that team members are trying out different behaviors to see what is acceptable to the project and personal relations. Which stage of development is the team in?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming | |

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| 11. | Experience and research indicate that high-performance project teams are much more likely to develop under all the following conditions EXCEPT      |  |  | | --- | --- | | A. | Members are assigned to the project full time. |  |  |  | | --- | --- | | B. | Members report solely to the project manager. |  |  |  | | --- | --- | | C. | There are 10 or fewer members per team. |  |  |  | | --- | --- | | D. | Team members are selected by their managers. |  |  |  | | --- | --- | | E. | The project involves a compelling objective. | |

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| 12. | Project managers play a key role in developing high-performance project teams. Which of the following is NOT a contributing factor to this role?      |  |  | | --- | --- | | A. | Conduct project meetings |  |  |  | | --- | --- | | B. | Recruit team members |  |  |  | | --- | --- | | C. | Manage a reward system |  |  |  | | --- | --- | | D. | Manage conflict |  |  |  | | --- | --- | | E. | Report progress to top management | |

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| 13. | There are two important factors that affect the recruitment of project members. Which of the following is one of those factors?      |  |  | | --- | --- | | A. | The budget available |  |  |  | | --- | --- | | B. | The size of the project |  |  |  | | --- | --- | | C. | The management structure being used to complete the project |  |  |  | | --- | --- | | D. | The level of innovation and technical expertise needed |  |  |  | | --- | --- | | E. | Organizational culture | |

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| 14. | When recruiting project team members, which of the following factors is NOT something a project manager might consider?      |  |  | | --- | --- | | A. | The political connections the potential team member may have |  |  |  | | --- | --- | | B. | Their problem-solving ability |  |  |  | | --- | --- | | C. | Their ambition, initiative, and energy |  |  |  | | --- | --- | | D. | Their skillset as it compares to the project manager |  |  |  | | --- | --- | | E. | Their availability | |

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| 15. | The first project meeting is critical to the early functioning of the project team. Which of the following is NOT true regarding this meeting?      |  |  | | --- | --- | | A. | An overview of the project's scope and objectives should be addressed |  |  |  | | --- | --- | | B. | Interpersonal interaction concerns should be addressed |  |  |  | | --- | --- | | C. | The project manager must model how the team will work together |  |  |  | | --- | --- | | D. | The meeting will need to be as long as necessary to cover the main objectives of a first meeting |  |  |  | | --- | --- | | E. | The meeting should be productive, well-organized and realistic | |

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| 16. | The project manager must quickly establish operational ground rules for how the team will work together. These include planning, tracking, managing change, and relationship decisions. Which of the following is an example of a planning decision?      |  |  | | --- | --- | | A. | What departments will the team need to interact with during the project? |  |  |  | | --- | --- | | B. | What are the specific roles and responsibilities of all the participants? |  |  |  | | --- | --- | | C. | Who will generate and distribute reports? |  |  |  | | --- | --- | | D. | How will changes be documented and evaluated? |  |  |  | | --- | --- | | E. | How will progress be assessed? | |

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| 17. | Researchers have found that high-performance teams have norms for team interaction. Which of the following is NOT one of those norms?      |  |  | | --- | --- | | A. | Hard work does not get in the way of having fun |  |  |  | | --- | --- | | B. | No information is shared outside the team unless all agree to it |  |  |  | | --- | --- | | C. | It is acceptable to be in trouble, but not to surprise others |  |  |  | | --- | --- | | D. | When a decision has to be made, everyone should agree before moving forward |  |  |  | | --- | --- | | E. | There is no tolerance for bulling a way through a problem or issue | |

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| 18. | All of the following have been found to be good for running effective project meetings EXCEPT      |  |  | | --- | --- | | A. | Start meetings on time regardless of whether everyone is present. |  |  |  | | --- | --- | | B. | Allow a time period for socializing to support the development of a team identity. |  |  |  | | --- | --- | | C. | Thoroughly document all decisions. |  |  |  | | --- | --- | | D. | Prepare and distribute an agenda prior to the meeting. |  |  |  | | --- | --- | | E. | Identify an adjournment time. | |

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| 19. | Establishing a team identity is facilitated by      |  |  | | --- | --- | | A. | Team members working in a common space. |  |  |  | | --- | --- | | B. | Creation of a project team name. |  |  |  | | --- | --- | | C. | Effective use of meetings. |  |  |  | | --- | --- | | D. | Team rituals. |  |  |  | | --- | --- | | E. | All of these are facilitators of establishing a team identity. | |

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| 20. | The essential qualities of an effective vision include all of the following EXCEPT      |  |  | | --- | --- | | A. | All team members have the same vision. |  |  |  | | --- | --- | | B. | The vision should be communicated to all. |  |  |  | | --- | --- | | C. | The vision has to make strategic sense. |  |  |  | | --- | --- | | D. | There should be a passion for the vision. |  |  |  | | --- | --- | | E. | The vision should be a source of inspiration to others. | |

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| 21. | Which of the following would be considered the MOST effective project reward?      |  |  | | --- | --- | | A. | Desirable job assignments |  |  |  | | --- | --- | | B. | Lump-sum cash award |  |  |  | | --- | --- | | C. | All-expenses-paid trip for team members and their families |  |  |  | | --- | --- | | D. | Using negative reinforcement to motivate adequate performance |  |  |  | | --- | --- | | E. | Public recognition | |

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| 22. | Individual rewards for outstanding work would NOT include      |  |  | | --- | --- | | A. | Letters of commendation. |  |  |  | | --- | --- | | B. | Public recognition. |  |  |  | | --- | --- | | C. | Desirable job assignments. |  |  |  | | --- | --- | | D. | Judiciously making exceptions to the rules. |  |  |  | | --- | --- | | E. | All of these are examples of individual rewards for outstanding work. | |

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| 23. | The first step in facilitating group decision making is to      |  |  | | --- | --- | | A. | Call a meeting to discuss the problem. |  |  |  | | --- | --- | | B. | Identify the problem. |  |  |  | | --- | --- | | C. | Agree that there is a problem. |  |  |  | | --- | --- | | D. | Quantify the problem. |  |  |  | | --- | --- | | E. | Generate alternatives. | |

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| 24. | Strategies to manage dysfunctional conflict do NOT include \_\_\_\_\_ the conflict.      |  |  | | --- | --- | | A. | Control |  |  |  | | --- | --- | | B. | Arbitrate |  |  |  | | --- | --- | | C. | Mediate |  |  |  | | --- | --- | | D. | Accept |  |  |  | | --- | --- | | E. | Encourage | |

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| 25. | The biggest challenge to managing a virtual project team is      |  |  | | --- | --- | | A. | Getting reports and technical information communicated. |  |  |  | | --- | --- | | B. | Developing trust and establishing effective patterns of communication. |  |  |  | | --- | --- | | C. | Enforcing deadlines. |  |  |  | | --- | --- | | D. | Dealing with team members in different time zones. |  |  |  | | --- | --- | | E. | Being able to contact team members immediately when there is a problem. | |

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| 26. | Which of the following would be an appropriate situation to require facilitating group decision making?      |  |  | | --- | --- | | A. | A mechanical engineer is stuck trying to meet performance criteria for a prototype |  |  |  | | --- | --- | | B. | When strong group commitment is needed to decide methods to reduce project scope |  |  |  | | --- | --- | | C. | Expectations are unclear regarding a specific task |  |  |  | | --- | --- | | D. | Materials needed to finish a custom kitchen have not been determined |  |  |  | | --- | --- | | E. | Dysfunctional conflict between two project team members needs to be resolved | |

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| 27. | During the delivery phase of a project's life cycle, the most significant source of conflict is      |  |  | | --- | --- | | A. | Schedules. |  |  |  | | --- | --- | | B. | Priorities. |  |  |  | | --- | --- | | C. | Technical. |  |  |  | | --- | --- | | D. | Procedures. |  |  |  | | --- | --- | | E. | Costs. | |

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| 28. | When reaching a decision during the group decision-making process, the project manager must build a consensus among the group and can do this by all of the following EXCEPT      |  |  | | --- | --- | | A. | If time becomes a factor, they must make an informed final decision after everyone's ideas have been heard. |  |  |  | | --- | --- | | B. | Provide periodic summaries to help the group keep track of its progress. |  |  |  | | --- | --- | | C. | Protect those members who represent the minority view. |  |  |  | | --- | --- | | D. | Guarantee that everyone has the opportunity to share opinions. |  |  |  | | --- | --- | | E. | Manage any conflict that may arise. | |

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| 29. | Symptoms of groupthink include      |  |  | | --- | --- | | A. | Encouraged functional conflict. |  |  |  | | --- | --- | | B. | Negative stereotypes of outsiders. |  |  |  | | --- | --- | | C. | Optimized critical thinking. |  |  |  | | --- | --- | | D. | Failed projects. |  |  |  | | --- | --- | | E. | Positive synergy. | |

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| 30. | When project managers impose a solution to dysfunctional conflict after listening to each party, they are \_\_\_\_\_\_\_\_\_\_ the conflict.      |  |  | | --- | --- | | A. | Eliminating |  |  |  | | --- | --- | | B. | Controlling |  |  |  | | --- | --- | | C. | Mediating |  |  |  | | --- | --- | | D. | Arbitrating |  |  |  | | --- | --- | | E. | Encouraging | |

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| 31. | When project managers reduce the intensity of the conflict by smoothing over differences or interjecting humor when dysfunctional conflict arises, they are attempting to \_\_\_\_\_\_\_\_\_ the conflict.      |  |  | | --- | --- | | A. | Eliminate |  |  |  | | --- | --- | | B. | Control |  |  |  | | --- | --- | | C. | Mediate |  |  |  | | --- | --- | | D. | Arbitrate |  |  |  | | --- | --- | | E. | Encourage | |

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| 32. | When not going through normal protocols of the parent organization becomes habit and results in rejection of policies and procedures, this is known as which of the following project pitfalls?      |  |  | | --- | --- | | A. | Groupthink |  |  |  | | --- | --- | | B. | Going native |  |  |  | | --- | --- | | C. | Bureaucratic bypass syndrome |  |  |  | | --- | --- | | D. | Projectitis |  |  |  | | --- | --- | | E. | The privileged parameter | |

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| 33. | How can a project manager support and encourage functional conflict?      |  |  | | --- | --- | | A. | Conflict should not be encouraged or supported |  |  |  | | --- | --- | | B. | By asking tough questions and by challenging the rationale behind recommendations |  |  |  | | --- | --- | | C. | By imposing a solution to the conflict after listening to each party |  |  |  | | --- | --- | | D. | By negotiating a resolution by reasoning and persuasion |  |  |  | | --- | --- | | E. | As soon as emotions flare, he or she can intervene and attempt to control conflict because it has become dysfunctional | |

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| 34. | Which of the following is NOT one of the tips for alleviating communication problems of virtual teams?      |  |  | | --- | --- | | A. | Insist team members travel at least once during the project for a face-to-face meeting |  |  |  | | --- | --- | | B. | Keep team members informed on how well the overall project is going |  |  |  | | --- | --- | | C. | Share the pain when team members reside in different time zones |  |  |  | | --- | --- | | D. | Establish clear norms and protocols for surfacing assumptions and conflicts |  |  |  | | --- | --- | | E. | Establish a code of conduct to avoid delays | |

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| 35. | \_\_\_\_\_\_\_\_ occurs when the whole is less than the sum of its parts.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 36. | During the \_\_\_\_\_\_\_\_ stage of group development, there is conflict over who will control the group and how decisions will be made.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 37. | During the \_\_\_\_\_\_\_\_ stage of group development, the members establish ground rules and try to find out what behaviors are acceptable to the team and individual team members.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 38. | During the \_\_\_\_\_\_\_\_ stage of group development, the team prepares for its own disbandment. High performance is no longer a top priority. Instead attention is devoted to wrapping up the project.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 39. | During the \_\_\_\_\_\_\_\_ stage of group development, close relationships develop and the group demonstrates cohesiveness.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 40. | During the \_\_\_\_\_\_\_\_ stage of group development, the team is fully functional and working together to accomplish the project goals.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 41. | Research indicates that high-performance project teams are much more likely to develop under certain conditions. One of these conditions is that members are assigned to the project \_\_\_\_\_\_\_ time.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 42. | Experienced project managers understand the value of having team members \_\_\_\_\_\_\_\_ for the project as opposed to appointing team members.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 43. | Research indicates that high-performance project teams are much more likely to develop under certain conditions. One of these conditions is that members report solely to the \_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 44. | The first \_\_\_\_\_\_\_\_\_ is critical to the early functioning of the project team. It sets the tone for how the team will work together.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 45. | Symbolic actions at the project level that can contribute to a unique team subculture are called team \_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 46. | Team meetings, co-location of team members, team names, and team rituals are common vehicles when establishing a team \_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 47. | An image a project team holds in common about how the project will look upon completion, how they will work together, and/or how customers will accept the project is known as a \_\_\_\_\_\_\_\_\_\_. It is a less tangible aspect of project performance.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 48. | Because most project work is a collaborative effort, most project managers advocate the use of \_\_\_\_\_\_\_ rewards.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 49. | \_\_\_\_\_\_\_\_ rewards typically should be used only when everyone on the team recognizes that a member is deserving of special recognition.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 50. | The use of 6:30 A.M. meetings to get a project back on schedule is an example of \_\_\_\_\_\_ reinforcement to motivate project performance.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 51. | \_\_\_\_\_\_\_\_ decision making should be used when strong commitment to a decision is needed and there is a low probability of acceptance if the decision were to be made by one person.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 52. | When a project manager intervenes and tries to negotiate a resolution by using reasoning and persuasion and suggesting alternatives, he or she is \_\_\_\_\_\_\_\_\_\_\_ the conflict.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 53. | When a project manager imposes a solution to the conflict after listening to each party, he or she is \_\_\_\_\_\_\_\_\_\_ the conflict.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 54. | Members who are geographically situated so that they may never be able to meet face-to-face would be a characteristic of a \_\_\_\_\_\_\_\_ project team.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 55. | When a project manager attempts to reduce the intensity of the conflict by smoothing over differences or interjecting humor, he or she is \_\_\_\_\_\_\_\_\_\_\_ the conflict.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 56. | A project team gets things done without having to go through normal protocols of the parent organization. This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 57. | Project managers should encourage \_\_\_\_\_\_\_\_\_\_\_ conflict.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 58. | Project managers should manage \_\_\_\_\_\_\_\_\_\_\_ conflict.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 59. | The main source of conflict in the delivering stage of the project life cycle is \_\_\_\_\_\_\_\_\_\_.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| 60. | Synergy can be both negative as well as positive.    True    False |

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| 61. | There is a high degree of internal conflict in the forming stage of team development.    True    False |

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| 62. | The storming stage of team development is complete when conflicts are resolved and leadership roles are accepted.    True    False |

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| 63. | The performing stage of team development is characterized by the development of close relationships and group cohesiveness.    True    False |

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| 64. | The norming stage of team development is one in which close relationships develop and the group demonstrates cohesiveness.    True    False |

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| 65. | Research indicates that high-performance teams are much more likely to develop when the manager hand-selects team members.    True    False |

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| 66. | Every project has the same potential to evolve into a high-performance team.    True    False |

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| 67. | One important factor that a project manager must acknowledge when recruiting project members is the management structure being used to complete the project.    True    False |

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| 68. | A project manager should be wary of people who know too much about a specific technology.    True    False |

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| 69. | Co-location of team members, team names, and team rituals are common vehicles for establishing a team identity.    True    False |

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| 70. | A project vision is an image a project team holds about how the project will look upon completion, how they will work together, and how customers will accept the project. It is important that everyone have the same vision.    True    False |

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| 71. | The first team meeting sets the tone for how the team will work together.    True    False |

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| 72. | Most project managers advocate the use of group rewards rather than individual rewards.    True    False |

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| 73. | Lump-sum cash bonuses are the most effective group reward for project teams.    True    False |

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| 74. | A general guideline for running effective meetings includes starting the meeting on time regardless of whether everyone is present.    True    False |

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| 75. | Group decision making should be used when strong commitment to the decision is needed and when there is a low probability of acceptance if only one person makes the decision.    True    False |

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| 76. | When facilitating group decision making, a project manager should identify a problem in terms of its alternate solutions so that team members can more easily reach a decision on how to solve the problem.    True    False |

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| 77. | Team members can be upset and dissatisfied with conflict, but as long as the disagreement furthers the objectives of the project, then the conflict is functional.    True    False |

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| 78. | A project manager arbitrates conflict by intervening and attempting to negotiate a resolution by using reasoning, persuasion, and suggesting alternatives.    True    False |

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| 79. | Groupthink refers to the tendency of members in highly cohesive groups to lose their critical evaluative capabilities resulting in quick decision making with little consideration of alternatives.    True    False |

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| 80. | Two of the biggest challenges involved in managing a virtual project team are developing trust and effective patterns of communication.    True    False |

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| 81. | Going native is the ability that some project teams have to bypass the normal policies and procedures that everyone in the organization is supposed to follow.    True    False |

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| 82. | Conflict is inevitable and can be a desirable part of project work.    True    False |

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| 83. | What is positive and negative synergy? Give an example of each in regard to project management. |

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| 84. | Identify and briefly describe each stage in the five-stage team development model. |

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| 85. | A project involving a compelling objective is an example of a condition that supports the development of high-performing teams. List four more conditions and briefly explain how they support the development of a high-performing team. |

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| 86. | Project managers play a key role in developing high-performance teams. One example of this is recruiting team members. Identify and describe four other ways project managers can impact the development of high-performing teams. |

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| 87. | The text states that when managers are recruiting project team members, they should be wary of people who know too much about a specific technology. Why is this? Do you agree or disagree? Explain your answer. |

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| 88. | What is the difference between functional conflict and dysfunctional conflict on a project? Provide real examples of each. |

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| 89. | Identify and briefly describe the five strategies to manage dysfunctional conflict. |

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| 90. | What is a virtual project team and what are two challenges in managing such a team? |

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| 91. | What is meant by the term groupthink and what are two symptoms? |

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| 92. | When conducting project meetings, why is the first meeting so important? |

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| 93. | A vision refers to an image a project team holds in common about how the project will look upon completion, how they will work together, and/or how customers will accept the project. Although they should be similar, everyone's vision will not be the same. Why not? How might having only similar visions support the project? |

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| 94. | Why do project managers prefer to use group awards over individual rewards? When would it be appropriate to use individual rewards? |

Chapter 11 Key

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| 1. | The essence of positive synergy can be found in the phrase      |  |  | | --- | --- | | A. | Front of ship sink—back of ship sink. |  |  |  | | --- | --- | | B. | There is no "I" in team. |  |  |  | | --- | --- | | C. | Two heads are better than one. |  |  |  | | --- | --- | | **D.** | The whole is greater than the sum of the parts. |  |  |  | | --- | --- | | E. | If it doesn't kill you, it makes you stronger. |   The essence of positive synergy can be found in the phrase "The whole is greater than the sum of the parts." |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #1 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 1 Easy* |

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| 2. | Which of the following is commonly associated with high-performing project teams?      |  |  | | --- | --- | | A. | Risk taking is controlled and not allowed to jeopardize the overall project |  |  |  | | --- | --- | | B. | Roles and specific responsibilities are well-defined |  |  |  | | --- | --- | | C. | A degree of competition among team members is encouraged |  |  |  | | --- | --- | | **D.** | Mistakes are viewed as opportunities for learning |  |  |  | | --- | --- | | E. | Team members are selected with similar talents to enhance cohesion |   To encourage risk taking and creativity, mistakes are treated as opportunities for learning rather than reasons for punishment. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #2 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 3. | During which stage of team development do members accept that they are part of a project group but resist the constraints that the project and the group put on their individuality?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | **B.** | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming |   As the name suggests, the storming stage is marked by a high degree of internal conflict. Members accept that they are part of a project group but resist the constraints that the project and group put on their individuality. There is conflict over who will control the group and how decisions are made. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #3 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 4. | During which stage of team development do close relationships develop and the group demonstrates cohesiveness?      |  |  | | --- | --- | | **A.** | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming |   The norming stage is one in which close relationships develop and the group demonstrates cohesiveness. Feelings of camaraderie and shared responsibility for the project are heightened. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #4 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 5. | During which stage of team development is the team fully functional and accomplishing project goals?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | **C.** | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming |   In the performing stage, the team operating structure at this point is fully functional and accepted. Group energy has moved from getting to know each other and how the group will work together to accomplishing the project goals. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #5 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 6. | During which stage of team development is high performance not a top priority and attention is devoted to wrapping up the project?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | **D.** | Adjourning |  |  |  | | --- | --- | | E. | Forming |   For conventional work groups, performing is the last stage of their development. However, for project teams, there is a completion or adjourning phase. During this stage, the team prepares for its own disbandment. High performance is no longer a top priority. Instead attention is devoted to wrapping up the project. Responses of members vary in this stage. Some members are upbeat, basking in the project team's accomplishments. Others may be depressed over loss of camaraderie and friendships gained during the project's life. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #6 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 1 Easy* |

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| 7. | During which stage of team development do team members establish ground rules and try to find out what behaviors are acceptable and what performance expectations are?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | **E.** | Forming |   During the forming stage, the members get acquainted with each other and understand the scope of the project. They begin to establish ground rules by trying to find out what behaviors are acceptable with respect to both the project (what role they will play, what performance expectations are) and interpersonal relations (who's really in charge). This stage is complete once members begin to think of themselves as part of a group. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #7 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 8. | Sam is the coach of a high school soccer team and has noticed that some close relationships have formed as well as feelings of camaraderie and shared responsibilities for the team's success. Which stage of development is the team in?      |  |  | | --- | --- | | **A.** | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming |   The norming stage is one in which close relationships develop and the group demonstrates cohesiveness. Feelings of camaraderie and shared responsibility for the project are heightened. The norming phase is complete when the group structure solidifies and the group establishes a common set of expectations about how members should work together. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Apply Larson - Chapter 11 #8 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 9. | Roger is new-product project manager for a retail company. Recently the team has exhibited a high degree of conflict over who will control the group and how decisions will be made. Which stage of development is the team in?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | **B.** | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | E. | Forming |   During the storming stage, members accept that they are part of a project group but resist the constraints that the project and group put on their individuality. There is conflict over who will control the group and how decisions will be made. As these conflicts are resolved, the project manager's leadership becomes accepted, and the group moves to the next stage. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Apply Larson - Chapter 11 #9 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 10. | Tom is managing a project team responsible for building a new office building that started this week. He notices that team members are trying out different behaviors to see what is acceptable to the project and personal relations. Which stage of development is the team in?      |  |  | | --- | --- | | A. | Norming |  |  |  | | --- | --- | | B. | Storming |  |  |  | | --- | --- | | C. | Performing |  |  |  | | --- | --- | | D. | Adjourning |  |  |  | | --- | --- | | **E.** | Forming |   During the forming stage, the members get acquainted with each other and understand the scope of the project. They begin to establish ground rules by trying to find out what behaviors are acceptable with respect to both the project (what role they will play, what performance expectations are) and interpersonal relations (who's really in charge). This stage is complete once members begin to think of themselves as part of a group. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Apply Larson - Chapter 11 #10 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 1 Easy* |

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| 11. | Experience and research indicate that high-performance project teams are much more likely to develop under all the following conditions EXCEPT      |  |  | | --- | --- | | A. | Members are assigned to the project full time. |  |  |  | | --- | --- | | B. | Members report solely to the project manager. |  |  |  | | --- | --- | | C. | There are 10 or fewer members per team. |  |  |  | | --- | --- | | **D.** | Team members are selected by their managers. |  |  |  | | --- | --- | | E. | The project involves a compelling objective. |   Instead of managers selecting team members, high performance is more likely to develop when members volunteer to serve on the project team. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #11 Learning Objective: Situational Factors Affecting Team Development Level of Difficulty: 3 Hard* |

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| 12. | Project managers play a key role in developing high-performance project teams. Which of the following is NOT a contributing factor to this role?      |  |  | | --- | --- | | A. | Conduct project meetings |  |  |  | | --- | --- | | B. | Recruit team members |  |  |  | | --- | --- | | C. | Manage a reward system |  |  |  | | --- | --- | | D. | Manage conflict |  |  |  | | --- | --- | | **E.** | Report progress to top management |   Reporting team progress to top management does not aid in the development of high-performance teams. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #12 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 13. | There are two important factors that affect the recruitment of project members. Which of the following is one of those factors?      |  |  | | --- | --- | | A. | The budget available |  |  |  | | --- | --- | | B. | The size of the project |  |  |  | | --- | --- | | **C.** | The management structure being used to complete the project |  |  |  | | --- | --- | | D. | The level of innovation and technical expertise needed |  |  |  | | --- | --- | | E. | Organizational culture |   The process of selecting and recruiting project members will vary across organizations. Two important factors affecting recruitment are the importance of the project and the management structure being used to complete the project. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #13 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 14. | When recruiting project team members, which of the following factors is NOT something a project manager might consider?      |  |  | | --- | --- | | A. | The political connections the potential team member may have |  |  |  | | --- | --- | | B. | Their problem-solving ability |  |  |  | | --- | --- | | C. | Their ambition, initiative, and energy |  |  |  | | --- | --- | | **D.** | Their skillset as it compares to the project manager |  |  |  | | --- | --- | | E. | Their availability |   The skillset of the potential project team member as it compares to the project manager should be irrelevant. However, the project manager may be interested in the skillset of an individual as it compares to other team members to ensure a diverse range of skills and talents. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #14 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 15. | The first project meeting is critical to the early functioning of the project team. Which of the following is NOT true regarding this meeting?      |  |  | | --- | --- | | A. | An overview of the project's scope and objectives should be addressed |  |  |  | | --- | --- | | B. | Interpersonal interaction concerns should be addressed |  |  |  | | --- | --- | | C. | The project manager must model how the team will work together |  |  |  | | --- | --- | | **D.** | The meeting will need to be as long as necessary to cover the main objectives of a first meeting |  |  |  | | --- | --- | | E. | The meeting should be productive, well-organized and realistic |   There are typically three objectives project managers try to achieve during the first meeting of the project team. The first is to provide an overview of the project, including the scope and objectives, the general schedule, method, and procedures. The second is to begin to address some of the interpersonal concerns captured in the team development model: Who are the other team members? How will I fit in? Will I be able to work with these people? The third and most important objective is to begin to model how the team is going to work together to complete the project. Not all circumstances allow a two-day retreat in order to kick off a project. The objective of the meeting should be realistic given the time available. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #15 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 16. | The project manager must quickly establish operational ground rules for how the team will work together. These include planning, tracking, managing change, and relationship decisions. Which of the following is an example of a planning decision?      |  |  | | --- | --- | | A. | What departments will the team need to interact with during the project? |  |  |  | | --- | --- | | **B.** | What are the specific roles and responsibilities of all the participants? |  |  |  | | --- | --- | | C. | Who will generate and distribute reports? |  |  |  | | --- | --- | | D. | How will changes be documented and evaluated? |  |  |  | | --- | --- | | E. | How will progress be assessed? |   The specific roles and responsibilities of all the participants would be considered a planning decision. What departments will the team need to interact with during the project would be considered a relationship decision. Who will generate and distribute reports and how progress will be assessed would both be considered tracking decisions. How changes will be documented and evaluated would be considered a managing change decisions. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #16 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 17. | Researchers have found that high-performance teams have norms for team interaction. Which of the following is NOT one of those norms?      |  |  | | --- | --- | | A. | Hard work does not get in the way of having fun |  |  |  | | --- | --- | | B. | No information is shared outside the team unless all agree to it |  |  |  | | --- | --- | | C. | It is acceptable to be in trouble, but not to surprise others |  |  |  | | --- | --- | | **D.** | When a decision has to be made, everyone should agree before moving forward |  |  |  | | --- | --- | | E. | There is no tolerance for bulling a way through a problem or issue |   Agree to disagree. When a decision has been made, regardless of personal feelings, move forward. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #17 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 18. | All of the following have been found to be good for running effective project meetings EXCEPT      |  |  | | --- | --- | | A. | Start meetings on time regardless of whether everyone is present. |  |  |  | | --- | --- | | **B.** | Allow a time period for socializing to support the development of a team identity. |  |  |  | | --- | --- | | C. | Thoroughly document all decisions. |  |  |  | | --- | --- | | D. | Prepare and distribute an agenda prior to the meeting. |  |  |  | | --- | --- | | E. | Identify an adjournment time. |   It is recommended that time for socialized be scheduled at a time other than at a project meeting. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #18 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 19. | Establishing a team identity is facilitated by      |  |  | | --- | --- | | A. | Team members working in a common space. |  |  |  | | --- | --- | | B. | Creation of a project team name. |  |  |  | | --- | --- | | C. | Effective use of meetings. |  |  |  | | --- | --- | | D. | Team rituals. |  |  |  | | --- | --- | | **E.** | All of these are facilitators of establishing a team identity. |   Effective team meetings, co-location of team members, creation of a project team name, getting the team to work together early on, and team rituals are all vehicles to help establish a team identity. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #19 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 20. | The essential qualities of an effective vision include all of the following EXCEPT      |  |  | | --- | --- | | **A.** | All team members have the same vision. |  |  |  | | --- | --- | | B. | The vision should be communicated to all. |  |  |  | | --- | --- | | C. | The vision has to make strategic sense. |  |  |  | | --- | --- | | D. | There should be a passion for the vision. |  |  |  | | --- | --- | | E. | The vision should be a source of inspiration to others. |   At the simplest level, a shared vision is the answer to the question, "What do we want to create?" Not everyone will have the same vision, but images should be similar. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #20 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 21. | Which of the following would be considered the MOST effective project reward?      |  |  | | --- | --- | | A. | Desirable job assignments |  |  |  | | --- | --- | | B. | Lump-sum cash award |  |  |  | | --- | --- | | **C.** | All-expenses-paid trip for team members and their families |  |  |  | | --- | --- | | D. | Using negative reinforcement to motivate adequate performance |  |  |  | | --- | --- | | E. | Public recognition |   Project managers should reward the entire project team and not give individual rewards unless the team agrees that an individual deserves special acknowledgement. Furthermore, to have more value, rewards need to have lasting significance. Many companies convert cash into vacation rewards, sometimes with corresponding time off. For example, there is one firm that rewarded a project team for getting the job done ahead of schedule with a four-day, all-expenses-paid trip to Walt Disney World for the members' entire families. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #21 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 22. | Individual rewards for outstanding work would NOT include      |  |  | | --- | --- | | A. | Letters of commendation. |  |  |  | | --- | --- | | B. | Public recognition. |  |  |  | | --- | --- | | C. | Desirable job assignments. |  |  |  | | --- | --- | | D. | Judiciously making exceptions to the rules. |  |  |  | | --- | --- | | **E.** | All of these are examples of individual rewards for outstanding work. |   Letters of commendation, public recognition for outstanding work, desirable job assignments and flexibility are all good examples of individual rewards for outstanding work. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #22 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 23. | The first step in facilitating group decision making is to      |  |  | | --- | --- | | A. | Call a meeting to discuss the problem. |  |  |  | | --- | --- | | **B.** | Identify the problem. |  |  |  | | --- | --- | | C. | Agree that there is a problem. |  |  |  | | --- | --- | | D. | Quantify the problem. |  |  |  | | --- | --- | | E. | Generate alternatives. |   The project manager needs to be careful not to state the problem in terms of choices (e.g., should we do X or Y?). Rather, the project manager should identify the underlying problem to which these alternatives and probably others are potential solutions. This allows group members to generate alternatives, not just choose among them. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #23 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 24. | Strategies to manage dysfunctional conflict do NOT include \_\_\_\_\_ the conflict.      |  |  | | --- | --- | | A. | Control |  |  |  | | --- | --- | | B. | Arbitrate |  |  |  | | --- | --- | | C. | Mediate |  |  |  | | --- | --- | | D. | Accept |  |  |  | | --- | --- | | **E.** | Encourage |   Encouraging conflict is not a strategy to manage dysfunctional conflict. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #24 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 25. | The biggest challenge to managing a virtual project team is      |  |  | | --- | --- | | A. | Getting reports and technical information communicated. |  |  |  | | --- | --- | | **B.** | Developing trust and establishing effective patterns of communication. |  |  |  | | --- | --- | | C. | Enforcing deadlines. |  |  |  | | --- | --- | | D. | Dealing with team members in different time zones. |  |  |  | | --- | --- | | E. | Being able to contact team members immediately when there is a problem. |   Two of the biggest challenges involved in managing a virtual project team are developing trust and effective patterns of communication. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #25 Learning Objective: Managing Virtual Project Teams Level of Difficulty: 2 Medium* |

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| 26. | Which of the following would be an appropriate situation to require facilitating group decision making?      |  |  | | --- | --- | | A. | A mechanical engineer is stuck trying to meet performance criteria for a prototype |  |  |  | | --- | --- | | **B.** | When strong group commitment is needed to decide methods to reduce project scope |  |  |  | | --- | --- | | C. | Expectations are unclear regarding a specific task |  |  |  | | --- | --- | | D. | Materials needed to finish a custom kitchen have not been determined |  |  |  | | --- | --- | | E. | Dysfunctional conflict between two project team members needs to be resolved |   Most decisions on a project do not require a formal meeting to discuss alternatives and determine solutions. Instead decisions are made in real time as part of the daily interaction between project managers, stakeholders, and team members. Group decision making should be used when it will improve the quality of important decisions. This is often the case with complex problems that require the input of a variety of different specialists. Group decision making should also be used when strong commitment to the decision is needed and there is a low probability of acceptance if only one person makes the decision. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #26 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 27. | During the delivery phase of a project's life cycle, the most significant source of conflict is      |  |  | | --- | --- | | **A.** | Schedules. |  |  |  | | --- | --- | | B. | Priorities. |  |  |  | | --- | --- | | C. | Technical. |  |  |  | | --- | --- | | D. | Procedures. |  |  |  | | --- | --- | | E. | Costs. |   During the delivery phase, schedules continue as the biggest source of conflict as schedule slippages make it more difficult to meet target completion dates. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #27 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 28. | When reaching a decision during the group decision-making process, the project manager must build a consensus among the group and can do this by all of the following EXCEPT      |  |  | | --- | --- | | **A.** | If time becomes a factor, they must make an informed final decision after everyone's ideas have been heard. |  |  |  | | --- | --- | | B. | Provide periodic summaries to help the group keep track of its progress. |  |  |  | | --- | --- | | C. | Protect those members who represent the minority view. |  |  |  | | --- | --- | | D. | Guarantee that everyone has the opportunity to share opinions. |  |  |  | | --- | --- | | E. | Manage any conflict that may arise. |   Project managers play a pivotal role in guiding the group decision-making process. They must remind themselves that their job is not to make a decision but to facilitate the discussion within the group so that the team reaches a consensus on the best possible solution. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #28 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 29. | Symptoms of groupthink include      |  |  | | --- | --- | | A. | Encouraged functional conflict. |  |  |  | | --- | --- | | **B.** | Negative stereotypes of outsiders. |  |  |  | | --- | --- | | C. | Optimized critical thinking. |  |  |  | | --- | --- | | D. | Failed projects. |  |  |  | | --- | --- | | E. | Positive synergy. |   Symptoms of groupthink are the illusion of invulnerability, whitewash of critical thinking, negative stereotypes of outsiders, and direct pressure being applied to any dissenter. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #29 Learning Objective: Project Team Pitfalls Level of Difficulty: 2 Medium* |

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| 30. | When project managers impose a solution to dysfunctional conflict after listening to each party, they are \_\_\_\_\_\_\_\_\_\_ the conflict.      |  |  | | --- | --- | | A. | Eliminating |  |  |  | | --- | --- | | B. | Controlling |  |  |  | | --- | --- | | C. | Mediating |  |  |  | | --- | --- | | **D.** | Arbitrating |  |  |  | | --- | --- | | E. | Encouraging |   When the project manager imposes a solution to the dysfunctional conflict after listening to each party, this is arbitrating the conflict. The goal is not to decide who wins but to have the project win. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #30 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 31. | When project managers reduce the intensity of the conflict by smoothing over differences or interjecting humor when dysfunctional conflict arises, they are attempting to \_\_\_\_\_\_\_\_\_ the conflict.      |  |  | | --- | --- | | A. | Eliminate |  |  |  | | --- | --- | | **B.** | Control |  |  |  | | --- | --- | | C. | Mediate |  |  |  | | --- | --- | | D. | Arbitrate |  |  |  | | --- | --- | | E. | Encourage |   When a project manager reduces the intensity of the conflict by smoothing over differences or interjecting humor when dysfunctional conflict arises, he or she is attempting to control the conflict. If feelings are escalating, the manager can adjourn the interaction and hope cooler heads prevail the next day. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #31 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 32. | When not going through normal protocols of the parent organization becomes habit and results in rejection of policies and procedures, this is known as which of the following project pitfalls?      |  |  | | --- | --- | | A. | Groupthink |  |  |  | | --- | --- | | B. | Going native |  |  |  | | --- | --- | | **C.** | Bureaucratic bypass syndrome |  |  |  | | --- | --- | | D. | Projectitis |  |  |  | | --- | --- | | E. | The privileged parameter |   Project teams are often licensed to get things done without having to go through normal protocols of the parent organization. If this becomes habit, it results in the rejection of bureaucratic policies and procedures, which provide glue for the overall organization. This is known as the bureaucratic bypass syndrome. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #32 Learning Objective: Project Team Pitfalls Level of Difficulty: 2 Medium* |

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| 33. | How can a project manager support and encourage functional conflict?      |  |  | | --- | --- | | A. | Conflict should not be encouraged or supported |  |  |  | | --- | --- | | **B.** | By asking tough questions and by challenging the rationale behind recommendations |  |  |  | | --- | --- | | C. | By imposing a solution to the conflict after listening to each party |  |  |  | | --- | --- | | D. | By negotiating a resolution by reasoning and persuasion |  |  |  | | --- | --- | | E. | As soon as emotions flare, he or she can intervene and attempt to control conflict because it has become dysfunctional |   Many times project managers need to encourage healthy dissent in order to improve problem solving and innovation. They can demonstrate this process by asking tough questions and challenging the rationale behind recommendations. They can also orchestrate healthy conflict by bringing in people with different points of view to critical meetings. Project managers should also model an appropriate response when someone disagrees or challenges their ideas. They need to avoid acting defensively and instead encourage critical debate. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #33 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 34. | Which of the following is NOT one of the tips for alleviating communication problems of virtual teams?      |  |  | | --- | --- | | **A.** | Insist team members travel at least once during the project for a face-to-face meeting |  |  |  | | --- | --- | | B. | Keep team members informed on how well the overall project is going |  |  |  | | --- | --- | | C. | Share the pain when team members reside in different time zones |  |  |  | | --- | --- | | D. | Establish clear norms and protocols for surfacing assumptions and conflicts |  |  |  | | --- | --- | | E. | Establish a code of conduct to avoid delays |   Although there are circumstances when traveling to get key team members together may be necessary, this is not always a reasonable option. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #34 Learning Objective: Managing Virtual Project Teams Level of Difficulty: 2 Medium* |

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| 35. | \_\_\_\_\_\_\_\_ occurs when the whole is less than the sum of its parts.    **Negative synergy**  Negative synergy occurs when the whole is less than the sum of the parts or 1 + 1 + 1 + 1 = 2 |

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| *AACSB: Reflective Thinking Blooms: Remember Larson - Chapter 11 #35 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 1 Easy* |

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| 36. | During the \_\_\_\_\_\_\_\_ stage of group development, there is conflict over who will control the group and how decisions will be made.    **storming**  As the name suggests, this storming stage is marked by a high degree of internal conflict. Members accept that they are part of a project group but resist the constraints that the project and group put on their individuality. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #36 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 37. | During the \_\_\_\_\_\_\_\_ stage of group development, the members establish ground rules and try to find out what behaviors are acceptable to the team and individual team members.    **forming**  During this initial stage the members get acquainted with each other and understand the scope of the project. They begin to establish ground rules by trying to find out what behaviors are acceptable with respect to both the project (what role they will play, what performance expectations are) and interpersonal relations (who's really in charge). This stage is complete once members begin to think of themselves as part of a group. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #37 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 38. | During the \_\_\_\_\_\_\_\_ stage of group development, the team prepares for its own disbandment. High performance is no longer a top priority. Instead attention is devoted to wrapping up the project.    **adjourning**  For conventional work groups, performing is the last stage of their development. However, for project teams, there is a completion phase. During this adjourning stage, the team prepares for its own disbandment. High performance is no longer a top priority. Instead attention is devoted to wrapping up the project. Responses of members vary in this stage. Some members are upbeat, basking in the project team's accomplishments. Others may be depressed over loss of camaraderie and friendships gained during the project's life. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #38 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 39. | During the \_\_\_\_\_\_\_\_ stage of group development, close relationships develop and the group demonstrates cohesiveness.    **norming**  The norming stage is one in which close relationships develop and the group demonstrates cohesiveness. Feelings of camaraderie and shared responsibility for the project are heightened. The norming phase is complete when the group structure solidifies and the group establishes a common set of expectations about how members should work together. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #39 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 40. | During the \_\_\_\_\_\_\_\_ stage of group development, the team is fully functional and working together to accomplish the project goals.    **performing**  In the performing stage, the team operating structure is fully functional and accepted. Group energy has moved from getting to know each other and how the group will work together to accomplishing the project goals. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #40 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 41. | Research indicates that high-performance project teams are much more likely to develop under certain conditions. One of these conditions is that members are assigned to the project \_\_\_\_\_\_\_ time.    **full**  When recruiting project members, it is optimal have 10 or fewer members per team, to encourage members to volunteer to serve on the project, to have members work on the project from beginning to end, and to assign members to the project full time. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #41 Learning Objective: Situational Factors Affecting Team Development Level of Difficulty: 2 Medium* |

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| 42. | Experienced project managers understand the value of having team members \_\_\_\_\_\_\_\_ for the project as opposed to appointing team members.    **volunteer**  Experienced project managers stress the importance of asking for volunteers. However, this desirable step oftentimes is outside the manager's control. Still, the value of having team members volunteer for the project as opposed to being assigned cannot be overlooked. Agreeing to work on the project is the first step toward building personal commitment to the project. Such commitment will be essential to maintain motivation when the project hits hard times and extra effort is required. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #42 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 43. | Research indicates that high-performance project teams are much more likely to develop under certain conditions. One of these conditions is that members report solely to the \_\_\_\_\_\_\_\_\_\_.    **project manager**  Team members often report to different managers, and, in some cases, the project manager will have no direct input over performance appraisals and advancement opportunities of team members. This is not a condition typical of a high-performance project team. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #43 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 44. | The first \_\_\_\_\_\_\_\_\_ is critical to the early functioning of the project team. It sets the tone for how the team will work together.    **meeting**  The first meeting is critical to the early functioning of the team. If it is disorganized, or becomes bogged down with little sense of closure, then this can often become a self-fulfilling prophecy for subsequent group work. On the other hand, if it is crisply run, focusing on real issues and concerns in an honest and straightforward manner, members come away excited about being part of the project team, then it is an effective meeting. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #44 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 45. | Symbolic actions at the project level that can contribute to a unique team subculture are called team \_\_\_\_\_\_\_\_.    **rituals**  Just as corporate rituals help establish the unique identity of a firm, similar symbolic actions at the project level can contribute to a unique team subculture. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #45 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 46. | Team meetings, co-location of team members, team names, and team rituals are common vehicles when establishing a team \_\_\_\_\_\_\_\_\_.    **identity**  Project managers need to try to make the project team as tangible as possible to the participants by developing a unique team identity to which participants can become emotionally attached. Team meetings, co-location of team members, team names, and team rituals are common vehicles for doing so. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #46 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 47. | An image a project team holds in common about how the project will look upon completion, how they will work together, and/or how customers will accept the project is known as a \_\_\_\_\_\_\_\_\_\_. It is a less tangible aspect of project performance.    **vision**  A vision is a less tangible aspect of project performance. At its simplest level, a shared vision is the answer to the question, "What do we want to create?" |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #47 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 48. | Because most project work is a collaborative effort, most project managers advocate the use of \_\_\_\_\_\_\_ rewards.    **group**  Because most project work is a collaborative effort, it only makes sense that group rewards would be used to encourage teamwork. Recognizing individual members regardless of their accomplishments can distract from team unity. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #48 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 49. | \_\_\_\_\_\_\_\_ rewards typically should be used only when everyone on the team recognizes that a member is deserving of special recognition.    **Individual**  Individual rewards should be used judiciously, and primary emphasis should be on group incentives. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #49 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 50. | The use of 6:30 A.M. meetings to get a project back on schedule is an example of \_\_\_\_\_\_ reinforcement to motivate project performance.    **negative**  Project managers do not have direct authority over many key people, especially the contractors from the other companies. They do, however, have the freedom to convene meetings at their convenience. A project manager instituted daily "coordination meetings," which were required of all the principals involved, at 6:30 A.M. The meetings continued for about two weeks until the project got back on schedule. At that time the project manager announced that the next meeting was canceled, and no further sunrise meetings were ever scheduled. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #50 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 51. | \_\_\_\_\_\_\_\_ decision making should be used when strong commitment to a decision is needed and there is a low probability of acceptance if the decision were to be made by one person.    **Group**  Group decision making should be used when it will improve the quality of important decisions. This is often the case with complex problems that require the input of a variety of different specialists. Group decision making should also be used when strong commitment to the decision is needed and there is a low probability of acceptance if only one person makes the decision. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #51 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 52. | When a project manager intervenes and tries to negotiate a resolution by using reasoning and persuasion and suggesting alternatives, he or she is \_\_\_\_\_\_\_\_\_\_\_ the conflict.    **mediating**  When mediating the conflict, a project manager intervenes and tries to negotiate a resolution by using reasoning and persuasion, suggesting alternatives and the like. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #52 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 53. | When a project manager imposes a solution to the conflict after listening to each party, he or she is \_\_\_\_\_\_\_\_\_\_ the conflict.    **arbitrating**  When arbitrating the conflict, a project manager imposes a solution to the conflict after listening to each party. The goal is not to decide who wins but to have the project win. In doing so, it is important to seek a solution that allows each party to save face; otherwise the decision may provide only momentary relief. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #53 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 54. | Members who are geographically situated so that they may never be able to meet face-to-face would be a characteristic of a \_\_\_\_\_\_\_\_ project team.    **virtual**  Consider how much more challenging it is to build a team when members cannot engage in face-to-face interactions. A virtual project team is one in which the team members are geographically situated so that they may seldom, if ever, meet face-to-face as a team. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #54 Learning Objective: Managing Virtual Project Teams Level of Difficulty: 1 Easy* |

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| 55. | When a project manager attempts to reduce the intensity of the conflict by smoothing over differences or interjecting humor, he or she is \_\_\_\_\_\_\_\_\_\_\_ the conflict.    **controlling**  When controlling dysfunctional conflict, a project manager attempts to reduce the intensity of the conflict by smoothing over differences or interjecting humor. If feelings escalate, the project manager can adjourn the interaction and hope cooler heads prevail the next day. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #55 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 56. | A project team gets things done without having to go through normal protocols of the parent organization. This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_.    **bureaucratic bypass syndrome**  Project teams are often licensed to get things done without having to go through normal protocols of the parent organization. Bypassing bureaucratic channels is appealing and invigorating. However, if bypassing becomes a way of life, it results in the rejection of bureaucratic policies and procedures, which provide the glue for the overall organization. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #56 Learning Objective: Project Team Pitfalls Level of Difficulty: 2 Medium* |

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| 57. | Project managers should encourage \_\_\_\_\_\_\_\_\_\_\_ conflict.    **functional**  Members can be upset and dissatisfied with the interchange, but as long as the disagreement furthers the objectives of the project, the conflict is functional. Project managers should realize that conflict is an inevitable and even desirable part of project work; the key is to encourage functional conflict and manage dysfunctional conflict. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #57 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 58. | Project managers should manage \_\_\_\_\_\_\_\_\_\_\_ conflict.    **dysfunctional**  Members can be upset and dissatisfied with the interchange, but as long as the disagreement furthers the objectives of the project, the conflict is functional. Project managers should realize that conflict is an inevitable and even desirable part of project work; the key is to encourage functional conflict and manage dysfunctional conflict. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #58 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 59. | The main source of conflict in the delivering stage of the project life cycle is \_\_\_\_\_\_\_\_\_\_.    **schedules**  During the delivery stage, schedules continue as the biggest source of conflict as schedule slippages make it more difficult to meet target completion dates. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #59 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 60. | Synergy can be both negative as well as positive.    **TRUE**  The essence of positive synergy can be found in the phrase "The whole is greater than the sum of the parts." Conversely, negative synergy occurs when the whole is less than the sum of the parts. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #60 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 1 Easy* |

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| 61. | There is a high degree of internal conflict in the forming stage of team development.    **FALSE**  During this initial stage, the members get acquainted with each other and understand the scope of the project. They begin to establish ground rules by trying to find out what behaviors are acceptable with respect to both the project (what role they will play, what performance expectations are) and interpersonal relations (who's really in charge). This stage is complete once members begin to think of themselves as part of a group. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #61 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 1 Easy* |

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| 62. | The storming stage of team development is complete when conflicts are resolved and leadership roles are accepted.    **TRUE**  Members accept that they are part of a project group but resist the constraints that the project and group put on their individuality. There is conflict over who will control the group and how decisions will be made. As these conflicts are resolved, the project manager's leadership becomes accepted, and the group moves to the next stage. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #62 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 63. | The performing stage of team development is characterized by the development of close relationships and group cohesiveness.    **FALSE**  In the performing stage, the team operating structure at this point is fully functional and accepted. Group energy has moved from getting to know each other and how the group will work together to accomplishing the project goals. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #63 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 64. | The norming stage of team development is one in which close relationships develop and the group demonstrates cohesiveness.    **TRUE**  The norming stage is one in which close relationships develop and the group demonstrates cohesiveness. Feelings of camaraderie and shared responsibility for the project are heightened. The norming phase is complete when the group structure solidifies and the group establishes a common set of expectations about how members should work together. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #64 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 65. | Research indicates that high-performance teams are much more likely to develop when the manager hand-selects team members.    **FALSE**  Research indicates that high-performance teams are much more likely to develop when members volunteer to serve on the project team. Agreeing to work on the project is the first step toward building personal commitment to the project. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #65 Learning Objective: Situational Factors Affecting Team Development Level of Difficulty: 2 Medium* |

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| 66. | Every project has the same potential to evolve into a high-performance team.    **FALSE**  It is rare that a project manager is assigned a project that meets all the conditions for developing a high-performance project team. It is important for project managers and team members to recognize the situational constraints they are operating under and do the best they can. It would be naïve to believe that every project team has the same potential to evolve into a high-performance team. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #66 Learning Objective: Situational Factors Affecting Team Development Level of Difficulty: 2 Medium* |

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| 67. | One important factor that a project manager must acknowledge when recruiting project members is the management structure being used to complete the project.    **TRUE**  Two important factors affecting recruitment are the importance of the project and the management structure being used to complete the project. In many matrix structures, the functional manager controls who is assigned to the project; the project manager will have to work with the functional manager to obtain necessary personnel. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #67 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 68. | A project manager should be wary of people who know too much about a specific technology.    **TRUE**  Managers should be wary of people who know too much about a specific technology. They may be technology buffs who like to study but have a hard time settling down and doing the work. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #68 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 69. | Co-location of team members, team names, and team rituals are common vehicles for establishing a team identity.    **TRUE**  Effective use of meetings, co-location of team members, a creation of a team name, having the team work together before the project begins and team rituals are all ways a project manager can help establish a team identity. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #69 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 70. | A project vision is an image a project team holds about how the project will look upon completion, how they will work together, and how customers will accept the project. It is important that everyone have the same vision.    **FALSE**  Unlike project scope statements, a vision involves less tangible aspects of project performance. It refers to an image a project team holds in common about how the project will look upon completion, how they will work together, and/or how customers will accept the project. Not everyone will have the same vision, but the images should be similar. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #70 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 71. | The first team meeting sets the tone for how the team will work together.    **TRUE**  The first meeting is critical to the early functioning of the team. If it is disorganized, or becomes bogged down with little sense of closure, then this can often become a self-fulfilling prophecy for subsequent group work. On the other hand, if it is crisply run, focusing on real issues and concerns in an honest and straightforward manner, members come away excited about being part of the project team, then it is an effective meeting. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #71 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 72. | Most project managers advocate the use of group rewards rather than individual rewards.    **TRUE**  Most project managers advocate the use of group rewards rather than individual rewards. Because most project work is a collaborative effort, it only makes sense that the reward system would encourage teamwork. Recognizing individual members regardless of their accomplishments can distract from team unity. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #72 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 73. | Lump-sum cash bonuses are the most effective group reward for project teams.    **FALSE**  To have more value, rewards need to have lasting significance. Many companies convert cash into vacation rewards, sometimes with corresponding time off. For example, there is one firm that rewarded a project team for getting the job done ahead of schedule with a four-day, all-expenses-paid trip to Walt Disney World for the members' entire families. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #73 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 74. | A general guideline for running effective meetings includes starting the meeting on time regardless of whether everyone is present.    **TRUE**  Starting a meeting on time regardless if everyone is present shows respect for others' time. In addition, people typically will not make much of an effort to be on time next time if you are consistently willing to wait for them. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #74 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 75. | Group decision making should be used when strong commitment to the decision is needed and when there is a low probability of acceptance if only one person makes the decision.    **TRUE**  Group decision making should be used when it will improve the quality of important decisions. This is often the case with complex problems that require the input of a variety of different specialists. Group decision making should also be used when strong commitment to the decision is needed and there is a low probability of acceptance if only one person makes the decision. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #75 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 76. | When facilitating group decision making, a project manager should identify a problem in terms of its alternate solutions so that team members can more easily reach a decision on how to solve the problem.    **FALSE**  The project manager needs to be careful not to state the problem in terms of choices (e.g., should we do X or Y?). Rather the project manager should identify the underlying problem to which these alternatives and probably others are potential solutions. This allows group members to generate alternatives, not just choose among them. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #76 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 77. | Team members can be upset and dissatisfied with conflict, but as long as the disagreement furthers the objectives of the project, then the conflict is functional.    **TRUE**  Members can be upset and dissatisfied with the interchange, but as long as the disagreement furthers the objectives of the project, then the conflict is functional. Project managers should recognize that conflict is an inevitable and even a desirable part of project work; the key is to encourage functional conflict and manage dysfunctional conflict. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #77 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 78. | A project manager arbitrates conflict by intervening and attempting to negotiate a resolution by using reasoning, persuasion, and suggesting alternatives.    **FALSE**  When a project manager arbitrates conflict, the project manager imposes a solution to the conflict after listening to each party. The goal is not to decide who wins but to have the project win. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #78 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 79. | Groupthink refers to the tendency of members in highly cohesive groups to lose their critical evaluative capabilities resulting in quick decision making with little consideration of alternatives.    **TRUE**  Groupthink appears when pressures for conformity are combined with an illusion of invincibility to suspend critical discussion of decisions. As a result decisions are made quickly with little consideration of alternatives; often the practice leads to fiascoes that, after the fact, appear totally improbable. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #79 Learning Objective: Project Team Pitfalls Level of Difficulty: 2 Medium* |

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| 80. | Two of the biggest challenges involved in managing a virtual project team are developing trust and effective patterns of communication.    **TRUE**  Two of the biggest challenges involved in managing a virtual project team are developing trust and effective patterns of communication. Trust is difficult to establish in virtual project teams. E-mails are great ways to communicate facts, but not the feeling behind the facts. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #80 Learning Objective: Managing Virtual Project Teams Level of Difficulty: 1 Easy* |

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| 81. | Going native is the ability that some project teams have to bypass the normal policies and procedures that everyone in the organization is supposed to follow.    **FALSE**  Bureaucratic bypass syndrome occurs when project teams are often licensed to get things done without having to go through normal protocols of the parent organization. Bypassing bureaucratic channels is appealing and invigorating. However, if bypassing becomes a way of life, it results in the rejection of bureaucratic policies and procedures, which provide the glue for the overall organization. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #81 Learning Objective: Project Team Pitfalls Level of Difficulty: 2 Medium* |

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| 82. | Conflict is inevitable and can be a desirable part of project work.    **TRUE**  Project managers should recognize that conflict is inevitable and even a desirable part of project work; the key is to encourage functional conflict and manage dysfunctional conflict. |

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| *AACSB: Reflective Thinking Accessibility: Keyboard Navigation Blooms: Understand Larson - Chapter 11 #82 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 83. | What is positive and negative synergy? Give an example of each in regard to project management.     Answer will vary  Feedback: The essence of positive synergy can be found in the phrase, "The whole is greater than the sum of the parts." Negative synergy occurs when the whole is less than the sum of the parts. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 11 #83 Learning Objective: Situational Factors Affecting Team Development Level of Difficulty: 2 Medium* |

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| 84. | Identify and briefly describe each stage in the five-stage team development model.     Answer will vary  Feedback: (1) Forming: members get acquainted, ground rules are established; (2) Storming: high degree of internal conflict, members resist the constraints that the project and group place on their individuality; (3) Norming: development of group cohesion; (4) Performing: team is fully functional and accepted; (5) Adjourning: team prepares for its own disbandment. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #84 Learning Objective: The Five-Stage Team Development Model Level of Difficulty: 2 Medium* |

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| 85. | A project involving a compelling objective is an example of a condition that supports the development of high-performing teams. List four more conditions and briefly explain how they support the development of a high-performing team.     Answer will vary  Feedback: Conditions that support high-performing team development are when there are 10 or fewer members per team, when members volunteer to serve on the project team, when members serve on the project from beginning to end, when members are assigned the project full time, when members are part of an organization culture that fosters cooperation and trust, when members report solely to the project manager, when all relevant functional areas are represented, when the project involves a compelling objective and when members are located within conversational distance of each other. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #85 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 86. | Project managers play a key role in developing high-performance teams. One example of this is recruiting team members. Identify and describe four other ways project managers can impact the development of high-performing teams.     Answer will vary  Feedback: They recruit members, conduct meetings, establish a team identity, create a common sense of purpose or a shared vision, manage a reward system that encourages teamwork, orchestrate decision making, resolve conflicts that emerge within the team, and rejuvenate the team when energy wanes. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #86 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 87. | The text states that when managers are recruiting project team members, they should be wary of people who know too much about a specific technology. Why is this? Do you agree or disagree? Explain your answer.     Answer will vary  Feedback: Managers should be wary of people who know too much about a specific technology because they may be technology buffs who like to study but have a hard time settling down and doing the work. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 11 #87 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 88. | What is the difference between functional conflict and dysfunctional conflict on a project? Provide real examples of each.     Answer will vary  Feedback: As long as disagreements further the objectives of the project, then conflict is functional. It should be encouraged because honest professional differences of opinion often will lead to the best solutions. The challenge is to keep it from becoming dysfunctional. Dysfunctional conflict inhibits project performance and should be managed. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 11 #88 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 89. | Identify and briefly describe the five strategies to manage dysfunctional conflict.     Answer will vary  Feedback: (1) Mediate the conflict: The project manager intervenes and tries to negotiate a resolution by using reasoning and persuasion. (2) Arbitrate the conflict: The project manager imposes a solution to the conflict after listening to each party. (3) Control the conflict: The project manager reduces the intensity of the conflict by smoothing over differences or interjecting humor. (4) Accept the conflict: When the conflict will outlive the project and the project manager has to live with it. (5) Eliminate the conflict: When there is a clear villain then only he or she should be removed. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #89 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

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| 90. | What is a virtual project team and what are two challenges in managing such a team?     Answer will vary  Feedback: A virtual project team is one in which the team members are geographically situated so that they may seldom, if ever, meet face-to-face as a team. Electronic communications such as the Internet, e-mail, and teleconferencing are the primary means of communication. Two biggest challenges involve establishing trust and effective lines of communication. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #90 Learning Objective: Managing Virtual Project Teams Level of Difficulty: 2 Medium* |

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| 91. | What is meant by the term groupthink and what are two symptoms?     Answer will vary  Feedback: Groupthink refers to the tendency of members in highly cohesive groups to lose their critical evaluative capabilities resulting in quick decision making with little consideration of alternatives. Symptoms include the illusion of invulnerability, the whitewash of critical thinking, negative stereotypes of outsiders, and direct pressure. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #91 Learning Objective: Project Team Pitfalls Level of Difficulty: 2 Medium* |

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| 92. | When conducting project meetings, why is the first meeting so important?     Answer will vary  Feedback: The first meeting is critical to the early functioning of the team. If it is disorganized, or becomes bogged down with little sense of closure, then this can often become a self-fulfilling prophecy for subsequent group work. On the other hand, if it is crisply run, focusing on real issues and concerns in an honest and straightforward manner, members come away excited about being part of the project team, then it is an effective meeting. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #92 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 1 Easy* |

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| 93. | A vision refers to an image a project team holds in common about how the project will look upon completion, how they will work together, and/or how customers will accept the project. Although they should be similar, everyone's vision will not be the same. Why not? How might having only similar visions support the project?     Answer will vary  Feedback: After establishing the scope and major deliverables and after it is known what the project is supposed to accomplish once it is complete, each member of the project team will have a vision of what this project will look like and how they will accomplish it. Although similar, the fact that there are still differences in vision supports having a pool of ideas to pull from and negotiating the best solutions for the project. |

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| *AACSB: Analytic Blooms: Analyze Larson - Chapter 11 #93 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 3 Hard* |

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| 94. | Why do project managers prefer to use group awards over individual rewards? When would it be appropriate to use individual rewards?     Answer will vary  Feedback: Most project managers advocate the usage of group rewards. Because most project work is a collaborative effort, it makes sense that the reward system would encourage teamwork. Recognizing individuals with rewards regardless of their accomplishments can distract from team unity. Individual rewards typically should be used only when everyone in the team recognizes that a member is deserving of special recognition. |

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| *AACSB: Reflective Thinking Blooms: Understand Larson - Chapter 11 #94 Learning Objective: Building High-Performance Project Teams Level of Difficulty: 2 Medium* |

Chapter 11 Summary

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