Chapter 9

# Group and Intergroup Relations

TRUE-FALSE QUESTIONS

Title: ANSWER: T REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

1. According to the available research on group dynamics, individual behavior is highly influenced by co-workers in a work group.

a. True

b. False

Title: ANSWER: F REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

2. Because of missing common interests or social needs, people rarely join informal groups.

a. True

b. False

Title: ANSWER: T REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

3. Group members set about developing separate roles for the various members once they agree on basic purposes.

a. True

b. False

Title: ANSWER: F REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

4. Common with norming is intergroup conflict.

a. True

b. False

Title: ANSWER: F REFERENCE: Work Group Structure LEARNING OUTCOME: 2

5. Once a group is established, a group need not differentiate the work activities of its members in order to accomplish its goals and maintain its norms.

a. True

b. False

Title: ANSWER: T REFERENCE: Work Group Structure LEARNING OUTCOME: 2

6. Between group size and productivity no clear relationship has been found.

a. True

b. False

Title: ANSWER: T REFERENCE: Work Group Structure LEARNING OUTCOME: 2

7. According to research, increases in work group size and absenteeism are moderately related among blue-collar workers.

a. True

b. False

Title: ANSWER: F REFERENCE: Work Group Structure LEARNING OUTCOME: 2

8. For most group activities, there is clearly a “right” number of people.

a. True

b. False

Title: ANSWER: T REFERENCE: Work Group Structure LEARNING OUTCOME: 2

9. When a group is seen as being highly instrumental to achieving personal goals, individuals will typically submit to the will of the group.

a. True

b. False

Title: ANSWER: F REFERENCE: Work Group Structure LEARNING OUTCOME: 2

10. Between group cohesiveness and productivity, a clear and direct relationship exists.

a. True

b. False

Title: ANSWER: T REFERENCE: Managing Effective Work Groups LEARNING OUTCOME: 3

11. Intermediate criteria combine with the nature of the work technology to determine ultimate group effectiveness.

a. True

b. False

Title: ANSWER: T REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

12. When two groups intersect, intergroup behavior occurs.

a. True

b. False

Title: ANSWER: T REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

13. The quality of intergroup performance is affected by the extent to which all parties to the interaction can meet these requirements.

a. True

b. False

Title: ANSWER: F REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

14. Low intergroup interaction is typically required by high interdependence.

a. True

b. False

Title: ANSWER: F REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

15. Reciprocal interdependence exists when the outputs of one unit or group become the inputs for another.

a. True

b. False

Title: ANSWER: T REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

16. Less information is typically needed when task uncertainty is low.

a. True

b. False

Multiple Choice

Title: ANSWER: A REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

1. A(n) \_\_\_\_\_\_\_\_\_ is a collection of individuals who share a common set of norms, who generally have differentiated roles among themselves, and who interact with one another toward the joint pursuit of common goals.

A. group

B. conglomerate

C. organization

D. consortium

E. government body

Title: ANSWER: D REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

2. \_\_\_\_\_\_\_ groups tend to be less permanent.

A. Formal

B. Command

C. Functional

D. Task

E. Virtual

Title: ANSWER: B REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

3. A \_\_\_\_\_\_\_ group is another name for a command group.

A. friendship

B. functional

C. interest

D. normative

E. task

Title: ANSWER: B REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

4. When a formal group permanent, it is usually called a(n) \_\_\_\_\_\_\_ group.

A. friendship

B. command

C. interest

D. task

E. virtual

Title: ANSWER: B REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

5. Which of these groups are considered relatively permanent?

A. Task and command

B. Command and Friendship

C. Functional and task

D. Task and interest

E. Virtual and formal

Title: ANSWER: D REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

6. Which of these groups are considered relatively temporary?

A. Task and command

B. Command and Friendship

C. Functional and task

D. Task and interest

E. Virtual and formal

Title: ANSWER: A REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

7. Which of these groups are classified as formal?

A. Task and command

B. Command and Friendship

C. Friendship and task

D. Task and interest

E. Virtual and functional

Title: ANSWER: C REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

8. Which of these groups are classified as informal?

A. Task and command

B. Command and Friendship

C. Friendship and interest

D. Task and interest

E. Virtual and functional

Title: ANSWER: C REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

9. When people join groups because they want to interact with other people and develop meaningful relationships, it describes which of the following reasons why they join groups?

A. Economic self-interest

B. Security

C. Social needs

D. Physical proximity

E. Mutual interest

Title: ANSWER: A REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

10. At ABC Manufacturing, new hires Adam and Stacy decided to join the labor union at the company. Their action best describes which of the following reasons why they join this labor union?

A. Economic self-interest

B. Security

C. Social needs

D. Physical proximity

E. Mutual interest

Title: ANSWER: E REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

11. At ABC International, Amanda was notified that she just qualified for their million dollar club for her sales performance. The club has a strict entrance requirements based on the sales performance and on-going potential determined from a panel interview. Amanda decided to put in her application and join this club. This action best describes which of the following reasons why Amanda joins this club?

A. Economic self-interest

B. Security

C. Social needs

D. Physical proximity

E. Self-esteem

Title: ANSWER: B REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

12. A model of group development that consists of \_\_\_\_ stages through which groups generally proceed was proposed by Tuckman.

A. 3

B. 4

C. 5

D. 2

E. 6

Title: ANSWER: B REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

13. According to Tuckman, which of these represent the first stage in group development?

A. Performing

B. Forming

C. Norming

D. Storming

E. Conflicting

Title: ANSWER: A REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

14. According to Tuckman, which of these represent the final stage in group development?

A. Performing

B. Forming

C. Norming

D. Storming

E. Conflicting

Title: ANSWER: B REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

15. During which stage in group development, emphasis is usually placed on making acquaintances, sharing information, testing one another, and so forth?

A. Performing

B. Forming

C. Norming

D. Storming

E. Conflicting

Title: ANSWER: D REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

16. During which stage in group development, a high degree of intergroup conflict can usually be expected?

A. Performing

B. Forming

C. Norming

D. Storming

E. Adjourning

Title: ANSWER: C REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

17. During which stage in group development, group members come to accept fellow members and develop a unity of purpose that binds them?

A. Performing

B. Forming

C. Norming

D. Storming

E. Adjourning

Title: ANSWER: A REFERENCE: Work Groups: Basic Considerations LEARNING OUTCOME: 1

18. During which stage in group development, role differentiation emerges to take advantage of task specialization in order to facilitate goal attainment?

A. Performing

B. Forming

C. Norming

D. Storming

E. Adjourning

Title: ANSWER: B REFERENCE: Work Group Structure LEARNING OUTCOME: 2

19. Which of these describes an expected behavior pattern assigned or attributed to a particular position in the organization?

A. Norms

B. Work roles

C. Cohesiveness

D. Status systems

E. Group size

Title: ANSWER: C REFERENCE: Work Group Structure LEARNING OUTCOME: 2

20. Which of these represent the three types of work roles?

A. Group-oriented, organization-oriented, society-oriented

B. Self, department, organization

C. Task-oriented, relations-oriented, self-oriented

D. Individual, group, society

E. Organization-oriented, society-oriented, self-oriented

Title: ANSWER: A REFERENCE: Work Group Structure LEARNING OUTCOME: 2

21. Examining a role \_\_\_\_\_\_\_\_ is perhaps the best way to understand the nature of work.

A. episode

B. event

C. occurrence

D. model

E. system

Title: ANSWER: D REFERENCE: Work Group Structure LEARNING OUTCOME: 2

22. Which of these represent the first stage of a role episode model?

A. Communication about group expectations

B. Actual role behavior

C. Perceived expectations about role

D. Group expectations for a particular position

E. New member indoctrination

Title: ANSWER: A REFERENCE: Work Group Structure LEARNING OUTCOME: 2

23. \_\_\_\_\_\_ studied group interaction patterns by using interaction process analysis.

A. Bales and Borgatta

B. Johnson and Frederick

C. Herzel and Herzenberg

D. Johnson and Johnson

E. Lawler and Taylor

Title: ANSWER: A REFERENCE: Work Group Structure LEARNING OUTCOME: 2

24. Which of these represent a technique that records who says what to whom in a group?

A. Interaction process analysis

B. Job attitudes

C. Role ambiguity

D. Role conflict

E. Linking role

Title: ANSWER: C REFERENCE: Work Group Structure LEARNING OUTCOME: 2

25. Which of these refers to a condition that arises when messages sent to an individual may be unclear?

A. Role overload

B. Role set

C. Role ambiguity

D. Role conflict

E. Linking role

Title: ANSWER: D REFERENCE: Work Group Structure LEARNING OUTCOME: 2

26. Which of these refers to a condition that can arise when individuals receive multiple and sometimes contradictory messages from various groups, all attempting to assign them a particular role?

A. Role overload

B. Role set

C. Role ambiguity

D. Role conflict

E. Linking role

Title: ANSWER: A REFERENCE: Work Group Structure LEARNING OUTCOME: 2

27. Which of these refers to a condition where individuals may simply receive too many role-related messages?

A. Role overload

B. Role set

C. Role ambiguity

D. Role conflict

E. Linking role

Title: ANSWER: A REFERENCE: Work Group Structure LEARNING OUTCOME: 2

28. A work group \_\_\_\_\_\_\_ may be defined as a standard that is shared by group members and that regulates member behavior within an organization.

A. norm

B. attitude

C. role

D. personality

E. cohesiveness

Title: ANSWER: E REFERENCE: Work Group Structure LEARNING OUTCOME: 2

29. Which of these refers to a tendency for individual group members to reduce their effort on a group task?

A. Status incongruence

B. Task uncertainty

C. Role ambiguity

D. Role conflict

E. Social loafing

Title: ANSWER: C REFERENCE: Work Group Structure LEARNING OUTCOME: 2

30. The purpose of \_\_\_\_\_\_\_ systems is to differentiate individuals on the basis of some criteria or set of criteria.

A. attitude

B. normative

C. status

D. personality

E. cohesive

Title: ANSWER: D REFERENCE: Work Group Structure LEARNING OUTCOME: 2

31. When a person is high on certain valued dimensions but low on others, status \_\_\_\_\_ exists.

A. uncertainty

B. congruence

C. certainty

D. incongruence

E. norm

Title: ANSWER: A REFERENCE: Work Group Structure LEARNING OUTCOME: 2

32. The extent to which individual members of a group are motivated to remain in the group is the definition of group \_\_\_\_\_\_\_\_.

A. cohesiveness

B. think

C. congruence

D. status

E. norm

Title: ANSWER: E REFERENCE: Work Group Structure LEARNING OUTCOME: 2

33. Which of these influences group cohesiveness?

A. Group homogeneity

B. Group maturity

C. Group size

D. Success

E. All of these

Title: ANSWER: D REFERENCE: Managing Effective Work Groups LEARNING OUTCOME: 3

34. An intermediate criterion of group effectiveness is expressed in all but which of the following?

A. Group effort

B. Task performance strategies

C. Group knowledge

D. Group competitiveness

E. Group skills

Title: ANSWER: E REFERENCE: Managing Effective Work Groups LEARNING OUTCOME: 3

35. Which of the following is considered an environmental context factor in determination of work group effectiveness?

A. Group composition

B. Reducing conflict

C. Fostering commitment

D. Sharing knowledge

E. Availability of training

Title: ANSWER: A REFERENCE: Managing Effective Work Groups LEARNING OUTCOME: 3

36. Which of the following is considered a design factor in determination of work group effectiveness?

A. Group composition

B. Reducing conflict

C. Fostering commitment

D. Sharing knowledge

E. Availability of training

Title: ANSWER: A REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

37. The frequency and quality of interactions among groups are related to \_\_\_\_\_\_ requirements.

A. interdependence

B. dependence

C. incongruence

D. intermediary

E. decoupling

Title: ANSWER: A REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

38. Which of these occurs when various groups are largely independent of each other, even though each contributes to and is supported by the larger organization?

A. Pooled interdependence

B. Reciprocal interdependence

C. Sequential interdependence

D. Linking role

E. Decoupling

Title: ANSWER: C REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

39. Which of these exists when the outputs of one unit or group become the inputs for another?

A. Pooled interdependence

B. Reciprocal interdependence

C. Sequential interdependence

D. Linking role

E. Decoupling

Title: ANSWER: B REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

40. Which of these occurs when two or more groups depend on one another for inputs?

A. Pooled interdependence

B. Reciprocal interdependence

C. Sequential interdependence

D. Linking role

E. Decoupling

Title: ANSWER: B REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

41. The extent to which the requirements and responsibilities of the group are clearly understood is task \_\_\_\_\_\_\_.

A. uncertainty

B. clarity

C. significance

D. set

E. role

Title: ANSWER: D REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

42. Those factors inside and outside the organization that can affect the group’s performance are referred to as task \_\_\_\_\_\_.

A. attitudes

B. norms

C. definitions

D. environment

E. significance

Title: ANSWER: D REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

43. Which of these refers to a position or unit within the organization that is charged with overseeing and coordinating the activities of two or more groups?

A. Pooled interdependence

B. Reciprocal interdependence

C. Sequential interdependence

D. Linking role

E. Decoupling

Title: ANSWER: E REFERENCE: Intergroup Behavior and Performance LEARNING OUTCOME: 4

44. Which of these involves separating two groups in such a way that the required tasks of the organization are fulfilled while the interaction between the two groups is minimized?

A. Pooled interdependence

B. Reciprocal interdependence

C. Sequential interdependence

D. Linking role

E. Decoupling

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