

Chapter 1: Group Dynamics

1. Which is NOT a defining attribute of a group?
 - a. Mutual goal
 - b. Unstructured relationships
 - c. Positive interdependence
 - d. Interpersonal interaction.

2. Which is a characteristic of a group but NOT of an aggregate?
 - a. Share some common characteristics
 - b. Are present at the same time and at the same place
 - c. Find belonging to the group emotionally rewarding
 - d. Share the same norms and rules to the same extent

3. Which of the following is the best example for a group?
 - a. College students listening to Professor Hamilton's lecture
 - b. Shoppers at the local grocery store taking advantage of the sale
 - c. Members of Brazil's soccer team playing against England
 - d. People from a suburb commuting to work

4. Which of the following is NOT a group?
 - a. Members of Brazil's soccer team playing against England
 - b. Students of an inner-city high school
 - c. Mexican Americans living in L.A.
 - d. Passengers waiting for flights to take off

5. Social psychologists subscribing to the group orientation believe that
 - a. Studying individuals is not sufficient to understand how groups work
 - b. The sum of individual behavior equals groups behavior, consequently social psychologists should focus on individual behavior
 - c. You can't stumble over a group
 - d. Using individual members as the unit of analysis is appropriate as long as the group in question is homogeneous

6. According to Solomon Ash's metaphor of water for understanding groups,
 - a. The properties of the constituting members of a group will sufficiently explain the behavior and effect of a group
 - b. A group as a unit is always a unique entity, thus examining the members of a group will not help us learn more about the group
 - c. We need to understand both the characteristics of the members, and of their combination as an entity
 - d. Pseudogroups don't stick together because they don't have any interest in working together.

7. Understanding group dynamics is central to all of the following EXCEPT
 - a. Maintaining a viable family
 - b. Long term maintenance of psychological health
 - c. Effective business
 - d. Facilitating mother-child bonding

8. Group structure can be defined as
 - a. A stable pattern of interaction among group members
 - b. The sum of the roles members take on
 - c. The norms members willingly accept
 - d. The expectations defining the appropriate behavior of an occupant of position toward the occupant of another position

9. In a class, nerd, clown, princess and jockey are all examples of
 - a. Roles
 - b. Norms
 - c. Group structure
 - d. Status

10. Courtesy, mutual respect and responsibility are all examples of
 - a. Roles
 - b. Norms
 - c. Group structure
 - d. Status

11. James Barrett is a tax auditor working for the IRS. When his wife asks for help for her private company's tax evasion, Mr. Barrett will probably experience _____.
 - a. Norm conflict
 - b. Role conflict
 - c. Status conflict
 - d. Identity crisis

12. Roles and norms are alike in that they are both
 - a. Expectations guiding one's behavior
 - b. Common beliefs determining one's world view
 - c. Determined by one's status in a group
 - d. Present only in pseudo- and traditional work groups

13. Status refers to
 - a. Popularity within the group
 - b. Group achievement achieved through cooperation
 - c. One group member's power within the group
 - d. A social norm

14. Mr. Fox is recognized as a master teacher yet the school board does not act on his suggestions for change. You could say that he is a _____ individual in the school where he works.
- Low status with high power
 - Low status with low power
 - High status with high power
 - High status with low power
15. High status members of a group tend to
- Work in high performance groups
 - Be treated more tolerantly
 - Demonstrate autokinetic effect
 - Permit a wide range of behavior for the other group members
16. Milgram's (1974) study on obedience to authority showed the power of
- Status
 - Norms
 - Roles
 - Group structure
17. What percentage of the subjects in the role of "teachers" administered the maximum voltage (450 volts) to the learners in Milgram's (1954) famous study on obedience to authority?
- 30%
 - 45%
 - 60%
 - 75%
18. Whereas _____ differentiate members' rights and obligations; _____ integrate the actions of all members.
- Group structure; norms
 - Group structure; roles
 - Norms; roles
 - Roles; norms
19. Group norms will
- Maintain behavioral consistency
 - Strengthen authority
 - Ensure autokinetic effect
 - Make group members more liberal in their political views
20. Which of the following statement is NOT true for norms? Norms
- Are social products
 - Regulate all aspects of behavior in a group
 - Are often internalized by group members
 - Have an "ought to" or "must" quality
21. Muzafer Sherif's (1936) study on the autokinetic effect showed that norms

- a. Develop out of interaction
 - b. Are imposed by confederates
 - c. Are internalized by naïve subjects only
 - d. Will affect students with liberal political leanings
22. Newcomb's (1943) study at Bennington College showed that
- a. Groups punish nonconforming behavior
 - b. Groups reward conforming behavior
 - c. Groups one identifies with affect one's political orientation
 - d. Reference groups determine the extent of autokinetic effect
23. After a year at college, Taylor considered his dorm roommates as his best friends. He liked the same kind of music, books, clothing, dance as they did, and thought very similarly about politics. He soon lost touch with his old friends from high school. His college roommates became his
- a. Idols
 - b. Conforming group
 - c. Bennington group
 - d. Reference group
24. Members of this kind of group would be more efficient if they worked alone than when working in group setting.
- a. Pseudogroups
 - b. Traditional work groups
 - c. Effective groups
 - d. High performance groups
25. A crucial difference between pseudogroups and traditional work groups is that pseudogroup members _____, whereas in traditional work groups _____.
- a. Don't talk to each other; they communicate to a certain extent
 - b. Compete against each other; they communicate about how the work will get done
 - c. Commit themselves to the shared goals of the group and communicate only to achieve that; they withhold information from each other
 - d. Are forced to work together; they work together happily
26. A shared characteristic of pseudogroups and traditional work groups is that members are
- a. Positively interdependent
 - b. Evaluated as individuals
 - c. Committed to the group's success only to a mediocre extent
 - d. Exploited by each other
27. The following are all defining characteristics of effective groups EXCEPT one. Which one?
- a. Positive interdependence
 - b. Clear operational goals
 - c. Almost impossible to achieve

- d. Members are happy to work together
28. A crucial difference between traditional work groups and effective groups is that traditional work group members are _____, whereas in effective groups _____
- a. Not held accountable; they are held accountable as individuals
 - b. Not held accountable; they are held accountable as a group
 - c. Held accountable as individuals; they are held accountable as a group
 - d. Held accountable as a group; they are held accountable as individuals
29. Which type of group makes free rides for loafers possible?
- a. Pseudogroups
 - b. Traditional work groups
 - c. Effective groups
 - d. High-performance groups
30. Which of the following groups is characterized by positive interdependence?
- a. Pseudogroups
 - b. Traditional work groups
 - c. Effective groups
 - d. High-performance groups
 - e. A and C
 - f. B and C
 - g. B and D
 - h. C and D
31. Which of the following groups are rare?
- a. Pseudogroups
 - b. Traditional work groups
 - c. Effective groups
 - d. High-performance groups
32. Which of the following traits do effective groups share?
- a. It achieves its goal
 - b. Decisions are always made by the highest authority
 - c. Groupthink is prevalent
 - d. Members maintain good working relationships
 - e. Conflicts are resolved through distributive negotiations
 - f. The group adapts to changing conditions
 - g. Leadership is delegated.
 - h. a, d and f
 - i. a, b and g
 - j. d, f and g
 - k. all of the above
 - l none of the above

33. The following are guidelines for effective group functioning. All of them are valid EXCEPT one. Which one?
- Match the procedure of decision making with the needs of the situation.
 - Members' power should be based on personality characteristics.
 - Make sure that all members are involved in the group's work, and committed to implementing the group's decisions.
 - Engage in controversy by disagreeing and challenging each other's conclusions.
34. Among the guidelines for creating effective groups is
- Give one member the power to make the group work
 - Designate the leader so every knows who to follow
 - Ensure that conflicts are avoided so that the group can make adequate progress
 - Match decision making procedures with the needs of the situation
35. Match the stages from Tuckman's model with their descriptions
- | | |
|-------------------|--|
| ___ a. Forming | 1. Group members actively work together to achieve group goals |
| ___ b. Storming | 2. Group disbands |
| ___ c. Norming | 3. Period of uncertainty, trying to establish procedures and roles |
| ___ d. Performing | 4. Coming to a consensus on norms and roles |
| ___ e. Adjourning | 5. Conflicts arise |
36. Tuckman's five-stage model of group development is different from Johnson's seven-stage model in that Tuckman's model is primarily applicable to groups with
- Passive leaders
 - Strong coordinators
 - Social interdependence
 - Mutual accountability
37. Based on Johnson's seven-stage model, when should the coordinator establish the group goals and positive interdependence?
- Defining and structuring procedures
 - Conforming to procedures and getting acquainted
 - Recognizing mutuality and building trust
 - Committing to and taking ownership of the goals
38. A shared element between Tuckman's five-stage model and Johnson's seven-stage model is that
- The coordinator has to explain the procedures to be used, and establish positive interdependence
 - At one point members rebel against working with the group toward achieving the group goal
 - Group norms become internalized in the first two stages

- d. Both are recurring phase models
39. What should a coordinator do to deal with conflict in a group?
- a. Ignore them
 - b. Tighten control and enforce group norms
 - c. Mediate them
 - d. Take ownership of the group's success
40. Motivation for the group's success becomes intrinsic rather than extrinsic during which state of group development?
- a. Defining and structuring
 - b. Conforming and getting acquainted
 - c. Rebellious and differentiating
 - d. Committing to the group's goals, procedures and members
41. The field of group dynamics came into being primarily to study
- a. How to strengthen democratic organizations
 - b. How early humans interacted
 - c. How war develops
 - d. How to further free enterprise
42. On problem-solving and decision-making tasks, which is more productive?
- a. Individuals
 - b. Groups
 - c. Both are the same
43. The study of group dynamics became prominent in the 1940s because there was a strong need to understand how
- a. Theory can be applied to practice
 - b. Autocratic organizations work
 - c. Democratic organizations work
 - d. Social facilitation affects performance on simple tasks
44. Triplett's study on the effect of other people's presence on motor performance tasks showed that individuals performed _____ when racing against other people _____ when racing against the clock.
- a. Better; than
 - b. Worse; than
 - c. Slightly worse; than
 - d. The same; as
45. Norman Triplett's 1898 study is important because it was the first attempt to experimentally study the impact of
- a. Similarity on conformity
 - b. Group polarization when faced with conflict of interest
 - c. Social interdependence on task performance
 - d. Social loafing in decision making