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GAQM CTL-001

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QUESTION NO: 1

Which of the following behaviors help reduce groupthink in a team? (Choose two.)

A. Invite alternative viewpoints

B. Pressure members to agree quickly

C. Assign someone to examine assumptions critically

D. Withhold information that may create disagreement

ANSWER: A C

Explanation:

Invite alternative viewpoints and **assign someone to examine assumptions critically** are correct. Groupthink can occur when members value agreement so highly that they avoid raising doubts, suppress concerns, or fail to consider other options. A team leader can reduce this risk by actively seeking dissenting views, encouraging members to question assumptions, and making it safe to identify risks or incomplete reasoning. Assigning a constructive critical-review role can ensure that proposals are tested before the group reaches a decision. Pressuring members to agree quickly or withholding relevant information would increase, rather than reduce, the likelihood of poor collective judgment.

QUESTION NO: 2

Which of the following practices are especially important for leading a virtual team? (Choose two.)

A. Make communication channels and response expectations clear

B. Rely only on informal conversations for key decisions

C. Document decisions and action items in a shared location

D. Exclude remote members from discussions whenever possible

ANSWER: A C

Explanation:

Make communication channels and response expectations clear and **document decisions and action items in a shared location** are correct. Virtual teams have fewer informal opportunities to clarify work, observe progress, or resolve misunderstandings quickly. Clear communication practices help members know where to raise issues, how urgently to respond, and how information will be shared. Accessible documentation gives all members, including those in different locations or time zones, a common source of truth for decisions, responsibilities, and deadlines. Relying only on informal conversations or excluding remote members from important discussions creates avoidable confusion and weakens inclusion.

QUESTION NO: 3

A team is...

A. A group of people working towards a common goal

B. A group of people with a high degree of interdependence geared toward the achievement of a goal or the completion of a task

C. Several people who work under the same leader

D. Any of these configurations

ANSWER: B

Explanation:

"A group of people with a high degree of interdependence geared toward the achievement of a goal or the completion of a task" is the best definition of a team because it identifies the defining feature that distinguishes a true team from a collection of individuals: interdependence. Team members coordinate their work, rely on one another's contributions, and combine complementary knowledge or skills to produce a shared result. Their individual responsibilities are therefore connected, meaning that progress, quality, and achievement depend on effective collaboration rather than merely on people being present in the same unit.

For a team leader, this distinction is especially important. Leading a team involves establishing a clear shared purpose, organizing roles and workflows so that dependencies are understood, and creating the communication and trust needed for members to coordinate successfully. The team's goal may be delivery of a project outcome, resolution of an operational issue, or completion of a defined task, but the members must work collectively toward that outcome. OpenStax describes teams as groups whose members work interdependently toward a common goal, while the Chartered Institute of Personnel and Development emphasizes collaboration and shared objectives as central to effective teamwork. See OpenStax Organizational Behavior: The Nature of Teams and CIPD: Teamworking.

QUESTION NO: 4

The Task Force Team Model is one that:

A. Has a designated leader but includes sharing of responsibility

B. Manages itself because no one person has authority

C. Comes together for a specific time to work on a specific task

D. to identify the sequence of events involved in the failure

ANSWER: C

Explanation:

The correct description is *"Comes together for a specific time to work on a specific task."* A task force is a temporary, purpose-built team formed to address a defined issue, complete a particular assignment, investigate a problem, or produce a specified result. Its membership is typically selected for the relevant knowledge, authority, or functional representation needed to handle that assignment effectively. Unlike an ongoing operational team, the task force exists because of the task: its scope, expected deliverables, timeline, and completion criteria should be clear from the outset. Once the defined work has been completed and its findings, recommendations, or deliverables have been handed over, the task force is normally disbanded or its members return to their regular roles. This model helps a leader bring focused attention and cross-functional expertise to work that would not be as effectively handled through normal organizational structures. The U.S. Office of Personnel Management describes teams as groups organized around a common purpose and notes the importance of clear goals and defined work processes; task forces apply these principles to a time-limited objective. See OPM's guidance on teams and Encyclopaedia Britannica's definition of a task force.

QUESTION NO: 5

Which of the following is an example of communication?

A. Two colleagues talking about a project

B. A memo from the supervisor

C. A barking dog

D. All of the above

ANSWER: D

Explanation:

All of the above is correct because communication is the process through which a sender conveys information, meaning, or a signal to a receiver through a channel. It is not limited to formal workplace documents or spoken human language. Two colleagues talking about a project demonstrates interpersonal, verbal communication: participants exchange information and can respond to one another. A memo from a supervisor is a written communication channel that conveys a message from management to its intended readers. A barking dog can also be communication because an animal's vocalization can signal information to other animals or people, such as warning, alarm, territorial intent, excitement, or a request for attention. The formality of the message and whether the sender is human do not determine whether communication has occurred; the essential feature is the transmission of a meaningful signal that can be interpreted by a receiver. Team leaders should recognize that workplace communication includes verbal conversations and written messages, while the broader concept also encompasses nonverbal and behavioral signals. For a general explanation of communication as an information-sharing process, see OpenStax, The Communication Process. For background on animal signaling as communication, see Encyclopaedia Britannica, Animal Communication.

QUESTION NO: 6

Which of the following actions help a leader give constructive feedback? (Choose two.)

A. Describe observable behavior

B. Use broad labels about the person

C. Discuss the impact of the behavior

D. Deliver criticism publicly whenever possible

ANSWER: A C

Explanation:

Describe observable behavior and **discuss the impact of that behavior** are correct. Constructive feedback should be based on specific, observable actions rather than labels, assumptions, or judgments about a person's character. Explaining the impact helps the recipient understand why the behavior matters to the team, customer, quality of work, or shared objective. The discussion should also be timely, respectful, and focused on improvement. Generalized criticism and public embarrassment are unlikely to produce learning or preserve a productive working relationship.

QUESTION NO: 7

Which of the following practices help create psychological safety in a team? (Choose two.)

A. Respond constructively when someone raises a concern

B. Acknowledge mistakes and discuss what can be learned

C. Ridicule team members who ask for clarification

D. Discourage dissenting views during discussions

ANSWER: A B

Explanation:

Responding constructively when someone raises a concern and **acknowledging mistakes and discussing what can be learned** are correct. Psychological safety is a shared belief that team members can take appropriate interpersonal risks, such as asking questions, admitting uncertainty, raising a problem, or offering a different view, without fear of humiliation or punishment. A leader creates this environment through consistent behavior: listening respectfully, responding to concerns with curiosity, and treating mistakes as opportunities to learn while still maintaining accountability. Psychological safety does not mean that standards are lowered or that performance concerns are ignored. See Google re:Work's discussion of effective teams and Harvard Business School's resource on psychological safety.

QUESTION NO: 8

In order to master a skill, it is most important to:

A. Practice

B. Watch others

C. Ask for instructions

D. Demonstrate your skills

ANSWER: A

Explanation:

Practice is correct because skill mastery is built primarily through repeated performance of the relevant activity. Practice gives a learner opportunities to apply knowledge, develop automaticity, refine technique, and turn feedback into observable improvement. For a team leader, this can mean repeatedly using leadership behaviors such as planning work, delegating, facilitating conversations, resolving issues, and communicating expectations. The value comes not merely from repetition, but from purposeful practice: setting a specific improvement goal, performing the skill, reviewing the result, seeking useful feedback, and making an adjustment for the next attempt.

Research on expertise emphasizes sustained, structured practice as a central contributor to high-level performance. Deliberate practice is most effective when tasks are challenging but achievable, outcomes can be assessed, and the learner can correct errors promptly. This cycle steadily strengthens both confidence and competence, allowing performance to become reliable in real workplace situations. The American Psychological Association summarizes the role of deliberate practice in expert performance at APA: Deliberate Practice. Further discussion of practice and expertise is available from Encyclopaedia Britannica: Deliberate Practice.

QUESTION NO: 9

Which of the following statements is true?

A. Left-brained people have the ability to see options at every turn

B. Left-brained people see things in a monochromatic, orderly way

C. Right-brained people excel at tasking and prioritizing information

D. Right-brained people only work on one thing at a time

ANSWER: B

Explanation:

“Left-brained people see things in a monochromatic, orderly way” is the intended true statement within the commonly used left-brain/right-brain behavioral-style framework found in leadership and team-development materials. In that framework, a left-brain-oriented preference describes a person who approaches work analytically and systematically: organizing facts, following a logical sequence, attending to detail, and favoring structure and predictability. “Monochromatic” is used figuratively to convey a focused, orderly perspective rather than a literal visual characteristic. These preferences can be useful in a team-leadership context because systematic thinkers often help transform broad goals into clear plans, ordered tasks, measurable milestones, and consistent processes. A leader can use awareness of these differing work-style preferences to communicate effectively, assign responsibilities thoughtfully, and balance creative ideation with practical execution. It is important to treat left-brain/right-brain language as a simplified learning model, not a literal classification of people: complex cognitive tasks rely on interconnected activity across both brain hemispheres. The National Institute of Neurological Disorders and Stroke describes the brain’s hemispheres and their communication through the corpus callosum at NINDS: Brain Basics. For a research-based discussion of why strict “left-brained” and “right-brained” personality labels are oversimplified, see PLOS ONE study on hemispheric dominance.