

# TEST BANK

LEHMAN / DUFRENE

STUDENT EDITION

# BCOM

## WHAT'S INSIDE:

A Student-Tested, Faculty-Approved  
Approach to Learning

**Business Communications**

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A new approach to learning Business  
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## 2 Focusing On Interpersonal Communication

### IN THIS CHAPTER YOU WILL FIND:

LEARNING OBJECTIVES  
KEY CONCEPTS  
KEY TERMS  
CHAPTER OUTLINE  
POWERPOINT SLIDES  
TEACHING SUGGESTIONS  
CLASSROOM ACTIVITIES  
REVIEW QUESTIONS & SUGGESTED ANSWERS  
FEATURED ASSIGNMENTS  
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CASE ASSIGNMENTS  
STUDENT HANDOUTS  
TEST BANK QUESTIONS

### LEARNING OBJECTIVES

- 1** Explain how the foundational element of intrapersonal communication is an understanding of ourselves.
- 2** Describe the different communication styles.
- 3** Define the different types of influence in interpersonal communication.
- 4** Describe the role of nonverbal messages in communication.
- 5** Identify aspects of effective listening.

### KEY CONCEPTS

Interpersonal communication begins with our own self-concept and our attitudes towards others, which, in turn, affect our style of communication and our ability to influence others. Nonverbal communication and listening are essential interpersonal skills for success in today's organizations. Listening commonly consumes more of business employees' time than reading, writing, and speaking combined.

## KEY TERMS

TERM	PAGE	TERM	PAGE
Self-concept	23	Avoidance	26
Self-esteem	24	Assertiveness	27
Self-fulfilling prophecy	24	Influence	28
Intrapersonal communication	24	Compliance-gaining	28
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## CHAPTER OUTLINE

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## POWERPOINT SLIDES

- **Lecture Slides**—Key chapter concepts are presented to instructors and students in the following formats:
- Instructor Resource CD-ROM (IRCD) and Text Support Site (Instructor Resources): File downloads for displaying in the classroom at <http://www.4ltrpress.cengage.com/bcom>.
- **Text Support Site** (Student Resources): Slide downloads for convenient printing of handouts for taking class notes at <http://www.4ltrpress.cengage.com/bcom>.

- **Resource Slides**—Additional enrichment and activities are available in the Resource Presentation at [www.4ltrpress.cengage.com/bcom](http://www.4ltrpress.cengage.com/bcom) and on the (IRCD).
- **Solution Slides**—Provide solutions to assignments.

## LECTURE SLIDES

(Items in Bold are highlighted slides from Instructor Prep Card)

1. Focusing on Interpersonal Communication
2. Learning Objective 1
3. Successful Communication
4. Every Two Person Communication = 6 persons
5. **The 5 Dimensions of Emotional Intelligence**
6. Learning Objective 2
7. **3 Styles of Communication**
8. Communicating Assertively
9. Learning Objective 3
10. Electronic Meetings
11. **Interpersonal Influence**
12. Rational Explanation
13. Learning Objective 4
14. Remember This! Metacommunication
15. Remember This! Kinesic
16. Nonverbal Communication Conveys Added Meaning
17. Understanding Nonverbal Messages
18. Learning Objective 5
19. What type of listening are you engaged at this time?
20. **Poor Listening Habits**
21. **Effective Listeners . . .**

## RESOURCE SLIDES

1. Focusing on Interpersonal Communication
2. Learning Objective 1
3. Self Concept vs. Self Esteem
4. Impression Management
5. Learning Objective 2
6. Active Listening
7. Learning Objective 3
8. 6 Steps to Successful Advocacy
9. 6 Steps to Successful Advocacy
10. Learning Objective 4
11. Metacommunication
12. Focus on Receiver's Viewpoint
13. Understanding Nonverbal Messages
14. Understanding Nonverbal Messages
15. Cultural Differences in Nonverbal Communication
16. Communication Styles of Men and Women
17. Learning Objective 5
18. Poor Listening

19. What do you think is the most important reason to be a good listener?

## TEACHING SUGGESTIONS

### LEARNING OBJECTIVE 1

*Explain how the foundational element of intrapersonal communication is an understanding of ourselves.*

#### Communication and the Self

- Ask students to list what they see as successful elements of communication. As they discuss, show Lecture slide 3.
- Featured Assignment 4 asks students to think how the six people in each relationship factors into their lives. Ask if there is a particular “person” who seems to cause miscommunication for students.

#### Impression Management

- Show Resource slide 4 as you introduce the concept of impression management.
- Lead a discussion about the value of Impression Management in professional life. How do your students see themselves fitting (or not fitting) into the system of anticipatory socialization?

### LEARNING OBJECTIVE 2

*Describe the different communication styles.*

#### Communication Styles or Modes

- Project Lecture slide 7 and talk to the class about which mode they see themselves communicating with most frequently. Consider presenting scenarios where a different style may be preferable.
- Discuss the steps to communicate assertively as you show Lecture slide 8.
- Challenge your class to complete Featured Assignment 5. Consider having a few students present their results.

### LEARNING OBJECTIVE 3

*Define the different types of influence in interpersonal communication.*

#### Interpersonal Influence

- Lecture slide 11 shows the dimensions of personal influence. As you discuss the different dimensions, have students consider Featured Assignment 3. Get their views on individual levels of personal dominance.
- Project Resource slides 8 and 9 to talk about advocacy. Highlight the positive aspects of advocacy and how it is a strong agent of change. What are the ethical implications and responsibilities of advocacy, particularly if an advocate is highly influential?

## **LEARNING OBJECTIVE 4**

*Describe the role of nonverbal messages in communication.*

### **Nonverbal Communication**

- Show Lecture Slides 14 to illustrate the different components of nonverbal communication. Remind students that nonverbal includes everything except the actual words that occur in an interaction.
- Ask students to watch an interaction from a distance, involving people they do not know. Have them analyze the kind of interaction they viewed based only on what they could see from a distance (they could not hear the words). How much could they decipher? Emphasize that what they learn about the people and the situation is based only on nonverbal behaviors.
- Have students complete Additional Assignment 1 and discuss in class.

### **Metacommunication**

- Show Lecture Slide 15 as you discuss metacommunication.
- Show Resource Slide 11. Discuss how what someone says may not be what is interpreted by the receiver. Ask students what they think might influence different interpretations by different people who receive the same verbal message.
- Have students discuss similar metacommunication situations in their academic, work, and/or personal experiences.
- Assign Featured Assignment 2.

### **Kinesic Messages**

- Show Lecture Slide 16 as you discuss messages sent and perceived through nonverbal behavior.
- Refer students to the photo on page 32. What can you tell about these people, simply from the way they dress and how they are standing?
- Show Resource Slide 12 and discuss how different kinesics messages can have different meanings to different people, based on culture, background, gender, age, etc. Ask students for examples of situations where they have misread body language or where their body language has been misunderstood.

### **Understanding Nonverbal Messages**

- Show Lecture Slide 17 or Resource Slides 13-14. Demonstrate several nonverbal signals and have students write down what they perceive to be their meanings.
- You might include some of the following: folded arms, raised eyebrows, scratching the head, hands on hips, shrug of shoulders, etc.
- Have students share their perceptions. Were there differences in what students perceived? Explain. How might those signals be interpreted differently when accompanied with various word messages?
- Have students complete Featured Assignment 6 in class to give them practice demonstrating and interpreting non-verbal signals.

### **Cultural Differences in Nonverbal Communication**

- Project Resource Slide 15 and ask students to consider how other cultures might react to nonverbal messages. Discuss the possible reactions and encourage students to share other examples.

- Have students complete Additional Assignment 4 and discuss in class.

### **Nonverbal Communication and Gender**

- Show Resource Slide 16. Discuss the differences between the communication styles of men and women. For instance in the United States
  - √ The male approach to tasks is confrontational and results oriented
  - √ The female method of working is collaborative and oriented toward concern for individuals
- Refer students to the feature box on page 32 in the text, Communication Differences between Men and Women, for a more detailed list.

## **LEARNING OBJECTIVE 5**

*Identify aspects of effective listening.*

### **Listening as a Communication Skill**

Because of its pervasive nature, listening should be a concern of other disciplines in addition to business communication. In the business communication course, listening instruction should be related to interpersonal and group communication and interviewing practices.

To emphasize that people may not listen as effectively as they think they do, administer the following listening test: (Test reprinted with permission of South Central Bell.)

Directions: Listen carefully because I will read each question only once. Use a pencil and paper to record the answer after each question has been read.

- √ *In the series of numbers “5–8–4–1–6,” the second number is 8.* Yes.
- √ *In the list of words “by-of-in-at-on,” the word beginning with “a” is “at”.* Yes.
- √ *In the list of names “Adam, Meredith, Timothy, Jack, Suzette,” which begins with a “J”?*  
Jack
- √ *In the series of numbers “8–1–9–5–3,” the third number is 9.* Yes.
- √ *Answer true or false to the following: In the list of words “below-go-snow-throw-flow,” the third word mentioned is “throw.”* False.
- √ *Multiply the number 9 by 2, subtract 3, add 10, and divide by 5. The answer is 5.* Yes.
- √ *Listen carefully to this statement: “Send five box tops with your name and address and 25 cents to Box 45, Denver, Colorado 80200, to receive the special gift offer.” The number of cents to be enclosed is 25.* Yes.

### **Listening for a Specific Purpose**

- Display Lecture Slide 19 and discuss the different types of listening.
- Discuss and give examples of the different reasons for listening:
  - √ To interact socially, such as talking with your colleagues about weekend plans.
  - √ To receive information, such as calling a vendor to obtain a price for an item.
  - √ To solve problems, such as discussing with your team members why work must be completed earlier than you had planned.
  - √ To share feelings with others, such as hearing how a co-worker is tired of the two-hour commute to work everyday.
- Assign Activity 1 and discuss in class.

### Poor Listening Habits

- Display Lecture Slide 20 listing poor listening habits.
- Show Resource Slide 18. Ask students to work in small groups to discuss a situation they have faced that provides evidence of bad listening habits. Ask each group what specific suggestions they could provide that would improve listening in this situation.
- Ask a member of each group to share the listening suggestions with the class. Use these presentations to lead into a class discussion of speaker and listener responsibilities.
- Lead students in a discussion of how to overcome bad listening habits.

### Suggestions for Effective Listening

- Show Lecture Slide 21. Discuss effective listening guidelines. To help students identify listening weaknesses and develop a plan for improvement. Refer students to page 37 in the textbook for a detailed tip list on being an effective listener.
- Emphasize the role Kinesics play in active listening. Remind students to pay attention to nonverbal messages, both as a sender and a receiver of a message and to stay physically and mentally involved.
- Assign Featured Assignment 1.

## CLASSROOM ACTIVITIES

1. **Identifying Appropriate Listening Styles:** *Identify a situation you have experienced that would be appropriate for each of the following listening styles: casual listening, listening for information, intensive listening, and empathetic listening. Describe how you could maximize your listening experience in each case.*

After reading student responses, summarize their suggestions for maximizing their own listening. Challenge each student to target several of the suggestions for personal implementation.

2. **Gestures:** *Separate into groups of three to five and take turns using particular gestures, facial expressions, and other body language. Members of the group not delivering the nonverbal communication should try to identify as many possible interpretations of the gesture as they can. Once all group members have had at least one turn, discuss which interpretations you found most surprising and how your individual perspective might be influencing your interpretation of someone else's body language.*

After small group discussions, have each group present one or two of their most surprising interpretations and how those might reflect individual perspective. Below are some further examples and their possible interpretations:

Nonverbal	Possible Meaning	Misinterpretation
Steeping hands propping arms on the table because tired	I am better than you.	Covering mouth with hand when talking
I think I have bad breath.	I am lying; I have no confidence.	Not making eye contact.
The sun is in my eyes.	I am lying; I am not confident.	Being the only one standing.
I need to stretch.	I have authority over you	



## REVIEW QUESTIONS & SUGGESTED ANSWERS

- 1. When a manager says to the sales staff, “Let’s try to make budget this year,” what are some of the possible metacommunications?**

Some possible metacommunications are as follows: “You didn’t make budget last year, but try to do it this year.” “I don’t have any confidence in your ability to make budget this year, but try anyway.” “The budget that upper management has given us is so ridiculous; I don’t expect you to make the budget. So don’t worry about it.”

- 2. What roles do culture and gender play in nonverbal communication?**

Nonverbal messages have different meanings from culture to culture, and men and women from the same culture typically exhibit different body language. Such nonverbal behaviors are learned through the example of others.

- 3. How is the activity of listening impacted by the particular situation?**

People satisfy a variety of purposes through listening, including social interaction, receiving of information, problem solving, and sharing of feelings. Each activity calls for a different style of listening.

- 4. Discuss six bad listening habits. Which do you think is the biggest challenge for you personally?**

Bad listening habits include faking attention, allowing disruptions, over listening, stereotyping, dismissing subjects as uninteresting, and failing to observe nonverbal aids. Personal responses of students will vary.

## FEATURED ASSIGNMENTS

- 1. *Listening in the Real World:*** Research and read a selection of three articles from the business or popular press about listening. Then outline a plan to improve your own listening skills and identify which suggestions (if any) from your articles you expect to be beneficial.

After reading student responses, summarize their suggestions for maximizing their own listening. Challenge each student to target several of the suggestions for personal implementation.

- 2. *Metacommunication:*** Keep a journal over a period of two to five days that records events involving metacommunication. Describe how each incident influences the understanding of the verbal message involved.

Form small groups and have students share their most interesting events. Compile a list and give a brief informal presentation to the class. Focus on misinterpretations and how they could have been avoided.

- 3. *Level of Influence:*** Consider the level of influence you feel you exert in your academic, personal, and professional relationships. What type of personal dominance (if any) do you

*think you most embody? Do you think influence can be learned, or is it something that you “just have?”*

Form small groups to discuss individual levels of influence. Ask members to rate one another based on their group interactions according to the four levels of personal dominance (Persuasiveness and poise, Conversational control and panache, Task focus, and self-assurance)

- 4. Six Persons in Relationship:** *Think about a relationship, either personal or professional, that you have with another person. Then write a short description based on the ideas of the six persons in the relationship. You will need to make assumptions about the thoughts of the other party, which can be an exercise in perspective. The concepts from which the six persons emerge are listed on pages 24–25 in the chapter.*

After reading the students’ descriptions, summarize the most common assumptions and discuss them with the class.

- 5. Assertive Communication:** Make a conscious effort to communicate assertively for an entire week. You should record instances when you felt you communicated assertively in a journal that describes each circumstance, how long the assertive speech lasted, the reaction of the person or people to whom you were speaking, and any other relevant data. Also indicate instances when you consciously tried to put the steps from the box “6 Steps to Communicating Assertively.”

After reading the student’s descriptions, summarize the most common steps taken and most common reactions. Discuss difficulties students found in assertive communication and whether or not they will continue to communicate assertively.

## ADDITIONAL ASSIGNMENTS

- 1. Communicating Nonverbally in a Job Interview:** *Locate an article on the internet or on one of your library’s databases that gives useful suggestions for ensuring that your nonverbal behavior in a job interview makes a favorable impression.*

Expand the list of recommended nonverbal messages and their interpretations. Share your list with the class, complete with demonstrations, in an informal presentation. Presentation formats will vary. Encourage students to be creative by setting up a mock job interview and having both the interviewer and interviewee exhibit positive and negative nonverbal behaviors during the interview. Or ask one group to model negative behaviors and the other to model positive behaviors.

Additions to the positive behavior list might include:

- ✓ Using a firm handshake—I am confident in myself and my abilities.
- ✓ Nodding and giving feedback while someone is talking—I am listening; I care about what you have to say.
- ✓ Wearing clean, well-pressed business attire with shoes that have been shined—this interview is important to me.

Additions to the negative behavior list might include:

- ✓ Standing while everyone else is sitting—I am better than you; I have authority over you.
- ✓ Talking with a hand over the mouth—I am lying; I am not confident in what I am saying.

- √ Biting fingernails—I am nervous or anxious.
- √ Looking at the door or a watch frequently—Hurry up! I have better things to do with my time.

- 2. *Locating Information on Nonverbal Communication in Other Cultures:*** *Locate one or more articles from library databases or the Internet that discuss nonverbal communication in various cultures. Compile a list of body language and behaviors that have different meanings among cultures. Discuss how ignorance of these differences might affect interpersonal communication.*

Encourage students to share their findings in small groups and compile a list of gestures that have different meanings. Have each group share one or two gestures with the class and discuss the various meanings.

- 3. *Communicating with Diverse Cultures:*** *Choose a culture that differs from your own then describe your beliefs, attitudes and perceptions about that culture. Now conduct internet research or interview someone from that culture to find out more about it and its values, beliefs and practices. After learning more about the culture, what misperceptions did you hold about it? How might this knowledge help you to improve your communication with people from this culture?*

Student responses to this assignment will vary depending upon the culture that is chosen, but they should provide a discussion of how differing values, beliefs and practices may affect communication. Encourage students to share their findings in small groups or with the class.

- 4. *Cultural Differences in Nonverbal Behaviors:*** *Choose a specific country, such as Argentina, Germany, India, or Thailand. Conduct internet research to find out more about the nonverbal behaviors of which a person doing business in that country should be aware and then summarize what you have learned.*

Student responses to this assignment will vary depending upon the country that is chosen, but they should provide a discussion of how differing values, beliefs and practices may affect communication. Student responses should more narrowly focus on how these cultural differences influence nonverbal behaviors and their meanings.

- 5. *Perceptions of Nonverbal Behaviors:*** *Find and observe a speaker. Good sources are television interviews or speeches or speeches on the internet or You-Tube. Identify and analyze the speaker's nonverbal communication. Describe how these nonverbal behaviors affected your perceptions of the speaker. For example, did you like the person? Why or why not? (Please remember to focus on his or her nonverbal communication.) Did you trust the person and believe what he or she had to say? Was he or she interesting? Why or why not?*

Student responses to this assignment will vary depending upon the speech that he or she observes. Nonverbal behaviors that might help to improve likeability could include smiling by the speaker, allowing his or her personality to show through in tone of voice, facial expressions and gestures, and trying to connect with the audience through eye contact, gestures and body language. Trust can be engendered through direct eye contact and an open rather than closed body position. Interest can be improved through similar nonverbal behaviors as those used to engender likeability.

## CASE ASSIGNMENT

### IS ANYONE LISTENING?

The ability to listen effectively is consistently rated as one of the most important skills necessary for success in the workplace. A survey of North American executives reveals that 80 percent believe that listening is one of the most important skills needed in the corporate environment. The same survey participants, however, also rated the skill as one of the most lacking. Effective listening is crucial to providing quality service, facilitating groups, training staff, improving teamwork, and supervising and managing for improved performance. In times of stress and change, effective listening is the cornerstone of workplace harmony, since it furthers interpersonal and intercultural understanding. Listening is more than just hearing. It is an interactive process that takes concentration and commitment.

Although listening is critical to our daily lives, it is taught and studied far less than the other three basic communication skills: reading, writing, and speaking. Overreliance on television and computers also contributes to our listening problems. Much of the trouble we have communicating with others is because of poor listening skills. Studies show that we spend about 80 percent of our waking hours communicating, and at least 45 percent of that time listening. Most people can benefit from improving their listening skills. You can arrive at a fairly accurate assessment of your listening skills by thinking about your relationships with the people in your life—your boss, colleagues, best friends, family. If asked, what would they say about how well you listen? Do you often misunderstand assignments, or only vaguely remember what people have said to you? If so, you may need to improve your listening skills. These suggestions may assist you in your listening improvement:

- Become aware of biases and filters that keep you from listening effectively.
- Identify the aspects of listening that you need to improve upon.
- Get comfortable with silence.
- Monitor your body language, facial expressions, and other nonverbal signals that might appear negative.
- Listen between words for feelings.
- Give signals that you are listening.
- Take notes.
- Hear people out before cutting in with your reply.
- Don't begin answers with "I."
- Learn to ask nonaggressive questions.
- Understand that listening does not mean agreeing.

Listening skills can have a dramatic effect on your personal and professional success. By listening, you get listened to. Listening builds relationships and wins trust.

Source: Salopek, J. J. (1999, September). Is anyone listening? *Training and Development*, 53(9), 58+.

### Questions

- 1. Tell why you are either a good or poor listener. Support your conclusion with reasons and/or evidence of one or more situations in which your listening was put to the test.**

Students should include information about poor listening and/or inappropriate styles of listening.

- 2. One of the sites you visited identified a plan for improving the listening skills of a negotiator. Prepare a similar plan for a position in your chosen career field (human resources manager, auditor, salesperson, etc.), adapting the points to fit the activities and expectations of the position.**

Students should incorporate guidelines for effective listening with adaptations that are appropriate for the selected career field.

- 3. Outline and implement a plan for improving your own listening skills. Your plan should include the following:**
  - (1) identification of your major listening weaknesses;**
  - (2) one or more strategies for overcoming each of the stated weaknesses;**
  - (3) activities or occasions in which you applied the corrective strategies, with dates and times; and**
  - (4) outcomes of your corrective strategies. Implement your plan for one week, or some other time period as specified by your instructor. Summarize in writing the results of your self-improvement project.**

Students' solutions will vary.

## **STUDENT HANDOUTS**

There are no handouts for Chapter 2.

## TEST BANK QUESTIONS

### TRUE/FALSE

1. In the Japanese culture, business people may consider direct eye contact disrespectful or aggressive.  
  
ANS: T                      PTS: 1                      DIF: Factual                      REF: p. 31  
OBJ: 2-4                      NAT: AACSB Communication
2. People constantly send meaning through kinesic communication which is expressed by nonverbal behavior.  
  
ANS: T                      PTS: 1                      DIF: Factual                      REF: p. 31  
OBJ: 2-4                      NAT: AACSB Communication
3. Lilly is told by her supervisor that she is doing a good job while his body language suggests he is distracted and in a hurry; she will tend to believe the verbal message more than the nonverbal.  
  
ANS: F                      PTS: 1                      DIF: Application                      REF: p. 30  
OBJ: 2-4                      NAT: AACSB Communication
4. The comment “I have never seen you look so lovely” may be perceived by listeners as containing a negative metacommunication.  
  
ANS: T                      PTS: 1                      DIF: Application                      REF: p. 29  
OBJ: 2-4                      NAT: AACSB Communication: Purpose
5. A manager who constantly emphasizes punctuality to subordinates arrives late to meetings. The nonverbal message will be more strongly believed by the subordinates.  
  
ANS: T                      PTS: 1                      DIF: Application                      REF: p. 30  
OBJ: 2-4                      NAT: AACSB Communication
6. Performance appraisal interviews between supervisors and employees frequently combine listening intensively and empathetic listening.  
  
ANS: T                      PTS: 1                      DIF: Application                      REF: p. 33-34  
OBJ: 2-5                      NAT: AACSB Communication
7. A student who is listening to instructions for a homework assignment should be using casual listening skills.  
  
ANS: F                      PTS: 1                      DIF: Application                      REF: p. 33-34  
OBJ: 2-5                      NAT: AACSB Communication

8. Listening commonly consumes more of a business employee's time than reading, writing, and speaking combined.

ANS: T                      PTS: 1                      DIF: Factual                      REF: p. 33  
OBJ: 2-5                      NAT: AACSB Communication

9. Effective listening involves nonverbal communication as well as possible verbal activity.

ANS: T                      PTS: 1                      DIF: Factual                      REF: p. 36  
OBJ: 2-5                      NAT: AACSB Communication

10. The typical adversarial male communication style engenders rapport while the typical collaborative female communication style demands respect.

ANS: F                      PTS: 1                      DIF: Factual                      REF: p. 32  
OBJ: 2-4                      NAT: AACSB Communication

11. A recent survey of North American executives showed that a large majority viewed skill in listening to be one of the most important skills needed in the corporate environment.

ANS: T                      PTS: 1                      DIF: Factual                      REF: p. 33  
OBJ: 2-5                      NAT: AACSB Communication

## MULTIPLE CHOICE

1. Janet tells Juan, "Don't be late for work." Janet's probable metacommunication is
- "I'm in charge here."
  - "You are frequently late for work and this is a warning."
  - "This is America, not Mexico."
  - No metacommunication appears in the statement.

ANS: B                      PTS: 1                      DIF: Application                      REF: p. 30  
OBJ: 2-4                      NAT: AACSB Communication: Purpose

2. All of the following statements about nonverbal messages are true EXCEPT
- Nonverbal messages cannot be avoided.
  - Nonverbal messages may be beneficial or harmful.
  - Nonverbal messages may be intentional or unintentional.
  - Nonverbal messages are consistent across cultures.

ANS: D                      PTS: 1                      DIF: Application                      REF: p. 30-31  
OBJ: 2-4                      NAT: AACSB Communication

3. Which of the following is NOT true of nonverbal communication?
- Nonverbal messages may be intentional or unintentional.
  - Nonverbal messages may have different meanings for different people.
  - Nonverbal messages can contradict the accompanying verbal message.
  - Nonverbal messages, though powerful, are less powerful than verbal messages.

ANS: D                      PTS: 1                      DIF: Application                      REF: p. 30-31  
OBJ: 2-4                      NAT: AACSB Communication

4. Robin, task force chair, tells team member Aaron "your proposed solution to *this* problem is great." Robin's probable metacommunication to Aaron is
- "You are the most intelligent member of this task force."
  - "Your idea is really not that good."
  - "You have previously expressed weak ideas."
  - "You have expressed consistently good ideas."

ANS: C                      PTS: 1                      DIF: Application      REF: p. 30  
OBJ: 2-4                      NAT: AACSB Communication: Purpose

5. A job applicant submits a résumé containing numerous spelling and grammatical errors. What nonverbal message is she most likely sending to the recruiter?
- She didn't care to do her very best.
  - She will be better in an interview.
  - She is a busy person.
  - None of the above.

ANS: A                      PTS: 1                      DIF: Application      REF: p. 30-31  
OBJ: 2-4                      NAT: AACSB Communication

6. You are a U.S. businessperson who has just completed a successful agreement with two Japanese clients. As a gesture of friendship, you pat the shoulders of your Japanese counterparts. How are they likely to react?
- Move in closer and "invade" your personal space.
  - Stiffen their bodies, as they consider such touching improper.
  - Smile, looking directly into your eyes.
  - Take both your hands in a warm handshake.

ANS: B                      PTS: 1                      DIF: Application      REF: p. 31-32  
OBJ: 2-4                      NAT: AACSB Communication

7. Which of the following is NOT a bad listening habit?
- Faking attention
  - Thinking ahead
  - Overlistening
  - All are bad listening habits

ANS: B                      PTS: 1                      DIF: Factual              REF: p. 35  
OBJ: 2-5                      NAT: AACSB Communication

8. Which of the following is appropriate etiquette when listening?
- Restate in your own words what you think the speaker has said.
  - Interrupt the speaker when a misstatement is made.
  - Frequently break eye contact with the speaker.
  - None of the above are appropriate listening etiquette.

ANS: A                      PTS: 1                      DIF: Application      REF: p. 36  
OBJ: 2-5                      NAT: AACSB Communication



9. Preeti is having a business lunch with Jose to discuss the downsizing of the manufacturing plant in South America. Preeti is expecting an important call on her cell phone during the lunch and answers her phone several times. Preeti is not listening attentively to Jose because of which of the following listening problems:
- Faking attention
  - Allowing disruptions
  - Overlistening
  - Stereotyping

ANS: B                      PTS: 1                      DIF: Application      REF: p. 35  
OBJ: 2-5                      NAT: AACSB Communication

10. Shanté is a new sales representative with Sensations, Inc. She attends a regional sales meeting, followed by a reception. She converses with three new sales people and an hour later she forgets their names. This is an example of which of the following bad listening habits?
- Faking attention: she pretends to listen but misses the message.
  - Empathetic listening: she is unable to be objective because her emotions are in the way.
  - Dismissing subjects as uninteresting: she is not interested in talking to the other new sales reps.
  - Failing to observe nonverbal aids: she does not take note of the body language of the sales reps.

ANS: A                      PTS: 1                      DIF: Application      REF: p. 35  
OBJ: 2-5                      NAT: AACSB Communication

11. An ultimate requirement of listening for information is that the listener
- is judgmental.
  - takes copious notes.
  - avoids focusing on nonverbal cues.
  - is able to separate fact from fiction and truth from untruth.

ANS: D                      PTS: 1                      DIF: Factual              REF: p. 36  
OBJ: 2-5                      NAT: AACSB Communication

12. As a student, you are concerned with making a good grade in your marketing class. However, instead of taking copious notes, you outline the major points and try to listen as much as possible. What type of listening are you engaged in?
- Casual listening
  - Listening for information
  - Intensive listening
  - Empathetic listening

ANS: B                      PTS: 1                      DIF: Application      REF: p. 33-34  
OBJ: 2-5                      NAT: AACSB Communication

13. You are the supervisor of an employee who is very upset about the promotion of his arch rival. You call him into your office and ask him to enlighten you on the reasons he is upset. What type of listening are you engaged in?
- Casual listening
  - Listening for information
  - Intensive listening
  - Empathetic listening

ANS: D                      PTS: 1                      DIF: Application      REF: p. 33-34  
OBJ: 2-5                      NAT: AACSB Communication

14. Which of the following facts makes listening difficult?
- The human ear is unable to keep up with the speech rate of most speakers.
  - Our minds process much faster than a speaker can talk.
  - The listener often thinks ahead to anticipate future points and evaluate the ideas heard.
  - Making written notes short circuits the listening activity.

ANS: B                      PTS: 1                      DIF: Application      REF: p. 35  
OBJ: 2-5                      NAT: AACSB Communication

15. A survey of North American executives about the importance of listening skill in the workplace showed
- it is one of the most important skills needed in the corporate environment and a strength of most employees.
  - it is a lesser necessary skill for employment and a strength of most employees.
  - it is minimally important to job success but among the most lacking skills among employees.
  - it is one of the most important skills needed in the corporate environment and is lacking in many employees.

ANS: D                      PTS: 1                      DIF: Factual              REF: p. 33  
OBJ: 2-5                      NAT: AACSB Communication

16. Which of the following is important for U.S. business people to remember when conducting international negotiations?
- Other cultures tend to place less emphasis on nonverbal behavior than do those from the U.S.
  - Those from Central American and Middle Eastern countries view the use of time more rigidly than do those from the U.S.
  - Negotiators from the U.S. are typically seen as passive.
  - Laws and ethics as well as customs vary considerably among countries.

ANS: D                      PTS: 1                      DIF: Application      REF: p. 31  
OBJ: 2-4                      NAT: AACSB Communication

17. Studies indicate that there are gender differences in computer-mediated communication (CMC). Which of the following is NOT true of these differences?
- Women using CMC with other women develop more disclosure.
  - Men using CMC with other men are more likely to use mild flaming.
  - Men develop more of a sense of community when using CMC.
  - Men are less satisfied with the CMC experience.

ANS: C                      PTS: 1                      DIF: Factual                      REF: p. 32-33  
OBJ: 2-4                      NAT: AACSB Communication

## SHORT ANSWER

1. In your performance appraisal of a new employee, you note that the employee seems to have difficulty following verbal instructions. As a part of your review, give the employee several suggestions for improving her listening.

ANS:

- Minimize distractions
- Get in touch with the speaker
- Use your knowledge of the speaker to your advantage
- Let the speaker know you are actively involved
- Do not interrupt the speaker
- Ask reflective questions that assess understanding
- Use probing prompts to direct the speaker
- Use lag time wisely

PTS: 1                      DIF: Factual                      REF: p. 36                      OBJ: 2-5  
NAT: AACSB Communication

## CASE

### 1. Negative Metacommunications

In the past few months, Rhamel has frequently called in sick to work. He has received medical treatment for a respiratory infection, but the infection continues to reoccur. He has missed several important deadlines and his sick leave is quickly dwindling. Rhamel's supervisor has been patient and supportive through this illness, but other employees have recently been asked to handle Rhamel's work in addition to their own workload. Some other co-workers have started to feel resentful and this is evident in their nonverbal communication with Rhamel when he is at work. Give two examples of negative metacommunication and three examples of kinesic messages that coworkers may communicate to Rhamel that express their frustration and resentment.

ANS:

Metacommunication examples can include comments such as:

- "Maybe you should go to another doctor who might solve this problem."
- "You need to take better care of yourself so that you are more resistant to sickness."
- "Maybe you could do some of your work at home when you can't come to the office."

These kinds of statements imply criticism of Rhamel's choice of his doctor, overall level of fitness, and other important choices he has made about his work and job.

Kinesic messages from disgruntled co-workers could include the following:

Visual--frowns, avoiding eye contact, ignoring Rhamel, and not engaging in friendly conversation.

Vocal--sarcasm, unfriendly tone, terse verbal exchange of job-related information. No expressed interest in Rhamel's physical condition and prolonged illness.

PTS: 1                      DIF: Application    REF: p. 30-31            OBJ: 2-4  
NAT: AACSB Reflective Thinking: Analysis|AACSB Communication