

## Chapter 2—Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills

### MULTIPLE CHOICE

1. Which of the following is an example of a soft skill?
  - a. Being able to work well as part of a team
  - b. Knowing how to engage in appropriate small talk at a business social function
  - c. Having good listening proficiency
  - d. All of these choices

ANS: D

	Feedback
<b>A</b>	All of these—being able to work well as part of a team, knowing how to engage in appropriate small talk at a business social function, and having good listening proficiency—are examples of soft skills. Other soft skills include oral and written communication skills, appropriate nonverbal behavior, and proper business etiquette.
<b>B</b>	All of these—being able to work well as part of a team, knowing how to engage in appropriate small talk at a business social function, and having good listening proficiency—are examples of soft skills. Other soft skills include oral and written communication skills, appropriate nonverbal behavior, and proper business etiquette.
<b>C</b>	All of these—being able to work well as part of a team, knowing how to engage in appropriate small talk at a business social function, and having good listening proficiency—are examples of soft skills. Other soft skills include oral and written communication skills, appropriate nonverbal behavior, and proper business etiquette.
<b>D</b>	All of these—being able to work well as part of a team, knowing how to engage in appropriate small talk at a business social function, and having good listening proficiency—are examples of soft skills. Other soft skills include oral and written communication skills, appropriate nonverbal behavior, and proper business etiquette.

PTS: 1

DIF: 3

REF: p. 39

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion

TOP: Becoming a Team Player in Professional Groups

TYP: Conceptual

2. Alexandra knows that her soft skills will be evaluated during her job interview. Which of the following skills should she practice to prepare for her interview?
  - a. Shaking hands appropriately
  - b. Exhibiting posture that shows confidence and professionalism
  - c. Speaking clearly and giving concise answers to interview questions
  - d. All of these choices

ANS: D

	Feedback
<b>A</b>	Etiquette expertise, nonverbal behavior, and oral communication skills are all examples of soft skills.
<b>B</b>	Etiquette expertise, nonverbal behavior, and oral communication skills are all examples of soft skills.
<b>C</b>	Etiquette expertise, nonverbal behavior, and oral communication skills are all examples of soft skills.
<b>D</b>	Etiquette expertise, nonverbal behavior, and oral communication skills are all examples

	of soft skills.
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PTS: 1                      DIF: 5                      REF: p. 39                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis  
 TOP: Becoming a Team Player in Professional Groups                      TYP: Application

3. Organizations form teams because teams are able to respond faster, demonstrate increased productivity, and
- are used extensively in every culture.
  - are proficient in using technology.
  - experience less hostility among team members.
  - make better decisions.

ANS: D

	Feedback
A	Although teams are used extensively throughout the world, they are not used in every culture.
B	Although team members may be proficient in using technology, that does not explain why organizations form teams.
C	Hostility among team members has nothing to do with the motivation for organizations to form teams.
D	One of the principal reasons that organizations form teams is that decisions made by teams are more accurate and effective because group members contribute different expertise and perspective.

PTS: 1                      DIF: 3                      REF: p. 40-41                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Preparing to Work With Groups and Teams                      TYP: Conceptual

4. Eric is part of a team developing a new product idea aimed at a specific target market. Because team members are located throughout the country, they don't meet in person. Instead, they use communication technology to collaborate on the project. Because members use technology to stay connected, Eric is part of a
- group.
  - cross-functional team.
  - virtual team.
  - self-directed team.

ANS: C

	Feedback
A	Eric and his colleagues are considered to be a virtual team, whose members use the Web and other communication technologies to help them exchange ideas; make decisions; and stay connected across space, time, and organization boundaries.
B	Eric and his colleagues are considered to be a virtual team, whose members use the Web and other communication technologies to help them exchange ideas; make decisions; and stay connected across space, time, and organization boundaries.
C	Eric and his colleagues are considered to be a virtual team, whose members use the Web and other communication technologies to help them exchange ideas; make decisions; and stay connected across space, time, and organization boundaries.
D	Eric and his colleagues are considered to be a virtual team, whose members use the Web and other communication technologies to help them exchange ideas; make decisions;

	and stay connected across space, time, and organization boundaries.
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PTS: 1                      DIF: 5                      REF: p. 41                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution                      TOP: Preparing to Work With Groups and Teams  
 TYP: Application

5. A task force charged with reducing overhead costs meets to define their roles and responsibilities and ways to reach the group's goals. Tension is fairly high among group members. The team is in the \_\_\_\_ phase of team development.
- forming
  - storming
  - norming
  - performing

ANS: B

	Feedback
A	During the forming phase of team development, individuals get to know each other.
B	In the storming phase of team development, members define their roles and responsibilities and often encounter conflict and tension.
C	When teams overcome initial tension and sort out their roles, they have progressed to the norming stage.
D	In the performing phase of team development, team members learn to share information and work together unhindered by conflicts.

PTS: 1                      DIF: 5                      REF: p. 43                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Preparing to Work With Groups and Teams                      TYP: Application

6. A committee has been formed to rewrite the company's mission statement. The committee members are just starting to get to know one another and are attempting to bond. What phase of team development are they experiencing?
- Forming
  - Storming
  - Norming
  - Performing

ANS: A

	Feedback
A	During the forming phase of team development, individuals get to know each other.
B	In the storming phase of team development, members define their roles and responsibilities and often encounter conflict.
C	In the norming phase of team development, roles clarify and information begins to flow among members.
D	In the performing phase of team development, team members learn to share information and work together unhindered by conflicts.

PTS: 1                      DIF: 5                      REF: p. 43                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

7. The most effective groups and teams have members who are willing to
- establish rules and abide by those rules.
  - do everything necessary to avoid conflict.
  - use e-mail and other technology to communicate.
  - let the group leader make all decisions.

ANS: A

	Feedback
A	The most effective groups have members who are willing to establish rules and abide by those rules.
B	The most effective groups have members who are willing to establish rules and abide by those rules.
C	The most effective groups have members who are willing to establish rules and abide by those rules.
D	The most effective groups have members who are willing to establish rules and abide by those rules.

PTS: 1

DIF: 3

REF: p. 44

OBJ: 2-2

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Analyzing Positive and Negative Team Behavior

TYP: Conceptual

8. Hannah has just been appointed to a committee and wants to be a positive member. Which of the following is the *best* advice you can give her?
- Ignore members who are being silent to show respect for them.
  - Tell a lot of jokes throughout the meeting to ease tensions.
  - Share her ideas with other team members, even if they might not be adopted.
  - Hannah should do all of these.

ANS: C

	Feedback
A	Encouraging quiet members to participate is positive team behavior.
B	Excessive joke-telling is negative team behavior.
C	Contributing information and ideas is positive team behavior.
D	Contributing information and ideas and encouraging quiet team members to participate are positive team behaviors, but excessive joke-telling is negative team behavior.

PTS: 1

DIF: 5

REF: p. 44

OBJ: 2-2

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Analyzing Positive and Negative Team Behavior

TYP: Application

9. Which of the following statements about conflict is *most* accurate?
- Conflict is a normal part of every workplace and every team.
  - Even when managed properly, conflict decreases group cohesiveness and increases tensions.
  - Conflict should be avoided because it destroys morale and reduces productivity.
  - Conflict is always negative.

ANS: A

	Feedback
A	Conflict is a normal part of every workplace and every team.
B	When managed properly, conflict can actually improve decision-making, clarify values, increase group cohesiveness, stimulate creativity, decrease tensions, and reduce dissatisfaction.
C	Although unresolved conflict can destroy morale and reduce productivity, conflict itself should not be avoided because, when managed properly, it can improve group performance.
D	Conflict is not always negative.

PTS: 1                      DIF: 3                      REF: p. 44                      OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Analyzing Positive and Negative Team Behavior                      TYP: Conceptual

10. During a meeting Matthew and Jennifer get into an argument about how to prepare a proposal. What is the *first* step they should take to try to resolve this conflict?
- Look for common ground.
  - Understand the other's point of view.
  - Listen carefully to make sure they understand the problem.
  - Show concern for the relationship.

ANS: C

	Feedback
A	The first step in the six-step procedure for dealing with conflict is to listen to make sure that you understand the problem.
B	The first step in the six-step procedure for dealing with conflict is to listen to make sure that you understand the problem.
C	The first step in the six-step procedure for dealing with conflict is to listen to make sure that you understand the problem.
D	The first step in the six-step procedure for dealing with conflict is to listen to make sure that you understand the problem.

PTS: 1                      DIF: 5                      REF: p. 44                      OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Analyzing Positive and Negative Team Behavior                      TYP: Application

11. Raymond has been appointed team leader of a group that will develop his company's five-year strategic plan. He wants to ensure that his team avoids groupthink. What should he do?
- Choose team members with similar backgrounds.
  - Develop systematic procedures for the team to follow.
  - Demand that his team make decisions quickly.
  - Make sure his team knows what outcomes he favors.

ANS: B

	Feedback
A	Having team members with similar backgrounds can lead to groupthink.
B	Having systematic procedures can help a team avoid groupthink.
C	Demanding quick decisions can lead to groupthink.
D	Having a strong leader who favors specific outcomes can lead to groupthink.

PTS: 1 DIF: 5 REF: p. 45 OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Analyzing Positive and Negative Team Behavior TYP: Application

12. A team must decide whether to adopt a new procedure for submitting expense claims. Team members have decided to continue their discussion until all team members have aired their opinions and, ultimately, agree. What method for reaching group decisions is this team using?
- Majority
  - Consensus
  - Authority rule with discussion
  - Averaging

ANS: B

	Feedback
A	When using the majority method, group members vote and a majority wins. This group is using the consensus method, which requires all group members to reach agreement.
B	This group is using the consensus method, which requires all group members to reach agreement.
C	Authority rule with discussion allows group members to voice their opinions but leaves the final decision to the group leader. This group is using the consensus method, which requires all group members to reach agreement.
D	Averaging requires that all team members haggle, bargain, cajole, and negotiate to reach a middle position. This group is using the consensus method, which requires all group members to reach agreement.

PTS: 1 DIF: 5 REF: p. 45 OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Analyzing Positive and Negative Team Behavior TYP: Application

13. A team of top-level executives is rewriting the company's bylaws. Because this decision will have far-reaching and long-term effects, members want to have the most creative, high-quality discussion possible. What group decision-making method should they use?
- Majority
  - Consensus
  - Authority rule with discussion
  - Averaging

ANS: B

	Feedback
A	With consensus the discussion continues until all team members have aired their opinions and, ultimately, agree. Although time-consuming, this group decision-making method produces the most creative, high-quality discussion.
B	With consensus the discussion continues until all team members have aired their opinions and, ultimately, agree. Although time-consuming, this group decision-making method produces the most creative, high-quality discussion.
C	With consensus the discussion continues until all team members have aired their opinions and, ultimately, agree. Although time-consuming, this group decision-making method produces the most creative, high-quality discussion.
D	With consensus the discussion continues until all team members have aired their

	opinions and, ultimately, agree. Although time-consuming, this group decision-making method produces the most creative, high-quality discussion.
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PTS: 1 DIF: 5 REF: p. 45 OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Analyzing Positive and Negative Team Behavior TYP: Application

14. Nadia is putting together a team to brainstorm product development ideas. Because she wants her team to be successful, the team should
- be as homogeneous as possible.
  - develop procedures to guide them.
  - avoid conflict.
  - be as large as possible, with at least ten members.

ANS: B

	Feedback
A	The most creative teams are composed of male and female members who differ in age, ethnicity, social background, training, and experience.
B	The best teams develop procedures to guide them.
C	Poorly functioning teams avoid conflict, preferring sulking, gossiping, or backstabbing.
D	A team with four or five members is optimal for many projects; larger groups have trouble interacting constructively.

PTS: 1 DIF: 5 REF: p. 46-48 OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Analyzing Positive and Negative Team Behavior TYP: Application

15. Sarah has agreed to be a team leader in her organization and wants to make sure that the team is ethically responsible. What advice would you give her?
- Make sure that the team represents her organization's view.
  - Respect the organization's privileged information.
  - Avoid advocating actions that would endanger members of society at large.
  - Sarah should do all of these as team leader.

ANS: D

	Feedback
A	Sarah should do all of these—make sure that the team represents her organization's views, respect the organization's privileged information, and avoid advocating actions that would endanger members of society at large.
B	Sarah should do all of these—make sure that the team represents her organization's views, respect the organization's privileged information, and avoid advocating actions that would endanger members of society at large.
C	Sarah should do all of these—make sure that the team represents her organization's views, respect the organization's privileged information, and avoid advocating actions that would endanger members of society at large.
D	Sarah should do all of these—make sure that the team represents her organization's views, respect the organization's privileged information, and avoid advocating actions that would endanger members of society at large.

PTS: 1 DIF: 5 REF: p. 48 OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork | AACSB: Tier 1 - Ethics | AACSB: Tier 2 - Personal, Corporate, Legal, Ethical responsibilities TOP: Analyzing Positive and Negative Team Behavior  
 TYP: Application

16. Select the *most* accurate statement about meetings.
- Most people look forward to meetings.
  - Meetings should be viewed as opportunities to demonstrate leadership, communication, and problem-solving skills.
  - Because of advances in technology, the number of face-to-face business meetings is declining rapidly.
  - Meetings are an excellent way to communicate information that does not require immediate feedback.

ANS: B

	Feedback
A	Many people think meetings waste time and accomplish nothing.
B	Although meetings are often time-consuming, they can also be looked upon as opportunities to demonstrate leadership, communication, and problem-solving skills.
C	As business becomes more team-oriented and management becomes more participatory, people are attending more meetings than ever.
D	E-mail messages, memos, or letters should be used to communicate information that does not require immediate feedback.

PTS: 1 DIF: 3 REF: p. 48-49 OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
 TOP: Planning and Participating in Face-to-Face Workplace Meetings  
 TYP: Conceptual

17. Allan manages the Human Resources Department for his company. The due dates for payroll reports will be changing slightly, and he needs to communicate this information to all company managers. Allan should
- send an e-mail or text message to inform the management staff.
  - prepare an agenda and call a meeting.
  - consult key people to help him decide whether to call a meeting.
  - use the grapevine to convey the message.

ANS: A

	Feedback
A	Meetings should not be called to distribute information. An e-mail or text message would be most efficient to inform managers.
B	Meetings should not be called to distribute information. An e-mail or text message would be most efficient to inform managers.
C	Meetings should not be called to distribute information. An e-mail or text message would be most efficient to inform managers.
D	Meetings should not be called to distribute information. An e-mail or text message would be most efficient to inform managers.

PTS: 1 DIF: 5 REF: p. 49 OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 -



Communication | AACSB: Tier 2 - Meetings | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Asynchronous messaging

TOP: Planning and Participating in Face-to-Face Workplace Meetings

TYP: Application

18. Tracey is planning a meeting to develop a new procedure for handling employee grievances. How many participants should she invite?
- At least one representing each of the company's 16 departments
  - Five or fewer
  - Ten or fewer
  - 30 or fewer

ANS: B

	Feedback
A	When decisions need to be made, the best number is five or fewer participants.
B	When decisions need to be made, the best number is five or fewer participants.
C	When decisions need to be made, the best number is five or fewer participants.
D	When decisions need to be made, the best number is five or fewer participants.

PTS: 1

DIF: 5

REF: p. 49

OBJ: 2-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings

TOP: Planning and Participating in Face-to-Face Workplace Meetings

TYP: Application

19. Which of the following statements about meeting agendas is *most* accurate?
- An agenda of meeting topics should be distributed at least ten days before the meeting.
  - An agenda should include as many items as necessary to accomplish your purpose.
  - An agenda should not include an allotment of time for each agenda item because doing so can make a meeting too regimented.
  - The agenda should include any premeeting preparation expected of participants.

ANS: D

	Feedback
A	At least two days in advance of a meeting, distribute an agenda of topics to be discussed.
B	To keep meetings productive, limit the number of agenda items.
C	An agenda should include a proposed time allotment for each item.
D	An agenda should include any reports or materials that participants should read in advance.

PTS: 1

DIF: 3

REF: p. 50

OBJ: 2-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings

TOP: Planning and Participating in Face-to-Face Workplace Meetings

TYP: Conceptual

20. Deborah will be leading a committee meeting and wants to make sure it is effective and efficient. What should Deborah do to get the meeting started?
- Wait until all participants arrive before beginning the meeting.
  - Give a quick recap to anyone who arrives late.
  - Go over ground rules at the beginning of the meeting.

d. Deborah should do all of these.

ANS: C

	Feedback
A	Meetings should start on time even if some participants are missing.
B	To avoid resentment, don't give a quick recap to anyone arriving late.
C	Deborah should open the meeting with a three- to five-minute introduction that includes the ground rules to be covered.
D	Deborah should open the meeting with a three- to five-minute introduction that includes the ground rules to be covered.

PTS: 1

DIF: 5

REF: p. 51

OBJ: 2-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings

TOP: Planning and Participating in Face-to-Face Workplace Meetings

TYP: Application

21. Sandra is leading a meeting and wants to make sure that they stick to the agenda and end on time. What should she do to move the meeting along?
- As the leader, she should say as much as possible during the meeting.
  - Generate a list of important but divergent topics that should be discussed later.
  - Not worry so much about time; the most important thing is to make sure that all agenda items are discussed fully.
  - Kick anyone out who monopolizes the conversation.

ANS: B

	Feedback
A	The leader should say as little as possible during the meeting.
B	Sandra should generate a "Parking List" list, which is a list of important but divergent topics that should be discussed later.
C	It is important to adhere to the agenda and the time schedule.
D	Sandra should deal tactfully with anyone who is monopolizing the conversation, but she should not remove the person from the meeting.

PTS: 1

DIF: 5

REF: p. 52

OBJ: 2-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings

TOP: Planning and Participating in Face-to-Face Workplace Meetings

TYP: Application

22. Miguel has been invited to attend his first sales meeting and wants to be an active and productive member from the very beginning. Which of the following should he do to make a good impression?
- Keep his cell phone on so that he doesn't miss an important call during the meeting.
  - Come prepared to the meeting by doing any preliminary work required.
  - Use body language to show whether he's bored; the meeting leader will appreciate his honesty.
  - Wait to share his views after the meeting so that the meeting can move along efficiently.

ANS: B

	Feedback
A	Cell phones should be turned off during meetings so that participants can pay attention.

<b>B</b>	Come prepared to a meeting by doing any preliminary work and studying the agenda.
<b>C</b>	Participants should use positive body language during a meeting.
<b>D</b>	It's important to express your views in the meeting, not after.

PTS: 1                      DIF: 3                      REF: p. 52                      OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
 TOP: Planning and Participating in Face-to-Face Workplace Meetings  
 TYP: Conceptual

23. Which of the following statements about ending a meeting is *most* accurate?
- The meeting should not end until all agenda items have been fully discussed.
  - If minutes are taken, they should be distributed at the next meeting.
  - Because all participants should be responsible for paying attention during the meeting, a summary at the end of the meeting would be a waste of time.
  - No one should leave the meeting without a full understanding of what was accomplished.

ANS: D

	<b>Feedback</b>
<b>A</b>	Meetings should end on time, even if all agenda items have not yet been discussed.
<b>B</b>	If minutes are taken, they should be distributed within a couple of days after the meeting.
<b>C</b>	At the end of the meeting, the leader should summarize what has been decided, discuss action items, and establish a schedule for completion.
<b>D</b>	No one should leave the meeting without a full understanding of what was accomplished.

PTS: 1                      DIF: 3                      REF: p. 52-53                      OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
 TOP: Planning and Participating in Face-to-Face Workplace Meetings  
 TYP: Conceptual

24. Which of the following statements about virtual meetings is *most* accurate?
- Virtual meetings are rare in today's workplace.
  - It is almost impossible to exchange ideas, brainstorm, build consensus, or develop personal relationships virtually.
  - Two of the most significant reasons for the shift to virtual meetings are saving travel costs and reducing employee fatigue.
  - Virtual meetings are generally held to coordinate team activities but not for any other purposes.

ANS: C

	<b>Feedback</b>
<b>A</b>	One of the major trends in today's workplace is the rise of virtual meetings instead of face-to-face meetings.
<b>B</b>	Instead of meeting face-to-face, people in today's workplaces have found ways to exchange ideas, brainstorm, build consensus, and develop personal relationships virtually.
<b>C</b>	Saving travel costs and reducing employee fatigue are significant reasons for shifting to virtual meetings.
<b>D</b>	Virtual meetings have many purposes, including training employees, making sales

	presentations, coordinating team activities, and talking with customers.
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PTS: 1 DIF: 3 REF: p. 53 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Conceptual

25. Angelina uses her computer to access an online meeting room where she takes part in meetings with her department members. In this meeting room, participants are able to present PowerPoint slides and Word documents, share spreadsheets, demonstrate products, visit Web pages, and use a white board. Angelina and her colleagues are using what type of collaboration technology?
- Audioconferencing
  - Web conferencing
  - Instant messaging
  - A blog

ANS: B

	Feedback
A	Audioconferencing involves one or two people who confer with others by telephone. Angelina and her colleagues are using Web conferencing.
B	Angelina and her colleagues are using Web conferencing.
C	Instant messaging allows users to deliver messages immediately and directly to the receiver's desktop. Angelina and her colleagues are using Web conferencing.
D	A blog is an interactive online journal. Angelina and her colleagues are using Web conferencing.

PTS: 1 DIF: 5 REF: p. 54-55 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Definition

26. Devon is responsible for planning a virtual meeting. What should he do before the meeting takes place to ensure that it is productive?
- Make sure the technology being used is accessible to all meeting participants.
  - Set the meeting time using Coordinated Universal Time (UTC).
  - Encourage members to log on 15 minutes early.
  - Devon should do all of these.

ANS: D

	Feedback
A	Devon should do all of these—make sure the technology is accessible to all meeting participants, set the meeting time using UTC, and encourage members to log on 15 minutes early. In addition, he should provide any necessary training, decide what language will be used, and distribute any materials that will be shared.
B	Devon should do all of these—make sure the technology is accessible to all meeting participants, set the meeting time using UTC, and encourage members to log on 15 minutes early. In addition, he should provide any necessary training, decide what language will be used, and distribute any materials that will be shared.
C	Devon should do all of these—make sure the technology is accessible to all meeting

	participants, set the meeting time using UTC, and encourage members to log on 15 minutes early. In addition, he should provide any necessary training, decide what language will be used, and distribute any materials that will be shared.
<b>D</b>	Devon should do all of these—make sure the technology is accessible to all meeting participants, set the meeting time using UTC, and encourage members to log on 15 minutes early. In addition, he should provide any necessary training, decide what language will be used, and distribute any materials that will be shared.

PTS: 1 DIF: 3 REF: p. 56 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Conceptual

27. Elizabeth will be taking charge of her first virtual meeting. What should she do to make sure all participants are collaborating successfully during the meeting?
- Use complex language to get her points across.
  - When presenting, she should project an upbeat, enthusiastic, strong voice.
  - Do most of the talking to reduce confusion.
  - Ask leading questions such as "Does everyone agree?" to keep the meeting moving along.

ANS: B

	Feedback
<b>A</b>	Elizabeth should be as precise as possible, giving examples and using simple language.
<b>B</b>	Without eye contact and nonverbal cues, the best way to keep the attention of the audience is through a powerful voice.
<b>C</b>	Participants will lose interest if the leader is the only one talking; therefore, Elizabeth should encourage dialogue by asking questions of specific people.
<b>D</b>	Leaders should avoid asking leading questions such as "Does everyone agree?"

PTS: 1 DIF: 3 REF: p. 57-58 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Conceptual

28. Which of the following statements about listening is *most* accurate?
- Listening is a hard skill that employers seek when looking for well-rounded candidates who can be hired and promoted.
  - Three quarters of high-quality communication involves listening.
  - Everyone knows how to listen because listening is an automatic response to noise.
  - Listening skills become less important as one moves up the career ladder.

ANS: B

	Feedback
<b>A</b>	Listening is a soft skill, not a hard skill.
<b>B</b>	Three quarters of high-quality communication involves listening.
<b>C</b>	Listening is not an automatic response to noise.
<b>D</b>	Good listeners make good managers, and good listeners advance more rapidly in their organizations. Executives can spend 60 to 70 percent of their communication time

PTS: 1                      DIF: 3                      REF: p. 58                      OBJ: 2-5  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns                      TOP: Listening in the Workplace  
 TYP: Conceptual

29. Experts say that we ignore, forget, distort, or misunderstand
- less than 10 percent of everything we hear.
  - 25 percent of everything we hear.
  - 50 percent of everything we hear.
  - 75 percent of everything we hear.

ANS: D

	Feedback
A	Experts say that we listen at only 25 percent efficiency. In other words, we ignore, forget, distort, or misunderstand 75 percent of everything we hear.
B	Experts say that we listen at only 25 percent efficiency. In other words, we ignore, forget, distort, or misunderstand 75 percent of everything we hear.
C	Experts say that we listen at only 25 percent efficiency. In other words, we ignore, forget, distort, or misunderstand 75 percent of everything we hear.
D	Experts say that we listen at only 25 percent efficiency. In other words, we ignore, forget, distort, or misunderstand 75 percent of everything we hear.

PTS: 1                      DIF: 3                      REF: p. 58                      OBJ: 2-5  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns                      TOP: Listening in the Workplace  
 TYP: Conceptual

30. Several factors may cause poor listening habits. Which of the following is *not* one of these factors?
- Lack of training
  - Large number of competing sounds and stimuli in our lives
  - Physical hearing disability
  - Ability to process speech faster than others can speak

ANS: C

	Feedback
A	Factors that lead to ineffective listening skills include lack of training, the large number of competing sounds and stimuli in our lives, and the ability to process speech faster than others can speak.
B	Factors that lead to ineffective listening skills include lack of training, the large number of competing sounds and stimuli in our lives, and the ability to process speech faster than others can speak.
C	Factors that lead to ineffective listening skills include lack of training, the large number of competing sounds and stimuli in our lives, and the ability to process speech faster than others can speak.
D	Factors that lead to ineffective listening skills include lack of training, the large number of competing sounds and stimuli in our lives, and the ability to process speech faster than others can speak.

PTS: 1                      DIF: 3                      REF: p. 58                      OBJ: 2-5  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns                      TOP: Listening in the Workplace

TYP: Conceptual

31. Jonathan was just hired as a human resources assistant and wants to make a good impression in his new position. What should he do when listening to his supervisor?
- Don't ask questions because doing so may make him look ignorant.
  - Show his interest by leaning forward and striving for good eye contact.
  - Feel free to answer the phone if he receives a call to show how busy he is.
  - Rely on his memory for the details rather than take notes to show how sharp he is.

ANS: B

	Feedback
A	Don't be afraid to ask pertinent or even "dumb" questions if they ensure your completing a job correctly the first time.
B	A listener can show interest in what the speaker has to say by leaning forward slightly and maintaining good eye contact.
C	Don't be tempted to answer phone calls or to complete another task while listening to another person.
D	Take notes rather than rely on your memory.

PTS: 1

DIF: 5

REF: p. 59

OBJ: 2-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 -

Communication | AACSB: Tier 2 - Patterns

TOP: Listening in the Workplace

TYP: Application

32. Christina spends a lot of time listening to her colleagues during meetings. Because she must remember what they say, she is always careful to identify main ideas and recognize the purpose of their messages. Christina is engaging in
- discriminative listening.
  - critical listening.
  - lag time.
  - efficiency listening.

ANS: A

	Feedback
A	Christina is engaging in discriminative listening, which enables her to understand and remember what she is hearing. When engaging in discriminative listening, you must identify main ideas, understand logical arguments, and recognize the purpose of the message.
B	Christina is engaging in discriminative listening, which enables her to understand and remember what she is hearing. When engaging in discriminative listening, you must identify main ideas, understand logical arguments, and recognize the purpose of the message.
C	Christina is engaging in discriminative listening, which enables her to understand and remember what she is hearing. When engaging in discriminative listening, you must identify main ideas, understand logical arguments, and recognize the purpose of the message.
D	Christina is engaging in discriminative listening, which enables her to understand and remember what she is hearing. When engaging in discriminative listening, you must identify main ideas, understand logical arguments, and recognize the purpose of the message.

PTS: 1

DIF: 5

REF: p. 59

OBJ: 2-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns TOP: Listening in the Workplace  
TYP: Application

33. Which of the following statements about listening to customers is *least* accurate?
- Listening to customers can result in increased sales and profitability.
  - Companies should hire employees who already possess good listening skills because training employees in this area is usually ineffective.
  - As the U.S. economy becomes increasingly service oriented, customer service becomes even more important.
  - Listening can be a strong customer acquisition and retention tool.

ANS: B

	Feedback
A	Listening to customers can result in increased sales and profitability.
B	Although smart companies begin by hiring employees who genuinely care about customers, organizations also train their employees to listen actively and to ask gentle, probing questions to ensure clear understanding.
C	As the U.S. economy becomes increasingly service oriented, customer service becomes even more important.
D	Listening is an acknowledgment of caring and is a potent customer acquisition and retention tool.

PTS: 1 DIF: 3 REF: p. 59 OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns TOP: Listening in the Workplace  
TYP: Conceptual

34. Cameron is a customer service representative and has just gone through training to improve his listening skills. Which of the following skills was he *most* likely taught that will make him a better listener?
- Mentally criticize grammar, voice, tone, and speaking style to get a better sense of what the customer is like.
  - If you already know what the answer is, you can tune out some of what the customer is saying.
  - Remain silent for a few seconds after a customer finishes to be sure the thought is completed.
  - Because listening is automatic, you can divide your attention among two or more tasks to be more productive.

ANS: C

	Feedback
A	Trained listeners pay most attention to content, not to surface issues such as grammar, voice, tone, and speaking style.
B	Trained listeners defer judgment and listen completely, trying to understand every nuance of what the customer is saying.
C	Trained listeners remain silent for a few minutes after a customer finishes to be sure the thought is completed.
D	Trained listeners do one thing at a time, realizing that listening is a full-time job.

PTS: 1 DIF: 5 REF: p. 60-62 OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 -



35. Molly wants to become a better listener in the workplace. Which of the following is the *best* technique she can do to improve her listening skills?
- Don't maintain direct eye contact because doing so may distract the speaker.
  - Interrupt whenever she has an opinion on the topic to share with her speaker.
  - Rephrase and summarize the speaker's message in her own words.
  - Avoid asking any questions because doing so may distract the speaker.

ANS: C

	Feedback
A	Show that you are listening closely by leaning forward and maintaining eye contact with the speaker.
B	While someone else is speaking, don't interrupt with a quick reply or opinion.
C	To make sure you understand a speaker, rephrase and summarize a message in your own words.
D	Good listeners wait for the proper moment and then ask questions.

PTS: 1                      DIF: 5                      REF: p. 60-62                      OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 -  
Communication | AACSB: Tier 2 - Patterns                      TOP: Listening in the Workplace  
TYP: Application

36. In listening to nonnative speakers in the workplace, you should *not* show impatience, finish sentences, judge accented speech negatively, or
- correct grammar and pronunciation.
  - smile or maintain eye contact.
  - tell the speaker you're having trouble understanding.
  - all of these choices.

ANS: A

	Feedback
A	Listening to nonnative speakers requires patience and the willingness to avoid judging accented speech negatively, as well as avoiding pretending to listen. It's perfectly all right to tell a speaker that you're having a little difficulty understanding.
B	Listening to nonnative speakers requires patience and the willingness to avoid judging accented speech negatively, as well as avoiding pretending to listen. It's perfectly all right to tell a speaker that you're having a little difficulty understanding.
C	Listening to nonnative speakers requires patience and the willingness to avoid judging accented speech negatively, as well as avoiding pretending to listen. It's perfectly all right to tell a speaker that you're having a little difficulty understanding.
D	Listening to nonnative speakers requires patience and the willingness to avoid judging accented speech negatively, as well as avoiding pretending to listen. It's perfectly all right to tell a speaker that you're having a little difficulty understanding.

PTS: 1                      DIF: 3                      REF: p. 61                      OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 -  
Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural  
imperatives                      TOP: Listening in the Workplace                      TYP: Conceptual

37. Which of the following is *not* a form of nonverbal communication?

- a. The appearance of a business document
- b. Showing up late for a job interview
- c. The adjectives used in a sales letter
- d. Raising one's voice when angry or frustrated

ANS: C

	Feedback
A	The appearance of a business document sends a nonverbal message.
B	Showing up late for a job interview sends a nonverbal message.
C	The adjectives used in a sales letter send a verbal message.
D	Raising one's voice when angry or frustrated sends a nonverbal message.

PTS: 1                      DIF: 3                      REF: p. 64-67                      OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages                      TYP: Conceptual

38. Isabella has a habit of giving a thumbs-up sign every time she agrees with something. This functions as what type of nonverbal message?
- a. To complement and illustrate
  - b. To replace and substitute
  - c. To control and regulate
  - d. To reinforce and accentuate

ANS: B

	Feedback
A	Giving a thumbs-up sign to show agreement functions as a way to replace and substitute.
B	Giving a thumbs-up sign to show agreement functions as a way to replace and substitute.
C	Giving a thumbs-up sign to show agreement functions as a way to replace and substitute.
D	Giving a thumbs-up sign to show agreement functions as a way to replace and substitute.

PTS: 1                      DIF: 5                      REF: p. 63                      OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages                      TYP: Application

39. Jose is describing his new iPhone and uses his thumb and forefinger to demonstrate how thin it is. Jose's action functions to
- a. complement and illustrate.
  - b. replace and substitute.
  - c. control and regulate the situation.
  - d. contradict.

ANS: A

	Feedback
A	Jose's gesture is used to complement and illustrate by providing details for a verbal message.

<b>B</b>	Jose's gesture is used to complement and illustrate by providing details for a verbal message.
<b>C</b>	Jose's gesture is used to complement and illustrate by providing details for a verbal message.
<b>D</b>	Jose's gesture is used to complement and illustrate by providing details for a verbal message.

PTS: 1 DIF: 5 REF: p. 63 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages TYP: Application

40. Select the *most* accurate statement about eye contact.
- Communicators consider the eyes to be the most accurate predictor of a speaker's true feelings and attitudes.
  - Nonverbal cues, including eye contact, have identical meanings in most cultures.
  - Sustained eye contact signifies fear or stress.
  - Eye contact cannot be learned; it's an innate trait.

ANS: A

	<b>Feedback</b>
<b>A</b>	Communicators consider the eyes to be the most accurate predictor of a speaker's true feelings and attitudes.
<b>B</b>	Use of eye contact conveys different meanings in different cultures.
<b>C</b>	Sustained eye contact suggests trust and admiration; brief eye contact signifies fear or stress.
<b>D</b>	Eye contact is a learned skill.

PTS: 1 DIF: 3 REF: p. 64 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages TYP: Conceptual

41. Which of the following statements about nonverbal communication is the *least* accurate?
- Very few people can control their facial expressions well enough to control the nonverbal messages they send.
  - Standing up straight can make a person look arrogant.
  - The way you organize your office tells others something about you and your objectives.
  - Arriving late repeatedly to meetings can communicate that you are self-centered or have little self-discipline.

ANS: B

	<b>Feedback</b>
<b>A</b>	Few people can control their facial expressions well enough to control the nonverbal messages they send.
<b>B</b>	Erect posture sends a message of confidence, competence, diligence, and strength.
<b>C</b>	How we arrange objects in the space around us tells others something about us and our objectives.
<b>D</b>	If you arrive late repeatedly to meetings, you may be communicating that you are self-centered, give the meeting low priority, or have little self-discipline.

PTS: 1 DIF: 3 REF: p. 64-65 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages TYP: Conceptual

42. When your department head Ms. Kruse arranges chairs informally in a circle during a meeting, what kind of message is she sending?
- A nonverbal message that she is encouraging an open, egalitarian exchange of ideas
  - A nonverbal message that she prefers to be separated from others
  - A nonverbal and verbal message regarding her aloofness and preference for restricted communication
  - A verbal message that she is wary of visitors and indifferent to communication

ANS: A

	Feedback
A	The nonverbal message being sent by Ms. Kruse is that she has a desire for a more open, egalitarian exchange of ideas.
B	The nonverbal message being sent by Ms. Kruse is that she has a desire for a more open, egalitarian exchange of ideas.
C	The nonverbal message being sent by Ms. Kruse is that she has a desire for a more open, egalitarian exchange of ideas.
D	The nonverbal message being sent by Ms. Kruse is that she has a desire for a more open, egalitarian exchange of ideas.

PTS: 1 DIF: 5 REF: p. 65 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages TYP: Application

43. Which of the following sends the *least* positive nonverbal message?
- An employee wears clothing to work that covers her tattoos.
  - A job candidate arrives for an interview dressed in a conservative charcoal gray business suit.
  - An employee sends an e-mail message to her colleagues that contains several misspellings and grammatical errors.
  - A job candidate uses a high-quality printer to make copies of her résumé and cover letter.

ANS: C

	Feedback
A	Because the nonverbal messages that tattoos send can hurt someone's professional career, it is best to keep them covered at work.
B	A job candidate arriving who dresses in a conservative charcoal gray business suit for the job interview is sending a positive nonverbal message.
C	Sending an e-mail message full of errors conveys the nonverbal message that the writer doesn't care enough to take the time to make the message read well or look good, which immediately causes the receiver to doubt the credibility of the sender.
D	A job candidate using a high-quality printer to make copies of his or her résumé and cover letter is sending a positive nonverbal message.

PTS: 1 DIF: 5 REF: p. 65-67 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns

44. Which of the following is the *most* accurate statement about casual apparel in the workplace?
- Casual dress has become the norm in today's workplace.
  - Casual dress policies have led to reduced productivity and lax behavior in some workplaces.
  - If you're competent, it doesn't matter what you wear.
  - When meeting customers, dress down to make them feel superior.

ANS: B

	Feedback
A	Some surveys suggest that the pendulum today seems to be swinging back to more conservative attire in the workplace.
B	Relaxed dress codes lead to reduced productivity, lax behavior, absenteeism, tardiness, and flirtatious behavior.
C	The authority and credibility of casually attired executives are often undermined.
D	When meeting customers, dress as well as or better than they do.

PTS: 1

DIF: 3

REF: p. 66-67

OBJ: 2-6

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns

TOP: Communicating Through Nonverbal Messages

TYP: Application

45. Which of the following is an effective way to improve your nonverbal communication skills?
- Ignore facial expressions and body language; instead, focus only on the verbal message.
  - Ask friends and family members to give you feedback on your nonverbal behavior.
  - Try to avoid associating with people from diverse cultures since you might misunderstand their nonverbal messages.
  - All of these choices.

ANS: B

	Feedback
A	Watch facial expressions and body language carefully to understand the complete message being communicated.
B	Ask friends and family members to monitor your conscious and unconscious body movements and gestures to help you become a more effective communicator.
C	Associate with people from diverse cultures to widen your knowledge of intercultural nonverbal messages.
D	Ask friends and family members to monitor your conscious and unconscious body movements and gestures to help you become a more effective communicator.

PTS: 1

DIF: 3

REF: p. 67

OBJ: 2-6

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns

TOP: Communicating Through Nonverbal Messages

TYP: Conceptual

46. Which of the following statements about manners and business etiquette is *most* accurate?
- Good manners and professional demeanor are hard skills that employers value in employees.
  - Because you aren't born with the ability to be courteous, civil, and professional, learning these skills is difficult.
  - Employers are more likely to hire and promote someone who is courteous and

- professional.
- d. All of these choices are accurate statements.

ANS: C

	Feedback
A	Good manners and professional demeanor are soft skills that employers value in employees.
B	You can learn how to be courteous, civil, and professional.
C	Employers are far more likely to hire and promote someone who is courteous and professional than one who lacks these skills and traits.
D	Employers are far more likely to hire and promote someone who is courteous and professional than one who lacks these skills and traits.

PTS: 1 DIF: 3 REF: p. 68 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Conceptual

47. Which of the following is the *best* advice for sending professional e-mails on the job?
- Use complete sentences and proper punctuation.
  - Use IM abbreviations to make your messages more concise.
  - Check grammar and spelling only when sending external messages to save time and increase productivity.
  - Use a lot of exclamation points to show your enthusiasm.

ANS: A

	Feedback
A	Use complete sentences and proper punctuation in all e-mail messages.
B	Avoid using IM abbreviations because receivers might not recognize them.
C	All e-mail messages should be correct to show you care and are knowledgeable.
D	Using a lot of exclamation points makes business e-mail messages look unprofessional.

PTS: 1 DIF: 3 REF: p. 68 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Asynchronous messaging  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Conceptual

48. Kelly is about to start her first full-time job after earning her degree and wants to appear as professional as possible. What advice would you give her?
- Change her current e-mail address, which is KellyIsSmokingHot@yahoo.com, to something more businesslike.
  - Use her cell phone only when conversations can be private.
  - Avoid texting during meetings.
  - All of these choices will help Kelly appear more professional.

ANS: D

	Feedback
A	All of these will help Kelly appear more professional.

<b>B</b>	All of these will help Kelly appear more professional.
<b>C</b>	All of these will help Kelly appear more professional.
<b>D</b>	All of these will help Kelly appear more professional.

PTS: 1 DIF: 5 REF: p. 68 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Application

49. Which of the following is the *most* accurate statement about etiquette and civility in today's workplace?
- Etiquette is not as important in today's fast-paced, high-tech offices.
  - Most people don't mind rudeness or poor manners because they make the workplace more interesting.
  - Bad manners and incivility are rare in today's workplace.
  - Etiquette is more about attitude than about formal rules of behavior.

ANS: D

	Feedback
<b>A</b>	Even in today's fast-paced, high-tech offices, awareness of courtesy and etiquette can give you a competitive edge.
<b>B</b>	People prefer an agreeable work environment to one that is rude and uncivil.
<b>C</b>	As workloads increase and face-to-face meetings decline, bad manners and incivility are becoming alarmingly common in the American workplace.
<b>D</b>	Etiquette is more about attitude than about formal rules of behavior. Attitude is a desire to show others consideration and respect.

PTS: 1 DIF: 3 REF: p. 69 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Conceptual

50. Daniel will be starting a new job soon and wants to exhibit proper business etiquette in his new workplace. What is the *best* advice you can give him?
- Agree with everyone with whom he interacts.
  - Talk about his personal relationships and finances as a way to appear human and to establish relationships with other employees.
  - Send written thank-you notes to express sincere appreciation and praise.
  - Tell as many jokes as possible to put his colleagues at ease.

ANS: C

	Feedback
<b>A</b>	You don't have to agree with everyone, but you should respect other people's opinions.
<b>B</b>	Avoid talking about health concerns, personal relationships, and finances in the office.
<b>C</b>	Written thank-you notes are even better than saying thanks in person.
<b>D</b>	Daniel should be careful when telling jokes, especially those that may offend his colleagues.

PTS: 1 DIF: 5 REF: p. 69 OBJ: 2-7

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Application

## TRUE/FALSE

1. Oral and written communication skills, listening proficiency, nonverbal behavior, and etiquette expertise are all examples of hard skills.

ANS: F

	Feedback
<b>Correct</b>	Oral and written communication skills, listening proficiency, nonverbal behavior, and etiquette expertise are all examples of soft skills. Hard skills refer to the technical skills in your field.
<b>Incorrect</b>	Oral and written communication skills, listening proficiency, nonverbal behavior, and etiquette expertise are all examples of soft skills. Hard skills refer to the technical skills in your field.

PTS: 1                      DIF: 3                      REF: p. 39                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion  
 TOP: Becoming a Team Player in Professional Groups                      TYP: Conceptual

2. Soft skills aren't required in technical fields such as accounting and finance.

ANS: F

	Feedback
<b>Correct</b>	Even in technical fields such as accounting and finance, employers are looking for soft skills.
<b>Incorrect</b>	Even in technical fields such as accounting and finance, employers are looking for soft skills.

PTS: 1                      DIF: 3                      REF: p. 40                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion  
 TOP: Becoming a Team Player in Professional Groups                      TYP: Conceptual

3. Many companies are turning to teams to innovate, share knowledge, and solve problems.

ANS: T

	Feedback
<b>Correct</b>	In response to intense global competition, many companies are turning to teams to innovate, share knowledge, and solve problems.
<b>Incorrect</b>	In response to intense global competition, many companies are turning to teams to innovate, share knowledge, and solve problems.

PTS: 1                      DIF: 3                      REF: p. 40                      OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Preparing to Work With Groups and Teams                      TYP: Conceptual



4. Generally, teams are able to respond more quickly when solving a problem.

ANS: T

	Feedback
<b>Correct</b>	When action is necessary to respond to competition or to solve a problem, small groups and teams can act rapidly.
<b>Incorrect</b>	When action is necessary to respond to competition or to solve a problem, small groups and teams can act rapidly.

PTS: 1

DIF: 3

REF: p. 41

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Preparing to Work With Groups and Teams

TYP: Conceptual

5. Bethany's team is experiencing considerable conflict and tension as they get used to working with one another. They are most likely in the storming phase of team development.

ANS: T

	Feedback
<b>Correct</b>	Bethany's team is most likely in the storming phase of team development. During this phase members define their roles and responsibilities, decide how to reach their goals, and iron out the rules governing how they interact. Unfortunately, this stage often produces conflict.
<b>Incorrect</b>	Bethany's team is most likely in the storming phase of team development. During this phase members define their roles and responsibilities, decide how to reach their goals, and iron out the rules governing how they interact. Unfortunately, this stage often produces conflict.

PTS: 1

DIF: 5

REF: p. 43

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Preparing to Work With Groups and Teams

TYP: Application

6. Some teams never reach the final stage of team development of performing.

ANS: T

	Feedback
<b>Correct</b>	Experience shows that some teams never reach the final stage of team development: performing.
<b>Incorrect</b>	Experience shows that some teams never reach the final stage of team development: performing.

PTS: 1

DIF: 3

REF: p. 43

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Preparing to Work With Groups and Teams

TYP: Conceptual

7. Negative team behaviors include actions such as putting down the ideas and suggestions of others, insulting or criticizing others, wasting time, making inappropriate comments, and withdrawing.

ANS: T

	Feedback
<b>Correct</b>	Actions such as putting down the ideas and suggestions of others, insulting or criticizing others, wasting time, making inappropriate comments, and withdrawing hinder a team's progress toward its goals.
<b>Incorrect</b>	Actions such as putting down the ideas and suggestions of others, insulting or criticizing others, wasting time, making inappropriate comments, and withdrawing hinder a team's progress toward its goals.

PTS: 1 DIF: 3 REF: p. 44 OBJ: 2-2  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
TOP: Analyzing Positive and Negative Team Behavior TYP: Conceptual

8. Conflict is a normal part of every workplace and every team.

ANS: T

	Feedback
<b>Correct</b>	Conflict is a normal part of every workplace and every team and is not always negative. When managed properly, conflict can improve decision-making, clarify values, increase group cohesiveness, stimulate creativity, decrease tensions, and reduce dissatisfaction.
<b>Incorrect</b>	Conflict is a normal part of every workplace and every team and is not always negative. When managed properly, conflict can improve decision-making, clarify values, increase group cohesiveness, stimulate creativity, decrease tensions, and reduce dissatisfaction.

PTS: 1 DIF: 3 REF: p. 44 OBJ: 2-2  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
TOP: Analyzing Positive and Negative Team Behavior TYP: Conceptual

9. When following the six-step pattern for dealing with conflict, the first thing you should do is look for common ground.

ANS: F

	Feedback
<b>Correct</b>	The first step you should take when experiencing conflict is listen ensure that you understand the problem.
<b>Incorrect</b>	The first step you should take when experiencing conflict is listen ensure that you understand the problem.

PTS: 1 DIF: 3 REF: p. 44 OBJ: 2-2  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
TOP: Analyzing Positive and Negative Team Behavior TYP: Conceptual

10. Teams should strive to achieve groupthink to ensure that all team members agree.

ANS: F

	Feedback
<b>Correct</b>	Groupthink should be avoided because it is a faulty decision-making process in which team members are overly eager to agree with one another.
<b>Incorrect</b>	Groupthink should be avoided because it is a faulty decision-making process in which team members are overly eager to agree with one another.

PTS: 1 DIF: 3 REF: p. 45 OBJ: 2-2  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
TOP: Analyzing Positive and Negative Team Behavior TYP: Conceptual

11. A method of group decision making where group members bargain and negotiate to reach a middle ground is known as consensus.

ANS: F

	Feedback
<b>Correct</b>	Averaging is a method of group decision making where group members haggle, bargain, wheedle, and negotiate to reach a middle ground, which often requires compromise. In consensus, discussion continues until all team members have aired their opinions and, ultimately, agree.
<b>Incorrect</b>	Averaging is a method of group decision making where group members haggle, bargain, wheedle, and negotiate to reach a middle ground, which often requires compromise. In consensus, discussion continues until all team members have aired their opinions and, ultimately, agree.

PTS: 1 DIF: 1 REF: p. 45 OBJ: 2-2  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
TOP: Analyzing Positive and Negative Team Behavior TYP: Definition

12. Diverse teams can usually produce innovative solutions with broader applications than more homogeneous (similar) teams.

ANS: T

	Feedback
<b>Correct</b>	Diverse teams can usually produce innovative solutions with broader applications than more homogeneous teams.
<b>Incorrect</b>	Diverse teams can usually produce innovative solutions with broader applications than more homogeneous teams.

PTS: 1 DIF: 3 REF: p. 46 OBJ: 2-2  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural imperatives  
TOP: Analyzing Positive and Negative Team Behavior  
TYP: Conceptual

13. Teams are most effective when individual members are able to compete with one another.

ANS: F

	Feedback
<b>Correct</b>	Effective team members are genuinely interested in achieving team goals instead of receiving individual recognition. They collaborate rather than compete.
<b>Incorrect</b>	Effective team members are genuinely interested in achieving team goals instead of receiving individual recognition. They collaborate rather than compete.

PTS: 1 DIF: 3 REF: p. 47 OBJ: 2-2  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
 TOP: Analyzing Positive and Negative Team Behavior TYP: Conceptual

14. The real expense of a meeting is the lost productivity of all the people attending.

ANS: T

	Feedback
<b>Correct</b>	Because the real expense of a meeting is the lost productivity of all the people attending, you should always decide whether a meeting is necessary before scheduling it.
<b>Incorrect</b>	Because the real expense of a meeting is the lost productivity of all the people attending, you should always decide whether a meeting is necessary before scheduling it.

PTS: 1 DIF: 5 REF: p. 49 OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
 TOP: Planning and Participating in Face-to-Face Workplace Meetings  
 TYP: Application

15. A good agenda includes any premeeting preparation expected of participants.

ANS: T

	Feedback
<b>Correct</b>	An agenda should include any premeeting preparation expected of participants.
<b>Incorrect</b>	An agenda should include any premeeting preparation expected of participants.

PTS: 1 DIF: 3 REF: p. 50 OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
 TOP: Planning and Participating in Face-to-Face Workplace Meetings  
 TYP: Conceptual

16. As meeting leader, Orhan should wait until all participants arrive before starting the meeting.

ANS: F

	Feedback
<b>Correct</b>	Meetings should always begin on time, even if some participants are missing. Waiting for latecomers causes resentment and sets a bad precedent.
<b>Incorrect</b>	Meetings should always begin on time, even if some participants are missing. Waiting for latecomers causes resentment and sets a bad precedent.

PTS: 1 DIF: 5 REF: p. 51 OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
 TOP: Planning and Participating in Face-to-Face Workplace Meetings  
 TYP: Application

17. You are chairing a meeting where two participants are in disagreement. The best method to resolve this conflict is to encourage each to make a complete case while group members give their full attention.

ANS: T

	Feedback
<b>Correct</b>	If two people are in conflict, the best approach is to encourage each to make a complete case while group members give their full attention.
<b>Incorrect</b>	If two people are in conflict, the best approach is to encourage each to make a complete case while group members give their full attention.

PTS: 1 DIF: 5 REF: p. 52 OBJ: 2-3  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
 TOP: Planning and Participating in Face-to-Face Workplace Meetings  
 TYP: Application

18. Today's communication technologies allow employees to exchange ideas, brainstorm, build consensus, and develop personal relationships virtually.

ANS: T

	Feedback
<b>Correct</b>	Instead of meeting face to face, today's technologies allow employees to meet virtually to exchange ideas, brainstorm, build consensus, and develop personal relationships.
<b>Incorrect</b>	Instead of meeting face to face, today's technologies allow employees to meet virtually to exchange ideas, brainstorm, build consensus, and develop personal relationships.

PTS: 1 DIF: 3 REF: p. 53 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Conceptual

19. Audioconferencing combines video, audio, and communications networking technologies for real-time interaction.

ANS: F

	Feedback
<b>Correct</b>	Videoconferencing combines video, audio, and communications networking technologies for real-time interaction.
<b>Incorrect</b>	Videoconferencing combines video, audio, and communications networking

	technologies for real-time interaction.
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PTS: 1 DIF: 1 REF: p. 54 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution, Synchronous messaging  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Definition

20. A major problem with virtual meetings is that words and tone can be easily misinterpreted.

ANS: T

	Feedback
<b>Correct</b>	A major problem when people are not facing each other is that any small infraction or miscue can be blown out of proportion. Words and tone can be easily misinterpreted.
<b>Incorrect</b>	A major problem when people are not facing each other is that any small infraction or miscue can be blown out of proportion. Words and tone can be easily misinterpreted.

PTS: 1 DIF: 3 REF: p. 55 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution, Synchronous messaging  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Conceptual

21. Unlike in face-to-face meetings, ground rules are not needed in virtual meetings.

ANS: F

	Feedback
<b>Correct</b>	During virtual meetings establishing a few ground rules achieves the best results. Examples of ground rules are defining ways that questions may be asked and answered, turning off cell phones during the meeting, and not allowing multitasking.
<b>Incorrect</b>	During virtual meetings establishing a few ground rules achieves the best results. Examples of ground rules are defining ways that questions may be asked and answered, turning off cell phones during the meeting, and not allowing multitasking.

PTS: 1 DIF: 3 REF: p. 56-57 OBJ: 2-4  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution, Synchronous messaging  
 TOP: Using Effective Practices and Technologies in Virtual Meetings  
 TYP: Conceptual

22. Good listening skills are needed for employees at every level.

ANS: T

	Feedback
<b>Correct</b>	Listening skills are important for career success, organization effectiveness, and worker satisfaction at all levels.

<b>Incorrect</b>	Listening skills are important for career success, organization effectiveness, and worker satisfaction at all levels.
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PTS: 1 DIF: 3 REF: p. 58 OBJ: 2-5  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns TOP: Listening in the Workplace  
 TYP: Conceptual

23. Most of us listen at only 25 percent efficiency.

ANS: T

	<b>Feedback</b>
<b>Correct</b>	Experts say that we listen at only 25 percent efficiency. In other words, we ignore, forget, distort, or misunderstand 75 percent of everything we hear.
<b>Incorrect</b>	Experts say that we listen at only 25 percent efficiency. In other words, we ignore, forget, distort, or misunderstand 75 percent of everything we hear.

PTS: 1 DIF: 3 REF: p. 58 OBJ: 2-5  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns TOP: Listening in the Workplace  
 TYP: Conceptual

24. Soft skills such as listening, writing, and speaking are most likely to determine hiring and career success.

ANS: T

	<b>Feedback</b>
<b>Correct</b>	Studies of Fortune 500 companies report that soft skills such as listening, writing, and speaking are most likely to determine hiring and career success.
<b>Incorrect</b>	Studies of Fortune 500 companies report that soft skills such as listening, writing, and speaking are most likely to determine hiring and career success.

PTS: 1 DIF: 3 REF: p. 58 OBJ: 2-5  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns TOP: Listening in the Workplace  
 TYP: Conceptual

25. If you are an entry-level employee, you will probably be most concerned with listening to superiors.

ANS: T

	<b>Feedback</b>
<b>Correct</b>	Entry-level employees are usually most concerned with listening to supervisors, but they must also develop skills for listening to colleagues and team members.
<b>Incorrect</b>	Entry-level employees are usually most concerned with listening to supervisors, but they must also develop skills for listening to colleagues and team members.

PTS: 1 DIF: 3 REF: p. 59 OBJ: 2-5  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns TOP: Listening in the Workplace  
 TYP: Conceptual

26. Sharon is listening to her colleague and must judge and evaluate what he is saying. She is listening to decide whether her colleague's message is fact, fiction, or opinion. Sharon is engaging in *discriminative listening*.

ANS: F

	Feedback
<b>Correct</b>	Sharon is engaging in critical listening. Critical listening is necessary when you must judge and evaluate what you are hearing. It means that you must decide whether the speaker's message is fact, fiction, or opinion and whether an argument is based on logic or emotion.
<b>Incorrect</b>	Sharon is engaging in critical listening. Critical listening is necessary when you must judge and evaluate what you are hearing. It means that you must decide whether the speaker's message is fact, fiction, or opinion and whether an argument is based on logic or emotion.

PTS: 1

DIF: 5

REF: p. 59

OBJ: 2-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns

TOP: Listening in the Workplace

TYP: Application

27. Listening to customers usually results in increased sales and profitability, as well as improved customer retention.

ANS: T

	Feedback
<b>Correct</b>	Listening to customers rewards an organization through increased sales and profitability, as well as improved customer acquisition and retention.
<b>Incorrect</b>	Listening to customers rewards an organization through increased sales and profitability, as well as improved customer acquisition and retention.

PTS: 1

DIF: 3

REF: p. 59

OBJ: 2-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns

TOP: Listening in the Workplace

TYP: Conceptual

28. Listening on the job is more challenging than listening in a college classroom.

ANS: T

	Feedback
<b>Correct</b>	Listening on the job is more challenging than listening in a college classroom because information is often exchanged casually.
<b>Incorrect</b>	Listening on the job is more challenging than listening in a college classroom because information is often exchanged casually.

PTS: 1

DIF: 3

REF: p. 59

OBJ: 2-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns

TOP: Listening in the Workplace

TYP: Conceptual



29. When listening to nonnative speakers, always correct their grammar and pronunciation immediately to help them improve their language skills.

ANS: F

	Feedback
Correct	Although you are trying to help a nonnative speaker, it is better to focus on what's being expressed instead of focusing on correct grammar and pronunciation.
Incorrect	Although you are trying to help a nonnative speaker, it is better to focus on what's being expressed instead of focusing on correct grammar and pronunciation.

PTS: 1 DIF: 3 REF: p. 61 OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural imperatives  
TOP: Listening in the Workplace TYP: Conceptual

30. Avoid taking notes during a presentation or lecture because doing so can cause you to miss something.

ANS: F

	Feedback
Correct	Take notes during a presentation or lecture to ensure retention.
Incorrect	Take notes during a presentation or lecture to ensure retention.

PTS: 1 DIF: 3 REF: p. 62 OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
TOP: Listening in the Workplace  
TYP: Conceptual

31. Eye contact, facial expressions, body movements, space, time, distance, and appearance are all examples of nonverbal communication.

ANS: T

	Feedback
Correct	Eye contact, facial expressions, body movements, space, time, distance, and appearance are all forms of nonverbal communication.
Incorrect	Eye contact, facial expressions, body movements, space, time, distance, and appearance are all forms of nonverbal communication.

PTS: 1 DIF: 3 REF: p. 63 OBJ: 2-6  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
TOP: Communicating Through Nonverbal Messages TYP: Conceptual

32. Dario makes sure his office is neat and organized before he goes home at the end of the day. This nonverbal action helps to reinforce and accentuate Dario's professionalism.

ANS: T

	Feedback
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<b>Correct</b>	Dario's actions help to reinforce and accentuate his professionalism.
<b>Incorrect</b>	Dario's actions help to reinforce and accentuate his professionalism.

PTS: 1 DIF: 5 REF: p. 63 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages TYP: Application

33. Eye contact has the same in meaning in all cultures.

ANS: F

	<b>Feedback</b>
<b>Correct</b>	Nonverbal cues, including eye contact, have different meanings in different cultures.
<b>Incorrect</b>	Nonverbal cues, including eye contact, have different meanings in different cultures.

PTS: 1 DIF: 3 REF: p. 64 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural imperatives  
 TOP: Communicating Through Nonverbal Messages  
 TYP: Conceptual

34. Antonia arrives 15 minutes late for the accounting department's monthly meeting. The nonverbal message Antonia is sending is positive.

ANS: F

	<b>Feedback</b>
<b>Correct</b>	The nonverbal message Antonia is sending is that the meeting is not very important.
<b>Incorrect</b>	The nonverbal message Antonia is sending is that the meeting is not very important.

PTS: 1 DIF: 5 REF: p. 65 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Communicating Through Nonverbal Messages TYP: Application

35. When communicating with coworkers and acquaintances, North Americans generally keep a distance of between 0 and 1 1/2 feet.

ANS: F

	<b>Feedback</b>
<b>Correct</b>	North Americans generally keep a distance of between 4 and 12 feet when communicating with coworkers and acquaintances. Only intimate friends and family may stand closer than about 1 1/2 feet.
<b>Incorrect</b>	North Americans generally keep a distance of between 4 and 12 feet when communicating with coworkers and acquaintances. Only intimate friends and family may stand closer than about 1 1/2 feet.

PTS: 1 DIF: 3 REF: p. 65 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural imperatives  
 TOP: Communicating Through Nonverbal Messages  
 TYP: Conceptual

36. Because e-mail is an informal communication tool, it's not necessary to check your messages for correct spelling, grammar, and punctuation.

ANS: F

	Feedback
<b>Correct</b>	Because e-mails are business documents that create a permanent record, these messages should be checked for correct spelling, grammar, and punctuation.
<b>Incorrect</b>	Because e-mails are business documents that create a permanent record, these messages should be checked for correct spelling, grammar, and punctuation.

PTS: 1 DIF: 3 REF: p. 66 OBJ: 2-6  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Asynchronous messaging  
 TOP: Communicating Through Nonverbal Messages  
 TYP: Application

37. In the workplace you are more likely to be taken seriously and more likely to be promoted if you look and sound professional.

ANS: T

	Feedback
<b>Correct</b>	Employees who look and sound professional are much more likely to be taken seriously and to be promoted.
<b>Incorrect</b>	Employees who look and sound professional are much more likely to be taken seriously and to be promoted.

PTS: 1 DIF: 3 REF: p. 68 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Conceptual

38. To stand out in the workplace, create an outgoing voice mail message that has music playing in the background or that includes a funny joke.

ANS: F

	Feedback
<b>Correct</b>	A professional outgoing voice mail message should include your name, number, and instructions for leaving a message. Avoid background music, weird sounds, or jokes.
<b>Incorrect</b>	A professional outgoing voice mail message should include your name, number, and instructions for leaving a message. Avoid background music, weird sounds, or jokes.

PTS: 1 DIF: 3 REF: p. 68 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Conceptual

39. Incivility in the workplace can lead to a drop in productivity and higher turnover.

ANS: T

	Feedback
<b>Correct</b>	Employers suffer because incivility in the workplace can lead to lower productivity and higher turnover.
<b>Incorrect</b>	Employers suffer because incivility in the workplace can lead to lower productivity and higher turnover.

PTS: 1 DIF: 3 REF: p. 69 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Conceptual

40. In the workplace it is important to respect coworkers' space by minimizing speakerphone use and avoiding the use of heavy perfumes or colognes.

ANS: T

	Feedback
<b>Correct</b>	To respect your coworkers' space, turn down the ringer on your business phone, minimize the use of speakerphones, turn your personal cell phone off or down during business hours, and avoid wearing heavy perfumes and colognes and bringing strong-smelling food.
<b>Incorrect</b>	To respect your coworkers' space, turn down the ringer on your business phone, minimize the use of speakerphones, turn your personal cell phone off or down during business hours, and avoid wearing heavy perfumes and colognes and bringing strong-smelling food.

PTS: 1 DIF: 3 REF: p. 69 OBJ: 2-7  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
 TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
 TYP: Conceptual

## COMPLETION

1. \_\_\_\_\_ skills, such as the ability to use Microsoft Word or to prepare an income statement, refer to the technical skills in your field.

ANS: Hard

PTS: 1 DIF: 1 REF: p. 39 OBJ: 2-1  
 NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion

TOP: Becoming a Team Player in Professional Groups

TYP: Definition

2. \_\_\_\_\_ skills include competencies such as listening proficiency, nonverbal behavior, and etiquette expertise.

ANS: Soft

PTS: 1

DIF: 1

REF: p. 39

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion

TOP: Becoming a Team Player in Professional Groups

TYP: Definition

3. Many organizations are creating \_\_\_\_\_ teams, which are groups of people who use technology to work interdependently with a shared purpose across space, time, and organization boundaries.

ANS: virtual

PTS: 1

DIF: 1

REF: p. 41

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution

TOP: Preparing to Work With Groups and Teams

TYP: Definition

4. In Tuckman's team growth model, during the \_\_\_\_\_ stage of team development, individuals get to know each other and search for similarities as they attempt to bond.

ANS: forming

PTS: 1

DIF: 1

REF: p. 43

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Preparing to Work With Groups and Teams

TYP: Definition

5. During the \_\_\_\_\_ stage of team development, tension subsides, roles are clarified, and information begins to flow among members.

ANS: norming

PTS: 1

DIF: 1

REF: p. 43

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Preparing to Work With Groups and Teams

TYP: Definition

6. \_\_\_\_\_ describes faulty decision-making processes by team members who are overly eager to agree with one another.

ANS: Groupthink

PTS: 1

DIF: 1

REF: p. 45

OBJ: 2-2

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Analyzing Positive and Negative Team Behavior

TYP: Definition

7. Teams may reach a decision by \_\_\_\_\_, which requires that discussion continues until all members have aired their opinions and, ultimately, agree.

ANS: consensus

PTS: 1 DIF: 1 REF: p. 45 OBJ: 2-2  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork  
TOP: Analyzing Positive and Negative Team Behavior TYP: Definition

8. \_\_\_\_\_ consist of three or more individuals who gather to pool information, solicit feedback, clarify policy, seek consensus, and solve problems.

ANS: Meetings

PTS: 1 DIF: 1 REF: p. 48 OBJ: 2-3  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
TOP: Planning and Participating in Face-to-Face Workplace Meetings  
TYP: Definition

9. A meeting \_\_\_\_\_, which is distributed in advance of a meeting, lists date and place of the meeting, start time and end time, topics to be discussed, time allocated to each topic, and any premeeting preparation expected of participants.

ANS: agenda

PTS: 1 DIF: 1 REF: p. 50 OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Meetings  
TOP: Planning and Participating in Face-to-Face Workplace Meetings  
TYP: Definition

10. \_\_\_\_\_ calendars such as Google Calendar and Yahoo Calendar make scheduling meetings faster and more efficient.

ANS: Digital

PTS: 1 DIF: 1 REF: p. 51 OBJ: 2-4  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
TOP: Planning and Participating in Face-to-Face Workplace Meetings  
TYP: Definition

11. One of the simplest collaboration tools is \_\_\_\_\_ (also called *teleconferencing*) in which one or more people in a work area use an enhanced speakerphone to confer with others by telephone.

ANS: audioconferencing

PTS: 1 DIF: 1 REF: p. 54 OBJ: 2-4  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution  
TOP: Using Effective Practices and Technologies in Virtual Meetings

TYP: Definition

12. \_\_\_\_\_ conferencing allows attendees to use their computers to access an online, virtual meeting room where they can present PowerPoint slides, share spreadsheets and Word documents, demonstrate products, and interact with participants in real time.

ANS: Web

PTS: 1                      DIF: 1                      REF: p. 55                      OBJ: 2-4  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution, Synchronous messaging  
TOP: Using Effective Practices and Technologies in Virtual Meetings  
TYP: Definition

13. \_\_\_\_\_ listening enables you to judge and evaluate what you are hearing.

ANS: Critical

PTS: 1                      DIF: 1                      REF: p. 59                      OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns                      TOP: Listening in the Workplace  
TYP: Definition

14. Rephrasing and summarizing a speaker's message in your own words is called \_\_\_\_\_.

ANS: paraphrasing

PTS: 1                      DIF: 1                      REF: p. 62                      OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns                      TOP: Listening in the Workplace  
TYP: Definition

15. Use \_\_\_\_\_ time, the extra time you have between the speaker's ideas, to review what the speaker is saying.

ANS: lag

PTS: 1                      DIF: 1                      REF: p. 62                      OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
TOP: Improving Workplace Listening                      TYP: Definition

16. \_\_\_\_\_ communication includes all unwritten and unspoken messages, both internal and unintentional. Examples include eye contact, facial expressions, body movements, space, time, distance, and appearance.

ANS: Nonverbal

PTS: 1                      DIF: 1                      REF: p. 63                      OBJ: 2-6  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
TOP: Communicating Through Nonverbal Messages                      TYP: Definition

17. The \_\_\_\_\_ have been called the "windows to the soul" and are considered to be the most accurate predictor of a speaker's true feelings and attitudes.

ANS: eyes

PTS: 1 DIF: 3 REF: p. 64 OBJ: 2-6  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
TOP: Communicating Through Nonverbal Messages TYP: Conceptual

18. We all maintain territory zones of \_\_\_\_\_ in which we feel comfortable. Anthropologist Edward T. Hall identified four of these zones of social interaction among Americans.

ANS: privacy

PTS: 1 DIF: 1 REF: p. 65 OBJ: 2-6  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural imperatives  
TOP: Communicating Through Nonverbal Messages  
TYP: Definition

19. Employees can sound more professional in the workplace by avoiding \_\_\_\_\_, which is making declarative sentences sound like questions.

ANS: uptalk

PTS: 1 DIF: 1 REF: p. 68 OBJ: 2-7  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
TYP: Definition

20. \_\_\_\_\_ is more about attitude than about formal rules of behavior and can give you a competitive edge in today's workplace.

ANS: Etiquette

PTS: 1 DIF: 3 REF: p. 69 OBJ: 2-7  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns  
TOP: Developing a Competitive Edge With Professionalism and Business Etiquette Skills  
TYP: Conceptual

## ESSAY

1. Describe five reasons that organizations are developing groups and teams.

ANS:

Students will select five of the following and answers will vary.

- 1) Better decisions: Because group and team members have different expertise and perspectives, decisions are generally more accurate and effective.
- 2) Faster response: Small groups and teams can act rapidly when action is necessary to



- respond to competition or to solve a problem.
- 3) Increased productivity: Team members tend to be closer to the action and to the customer, allowing them to see opportunities for improving efficiencies, which leads to greater productivity.
  - 4) Greater "buy-in": When group or team members are part of the decision-making process, they are generally more committed to the solution and are more willing to support it.
  - 5) Less resistance to change: People who have input into making decisions are less hostile, less aggressive, and less resistant to change.
  - 6) Improved employee morale: When teams are successful, personal satisfaction and job morale increase.
  - 7) Reduced risks: A group or team member's individual risk is reduced because responsibility for a decision is diffused among all group or team members.

PTS: 1

DIF: 5

REF: p. 40-41

OBJ: 2-1

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Theory application | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Preparing to Work With Groups and Teams

TYP: Application

2. List five characteristics of successful teams and explain why each characteristic leads to team success.

ANS:

Students will select five of the following and answers will vary.

- 1) Small size, diverse makeup: For most functions the best teams range from 2 to 25 members, although 4 or 5 is optimum for many projects. Smaller-sized teams make interaction and decision-making more effective. When team members are made up of people who differ in gender, age, social background, training, and experience, more creative and innovative decisions can be made.
- 2) Agreement on purpose: An effective team begins with a purpose and all members understand that purpose. Working from a general purpose to specific goals typically requires a huge investment of time and effort. Meaningful discussions about the team's purpose can motivate team members to "buy into" the project.
- 3) Agreement on procedures: The best teams develop procedures to guide them and continually evaluate those procedures to ensure they are moving toward their goals. They set up intermediate goals with deadlines. They assign roles and tasks, requiring all members to contribute equivalent amounts of real work. They decide how they will reach decisions.
- 4) Ability to confront conflict: Successful teams acknowledge conflict and address the root of the problem openly by using conflict resolution techniques. Direct confrontation saves time and enhances team commitment in the long run. Conflict can be constructive when it is task oriented, not person oriented.
- 5) Use of good communication techniques: The best teams exchange information and contribute ideas freely in an informal environment. Team members speak clearly and concisely, avoiding generalities. They encourage feedback. Listeners become actively involved, read body language, and ask clarifying questions before responding. Tactful, constructive disagreement is encouraged.
- 6) Ability to collaborate rather than compete: Effective team members are genuinely interested in achieving team goals instead of receiving individual recognition; therefore, they celebrate individual and team accomplishments. They contribute ideas and feedback unselfishly. They monitor team progress, including what's going right, what's going wrong, and what to do about it.
- 7) Acceptance of ethical responsibilities: Teams as a whole have ethical responsibilities to their members, to their larger organizations, and to society. Members have a number of

specific responsibilities to each other; as a whole, groups have a responsibility to represent the organization's view and respect its privileged information.

- 8) Shared leadership: Effective teams often have no formal leader. Instead, leadership rotates to those with the appropriate expertise as the team evolves and moves from one phase to another. This approach can achieve buy-in to team decisions, boost morale, and create fewer hurt feelings and less resentment.

PTS: 1

DIF: 5

REF: p. 46-48

OBJ: 2-2

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Theory application | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

TOP: Analyzing Positive and Negative Team Behavior

TYP: Application

3. Describe three collaboration tools that can be used for meeting facilitation when distance or other factors prevent face-to-face gatherings.

ANS:

Answers will vary.

- 1) Audioconferencing (or teleconferencing): Audioconferencing involves one or two people who confer with others by telephone.
- 2) Videoconferencing: Videoconferencing combines video, audio, and communications networking technologies for real-time interaction. Generally, participants meet in special conference rooms equipped with cameras and television screens for transmitting images and documents.
- 3) Web conferencing: With Web conferencing, attendees use their computers to access an online virtual meeting room where they can present PowerPoint slides or share spreadsheets or Word documents, just as they might do in a face-to-face meeting.

PTS: 1

DIF: 5

REF: p. 54

OBJ: 2-4

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Theory application | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution

TOP: Using Effective Practices and Technologies in Virtual Meetings

TYP: Application

4. Your department has hired a new employee from Indonesia who is just learning to speak English. List and describe five techniques you will use to listen more effectively to your new colleague.

ANS:

Student answers will vary.

- 1) Avoid negative judgment of accented speech: Many nonnative speakers of English speak an articulate, insightful, and complex variety of English. Their speech may retain remnants of their native language. Don't assume that a nonnative speaker struggling with pronunciation is unintelligent.
- 2) Be patient: Americans are notoriously poor listeners. Strive to overcome the need to hurry a conversation along. Give nonnative speakers time to express their thoughts.
- 3) Don't finish sentences: Allow nonnative speakers to choose their words and complete their sentences without volunteering your help.
- 4) Don't correct grammar and pronunciation: It's better to focus on what's being expressed and forget about teaching English.
- 5) Don't pretend to understand: It's perfectly all right to tell a speaker that you're having a little difficulty understanding him or her.
- 6) Practice listening to many varieties of English: Improving your skill at comprehending

many accents, as well as native dialects, can be a valuable skill in today's diverse and intercultural workplace.

PTS: 1                      DIF: 5                      REF: p. 61                      OBJ: 2-5  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Theory application | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural imperatives                      TOP: Listening in the Workplace  
TYP: Application

5. Describe three forms of nonverbal communication and give a workplace example of each.

ANS:

Students will choose three of the following and answers will vary.

- 1) Eye contact: The eyes have been called the "windows to the soul," and communicators consider the eyes to be the most accurate predictor of a speaker's true feelings and attitudes. Good eye contact enables the message sender to determine whether a receiver is paying attention, showing respect, responding favorably, or feeling distress. From the receiver's perspective, good eye contact reveals the speaker's sincerity, confidence, and truthfulness. During a business meeting, for instance, an employee should maintain eye contact with a supervisor to convey respect and to show that he or she is paying attention.
- 2) Facial expressions: The expression on a communicator's face can be almost as revealing of emotion as the eyes. Researchers estimate that the human face can display over 250,000 different expressions. In the workplace an employee must pay careful attention to a customer's facial expression to better understand the customer's response.
- 3) Posture and gestures: An individual's general posture can convey anything from high status and self-confidence to shyness and submissiveness. Posture can also communicate such things as attraction, interest, fear, distrust, anxiety, or disgust. Gestures can also communicate entire thoughts via simple movements. For example, in an interview the job candidate should use an upright posture to indicate confidence.
- 4) Time: How we structure and how we use time tell observers about our personality and attitudes. For example, an employee who consistently arrives a few minutes late for work shows the employer a lack of commitment to the organization.
- 5) Space: How we arrange things in the space around us tells something about ourselves and our objectives. For example, an employee who keeps his or her work area well-organized and clean shows professionalism.
- 6) Territory: Each of us has certain areas that we feel are our own territory, and we all maintain zones of privacy in which we feel comfortable. For example, a supervisor who conducts meetings with individual employees by seating himself or herself behind a desk with the employee seated at the other side of the desk indicates a desire for distance and formality.
- 7) Appearance of business documents: The way a letter, memo, e-mail message, report, or other business document looks can have either a positive or a negative effect on the receiver. For example, a hastily written message containing writing errors may not only make the writer appear unprofessional but may also create an unclear message for the reader.
- 8) Appearance of people: The way you look—your clothing, grooming, and posture—communicates an instant nonverbal message about you. For this reason, job candidates are encouraged to dress professionally for all job interviews.

PTS: 1                      DIF: 5                      REF: p. 64-66                      OBJ: 2-6  
NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Theory application | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Teamwork

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TOP: Communicating Through Nonverbal Messages

TYP: Application