

# IN MIXED COMPANY

9<sup>th</sup> edition

## TEST BANK

This Test Bank has now grown to almost **600** questions, about evenly divided between multiple-choice and true-false. In addition, sample exams for the movies “*Twelve Angry Men*” and “*The Dream Team*” push the total number of Test Bank questions to almost **700**. Please note that multiple-choice questions at the beginning of the main set are all single answer questions; those at the end of the set are multiple answer questions. Traditionally, multiple-choice questions have only a single right answer, so the bulk of this Test Bank is composed of single-answer multiple-choice questions. *Why allow more than one answer to be correct on some multiple-choice questions?* There are at least two reasons cited earlier but repeated here in case you overlooked the previous rationale in the Instructors Manual:

1. Departing from the standard single-response to a multiple-choice question requires precise knowledge from students. Guessing is minimized. In the standard format, a student doesn’t need to read all the answers once the correct answer is ascertained. If they know “a” is correct, why read any further? No critical thought need be exercised concerning answers b, c, and d. Thus, these answers become mere filler.
2. Most importantly, students receive credit for everything they do know. In the standard single-answer format, a student might know that answers “a” and “b” are incorrect but be uncertain whether “c” or “d” is correct. If the student answers “c” but “d” is correct, he or she loses all points for that question. The multiple-response format in which more than one answer may be correct gives credit for everything students know (wrong answers left unselected or correct answers circled).

Simply put, the multiple-response version of multiple-choice questions seems more precise, challenging, and fair than the standard single-answer only version. Nevertheless, if instructors still prefer the standard format, test questions included in the test bank can be rewritten to allow only a single correct answer, or questions with only a single correct answer already included in the test bank can be chosen for the exam.

Another possible variation some may wish to try is requiring explanations for all FALSE answers on true-false questions. (There is no point in asking for an explanation of true answers). If you choose this option, you may want to wait until the second exam to implement it. This permits students to get used to the examination format, especially if you choose cooperative testing.

## Chapter 1

### MULTIPLE-CHOICE

1. When we assume that everyone has the same meaning for a word, this is called
  - a. equilibrium
  - b. **bypassing**
  - c. a transaction
  - d. polarization
2. Asian cultures are typically
  - a. **collectivist and cooperation**
  - b. individualist and competitive
  - c. collectivist and competitive
  - d. individualist and cooperative
3. Status and connection dimensions of conversations typically produce different expectations and communication patterns, such as
  - a. status produces a desire for interdependence and intimacy
  - b. **connection produces cooperation and consensus seeking**
  - c. status produces empowerment
  - d. connection produces a competitive urge to control conversations
4. The We-not-Me orientation of the communication competence model means that
  - a. your family rarely makes sacrifices for any individual family member
  - b. your individual goals should not be met within a group context
  - c. your independence is more important than the well-being of your relationship with your group members
  - d. **when your personal goal to spend time alone hiking in Death Valley clashes with your family's goal to spend time together at the beach tossing a frisbee and watching the family dog chase seagulls, the family goal will usually receive priority.**
5. Hindsight bias is
  - a. giving too much emphasis to information that is current and not enough emphasis to information that is older.
  - b. letting past accomplishments overly influence present choices made in groups
  - c. allowing past events to dictate present decisions
  - d. **the tendency to look back after the fact or when an outcome has been revealed and say, "I knew that all along"**

6. Ethical standards for determining competent communication include
  - a. **providing choice where possible**
  - b. sound judgment
  - c. absolute integrity, no exceptions
  - d. evaluating the sender of the message
7. When one group member says to another in a frustrated tone of voice, "Your report must be on my desk tomorrow," she/he
  - a. exhibits communication incompetence
  - b. engages in unethical communication
  - c. **may be communicating incompetently, but it can't be determined until the context is known**
  - d. shows no sense of context
8. Effectiveness of our communication as one variable of competent communication
  - a. is Me, not We oriented
  - b. **varies from deficiency to proficiency**
  - c. is determined as either competent or incompetent based on goal achievement
  - d. is manifested as a concern for self
9. Which of the following contributes strongly to group hate?
  - a. Frequent meetings that accomplish little.
  - b. Conducting group meetings incompetently
  - c. Social loafing of some members
  - d. **All of the above**
10. Commitment is one of the general ways to improve your communication competence in groups. This commitment means
  - a. knowing a lot about group communication
  - b. exhibiting skillful communication in a variety of contexts
  - c. exhibiting sensitivity to other group members
  - d. **demonstrating a passion for excellence, a strong desire to improve your communication with other group members**
11. Which of the following are essential values that should serve as ethical guides for our communication in groups?
  - a. **honesty**
  - b. **respect**
  - c. **choice**
  - d. **fairness**

12. Given Tannen's perspective on gender differences in communication, what would you expect to find regarding salary negotiation and gender?
- a. Women negotiate for higher starting salaries far more than men because they wish to prove their worth
  - b. Men and women negotiate for higher starting salaries about equally
  - c. **Men far more than women negotiate for higher starting salaries because salary is a sign of status**
  - d. None of the above is true
13. "Communication is transactional." This means that each person communicating is
- a. either a sender or a receiver
  - b. **both a sender and receiver simultaneously**
  - c. senders of messages influence receivers but receivers do not influence senders
  - d. none of the above
14. Which of the following is a difference between small groups and large organizations? There is
- a. greater formality in organizations
  - b. greater chance of information distortion in organizations
  - c. greater flow of negative information to the top of the organizational hierarchy
  - d. **"a" and "b"**
15. Communication competence is defined as engaging in communication with others that is both
- a. effective and dynamic
  - b. **effective and appropriate**
  - c. appropriate and powerful
  - d. elaborate and sensitive
16. If you were describing a collectivist culture you would use words such as,
- a. independence and competitiveness
  - b. privacy and individuality
  - c. **community and loyalty**
  - d. all of the above
17. In a collectivist culture, typically
- a. self-promotion to get employment is encouraged
  - b. competition not cooperation is emphasized
  - c. **personal goals are less important than advancing the goals of a valued group**
  - d. all of the above

18. Sensitivity as presented in the communication competence model means

- a. **receptive accuracy whereby you can detect, decode, and comprehend signals and emotional cues**
- b. treating everyone in a group with respect and compassion
- c. a persistent effort to achieve goals and produce excellence
- d. “a” and “b”

19. A small group is

- a. composed of two or more individuals
- b. composed of no more than seven members
- c. an aggregation of individuals waiting in line to buy tickets
- d. **none of the above**

20. A group

- a. is composed of no fewer than three individuals
- b. is unlikely to be successful if members are primarily interested in their own individual accomplishment within the group
- c. has a common purpose
- d. **all of the above**

21. Communication competence is

- a. **a matter of degree**
- b. Me-oriented not We-oriented
- c. **dependent on appropriateness**
- d. **one way to combat groupthink**

22. The individualism-collectivism continuum is an important dimension for comparing cultures. *According to research*, the following can be said regarding this continuum:

- a. Most people in the world live in strongly individualist cultures
- b. **Individualist cultures tend to emphasize the autonomy of the individual and collectivist cultures tend to emphasize commitment to groups**
- c. Americans should strive to be far more collectivist than individualist
- d. **In most cultures, either individualism or collectivism tends to predominate**

23. “Communication is transactional” means that

- a. senders transmit information to receivers but not vice versa
- b. **senders and receivers enter into a relationship any time they communicate**
- c. **communication involves both content and relationship dimensions of messages**
- d. each party to the communication acts as either a sender or a receiver but not both

24. In mixed-sex groups, the following patterns of communication usually occur:
- a. **Men talk more than women**
  - b. Women interrupt more than men
  - c. **Men tell more jokes than women**
  - d. **Women give greater weight to the connection dimension and men give greater weight to the status dimension of conversations**
25. Based on research, which of the following is an accurate statement about individualist and collectivist cultures?
- a. **All cultures have individualist and collectivist influences**
  - b. **Despite strong cultural pressure, no population uniformly accepts its culture's values**
  - c. **Excessive individualism can be faulted, but excessive collectivism also has its dangers**
  - d. The United States needs to become a collectivist culture to make groups work

#### TRUE-FALSE

1. Communication appropriateness is defined as how well the group progresses toward the achievement of goals. **FALSE**
2. Interrupting an interview by a search panel to answer a cell phone is an example of inappropriate communication because common rules and expectations for how one should conduct oneself during a job interview are violated. **TRUE**
3. Ethical standards for competent communication of honesty, respect, fairness, choice, and responsibility should be applied absolutely, with no exceptions. **FALSE**
4. The United States is an individualist culture. As such, levels of conformity to group norms are extremely low. **FALSE**
5. When you assume that other group members have the same meaning for a word as you do without checking to see if differences exist, this is called a mixed message. **FALSE**
6. A person's communication is either competent or incompetent. **FALSE**
7. We tend to overestimate our prior knowledge on a subject such as group communication once we have been told the correct answers. This is called the hindsight bias. **TRUE**
8. If groups are to succeed, individual goals and agendas should be of secondary, not primary importance. **TRUE**
9. Communication competence in groups necessitates behavior that is both effective and appropriate. **TRUE**

10. Designating a group member as a “competent communicator” is a judgment of that individual’s inherent, natural, communication capabilities that the person is simply born with. **FALSE**
11. Communication becomes inappropriate if it violates rules and expectations of the group when such violations could have been avoided without sacrificing a goal by choosing different communication behaviors. **TRUE**
12. Communication is a process of sending messages to receivers. **FALSE**
13. One of the difficulties with communicating in virtual groups is the absence of nonverbal cues that typically accompany verbal messages. **TRUE**
14. Context is a central element of verbal communication. **TRUE**
15. Appropriateness means complying with rules and their accompanying expectations. **TRUE**
16. To be effective you have to combine knowledge with skill. **TRUE**
17. A dyad is another name for a group. **FALSE**
18. Groupware is a problem in all groups. **FALSE**
19. Communication can solve all problems in groups if group members would simply try hard enough to be competent communicators. **FALSE**
20. The two dimensions of every message are its content and the relationship element. **TRUE**
21. Joseph says to Carolyn, “You shouldn’t have missed our last group meeting.” Carolyn replies, “Well look who appointed himself group emperor. I missed the meeting because I was sick in bed, so back off.” The content of this interchange is the issue of missing a meeting and the relationship element is the conflict and tension that is apparent from the way Carolyn responds. **TRUE**
22. The meaning of words depends on common agreement of users. **TRUE**
23. Assuming that everyone has the same meaning for a word and not checking to see if important differences occur is called bypassing. **TRUE**
24. Mixed messages occur when there is positive verbal and negative nonverbal communication, or vice versa, at the same time. **TRUE**
25. The two main variables that define communication competence are effectiveness and appropriateness. **TRUE**