

Chapter 02

Communicating Across Cultures

True / False Questions

1. The ability to work harmoniously with people from other cultures helps in creating a comfortable and productive workplace.

True False

2. According to Geert Hofstede, culture is the collective programming of the mind which distinguishes the members of one category of people from another.

True False

3. Geert Hofstede defines national culture as that component of our mental programming which we share with more of our compatriots as opposed to most other world citizens.

True False

4. An understanding of your communication partner's cultural roots will greatly enhance your interpretive and interaction skills.

True False

5. The topography of a country does not influence its culture.

True False

6. Ethnocentrism makes you a better cross-cultural communicator.

True False

7. Ethnocentrism is the tendency to prefer the ideas of someone else's culture rather than that of one's own.

True False

8. In the United States an up-and-down movement of the head means "no" and a side-to-side movement of the head means "yes."

True False

9. The use of fingers to indicate numbers varies by culture.

True False

10. In the United States, people tend to be polychronic.

True False

11. People from different cultures often vary in their attitudes toward space.

True False

12. Americans belong to a high-context culture.

True False

13. People from cultures that stress human equality are most likely to quiz a person from another culture to determine that person's class status.

True False

14. Lack of language equivalency exists because there are grammatical and syntactic differences among languages.

True False

15. The use of two-word verbs makes it easy for nonnative speakers of English to understand the language.

True False

16. The following sentence uses slang. The sales campaign was a failure.

True False

17. The following sentence uses colloquial language. I'll start the first part of the report, you start the second, and we'll touch base in a few days.

True False

18. The reason stereotypes are powerful is that they are based to some degree on observable likenesses within groups of people.

True False

19. Continually checking for shared meaning can hamper the accuracy of the communication process.

True False

20. Adapting to the cultural practices of one's international partners might not always be feasible.

True False

Multiple Choice Questions

21. Which of the following is true about culture?

- A. Culture has no effect on the way you communicate.
- B. If cultural barriers are maximized, your company will have access to a larger talent pool.
- C. Being able to communicate cross-culturally will minimize problems stemming from misinterpretations.
- D. The spread of capitalism and the explosive growth of electronic media have strengthened national differences.
- E. Ethnocentrism makes you a better cross-cultural communicator.

22. Being able to communicate cross-culturally:

- A. will hamper the productivity of a workplace.
- B. will enrich your business and personal life.
- C. requires you to be ethnocentric in your outlook.
- D. will maximize the problems stemming from misinterpretations.
- E. requires that you favor certain cultural practices over others.

23. Geert Hofstede defines culture as:

- A. the collective programming of the mind which distinguishes the members of one category of people from another.
- B. the abstract system of signs common to every community of the world.
- C. the universal system of forms and conventions used by man.
- D. that component of our mental programming which we do not share with any of our compatriots.
- E. that component of the human mind which is exclusive to every individual.

24. Geert Hofstede defines national culture as:

- A. the abstract system of signs common to every community of the world.
- B. the universal system of forms and conventions used by man.
- C. that component of the human mind which is exclusive to every individual.
- D. that component of our mental programming which we share with more of our compatriots as opposed to most other world citizens.
- E. that component of our mental programming which we share with people from other cultures.

25. Ethnocentrism is best defined as:
- A. the belief that every culture has its own significance.
 - B. the collective programming of the mind which distinguishes the members of one category of people from another.
 - C. the collective programming of the mind which we share with more of our compatriots as opposed to most other world citizens.
 - D. the tendency to see only one's own cultural programming as "normal."
 - E. the belief that there is a universal system of forms and conventions underlying the use of human language.
26. Which of the following statements is true about cultural differences regarding body positions and movements?
- A. In the United States, most people indicate the number "one" by holding up the thumb.
 - B. Chinese people greet each other with kisses on both cheeks.
 - C. In the United States an up-and-down movement of the head means "no" and a side-to-side movement of the head means "yes."
 - D. To point to themselves, Americans point to their chests.
 - E. To point to themselves, the Chinese point to their abdomen.
27. Germans generally offer a handshake that is:
- A. brusque and firm with a single pump.
 - B. moderate in grasp and repeated frequently.
 - C. firm with three to five pumps.
 - D. gentle, long-lasting, and sometimes with kisses on both cheeks.
 - E. light, quick, and sometimes with a double kiss.

28. British nationals generally offer a handshake that is:

- A. brusque and firm, with a single pump.
- B. moderate in grasp and repeated frequently.
- C. soft, with three to five pumps.
- D. strong, long-lasting, and sometimes with kisses on both cheeks.
- E. moderate in grasp and includes a double kiss.

29. French nationals generally offer a handshake that is:

- A. brusque and firm with a single pump.
- B. moderate in grasp and repeated frequently.
- C. firm with three to five pumps.
- D. strong, long-lasting, and sometimes with kisses on both cheeks.
- E. light, quick, repeated upon arrival and departure, and may include a double kiss.

30. Americans generally offer a handshake that is:

- A. brusque and firm with a single pump.
- B. moderate in grasp and repeated frequently.
- C. firm with three to five pumps.
- D. light, quick, and sometimes with a double kiss.
- E. gentle, long-lasting, and sometimes with kisses on both cheeks.

31. Hispanics generally offer a handshake that is:
- A. brusque and firm with a single pump.
 - B. moderate in grasp and repeated frequently.
 - C. firm with three to five pumps.
 - D. gentle, long-lasting, and sometimes with kisses on both cheeks.
 - E. light, quick, and sometimes with a double kiss.
32. Which of the following statements is true about cultural differences regarding body positions and movements?
- A. In the United States an up-and-down movement of the head means "no" and a side-to-side movement of the head means "yes."
 - B. Muslims generally accept gifts with the left hand.
 - C. Touching with the left hand is considered a sign of respect among Muslims.
 - D. To refer to themselves, the Japanese point to their faces.
 - E. In Indonesia, looking directly at people, especially those who are older or in higher positions is considered respectful.

33. Which of the following is true about the attitudes of cultures toward various factors of human relationships?

- A. In the United States, people tend to be polychronic.
- B. In the Middle East, people tend to be monochronic.
- C. North Americans tend to prefer about two feet of distance between themselves and those with whom they speak.
- D. North Americans view personal space as belonging to all.
- E. In North America, it is considered a sign of disrespect to maintain eye contact when giving formal speeches.

34. Which of the following is true about the attitudes of cultures toward various factors of human relationships?

- A. In the Middle East, people regard time as something that must be planned in order to be used as efficiently as possible.
- B. North Americans view personal space as a right and tend to respect this right of others; thus, they stand in line and wait their turn.
- C. In North America, it is considered a sign of disrespect to maintain eye contact when giving formal speeches.
- D. In the United States, people are polychronic, viewing time in a more relaxed way.
- E. In the United States, people see extensive planning as unwise and unnecessary.

35. Which of the following is true about the attitudes of cultures toward various factors of human relationships?
- A. In the United States, people are polychronic and view time in a more relaxed way.
 - B. In the United States, people hold the view that important people should be late to show that they are busy.
 - C. In business negotiations, people from the United States move at a deliberately slow pace, engaging in casual talk before getting to the main issue.
 - D. North Americans view space as belonging to all; thus, they jostle for space when boarding trains, standing at ticket counters, or shopping.
 - E. Americans work hard to neutralize body odors or to cover them up and view body odor as unsanitary.

36. American people:

- A. tend to be polychronic.
- B. belong to a low-context culture.
- C. consider touching with the left hand as a serious breach of etiquette.
- D. tend to be reticent in their relationships with others.
- E. tend to communicate implicitly.

37. Which of the following is true about Asians?

- A. They belong to a low-context culture.
- B. They tend to express themselves explicitly.
- C. They tend to be reticent in their relationship with others.
- D. They tend to share all relevant background information when communicating.
- E. They avoid using a multimodal style when communicating.

38. Which of the following is true about the attitudes of cultures toward various factors of human relationships?

- A. People belonging to polychronic cultures regard time as something that must be planned in order to be used as efficiently as possible.
- B. Communicators belonging to low-context cultures use a more multimodal style of communication compared to those from high-context cultures.
- C. In individualistic cultures people are expected to look after themselves and their families.
- D. People from across cultures hold the common view that space belongs to all.
- E. Communicators belonging to high-context cultures tend to express themselves in concrete, direct, and explicit ways.

39. Which of the following is true about the attitudes of cultures toward various factors of human relationships?

- A. A collectivist culture promotes strong identification with social groups.
- B. A company with low power distance will most likely have a strong boss with weak subordinates.
- C. In companies where high power distance exists, authority is widely shared and decisions are often made by consensus.
- D. People belonging to polychronic cultures regard time as something that must be planned in order to be used as efficiently as possible.
- E. People from across cultures hold the common view that space belongs to all.

40. Which of the following is true about linear-actives, multi-actives, and reactives as defined by Richard D. Lewis?
- A. Linear-actives are those who have several things going at the same time.
 - B. People belonging to polychronic cultures regard time as something that must be planned in order to be used as efficiently.
 - C. Multi-actives plan their priorities not according to a time schedule but according to the relative thrill or importance that each appointment brings with it.
 - D. Linear-actives are those who do many things at once.
 - E. Reactives are those who are impulsive and do not act with caution.
41. Which of the following explains why it is difficult to make precise equivalent translations between languages?
- A. Languages are based on the concepts, experiences, and views of the particular cultures that developed them.
 - B. A word in one language always has a corresponding word in another language.
 - C. A word that seems the same in two languages always has the same meanings in both languages.
 - D. There are no grammatical and syntactic differences among languages.
 - E. Like-meaning words are always used in the same way across cultures.

42. Precise equivalent translations between languages is difficult because:

- A. languages are not based on the concepts, experiences, and views of the particular cultures that developed them.
- B. a word in one language always has a corresponding word in another language.
- C. of the existence of multiple word meanings.
- D. there are no grammatical and syntactic differences among languages.
- E. like-meaning words are always used in the same way across cultures.

43. Which of the following sentences has a two-word verb?

- A. You must visit the museum.
- B. Greg is from Washington.
- C. The car broke down last night.
- D. Most tourists love this spot.
- E. There is a scheduled trip to the zoo now.

44. Which of the following sentences has a two-word verb?

- A. My uncle is a mechanic.
- B. He is at school.
- C. He has six grandchildren.
- D. The meeting was called off.
- E. The thief managed to escape.

45. Which of the following sentences uses a two-word verb?

- A. The child had an imaginary friend named Mike.
- B. Jack planted roses in his garden.
- C. He was asked to turn off the lights.
- D. The convertible swerved and crashed.
- E. She saved the cat from drowning in the lake.

46. Which of the following sentences uses a two-word verb?

- A. The dancer was extremely elegant.
- B. He sold his apartment after the break up.
- C. Her eyes were sparkling.
- D. He died in the accident.
- E. The old man had a photograph of a woman.

47. Which of the following sentences does not have a two-word verb?

- A. The flight took off an hour ago.
- B. She will come back next month.
- C. You can always depend on John.
- D. There was a fire in the forest.
- E. I thought the movie was going to end, but it just dragged on.

48. Which of the following sentences does not have a two-word verb?

- A. Look out for snakes in the forest.
- B. Smith was asked to stay after class.
- C. I was brought up by my aunt.
- D. The game was called off.
- E. Please fill out this form.

49. Which of the following sentences does not have a two-word verb?

- A. We blew up some balloons.
- B. The girl with the red hair is pretty.
- C. He made up that story.
- D. They quickly put out the fire.
- E. I'll put my new dress on.

50. Which of the following sentences does not have a two-word verb?

- A. I'm really tired because I didn't sleep well last night.
- B. The show must go on.
- C. We ran into some old friends at the mall.
- D. The car ran out of gas.
- E. Take that cap off!

51. Which of the following sentences does not have a two-word verb?

- A. I expect the sales to take off in November.
- B. They tried to cut back on their expenditures.
- C. She could not explain the decline in profit.
- D. They had a very messy break up.
- E. Try to figure out this system.

52. In order to avoid misinterpretations in cross-cultural communication, you should:

- A. avoid using two-word verbs.
- B. use passive voice instead of active voice.
- C. use colloquial expressions.
- D. avoid using the active verb.
- E. avoid using back translating procedures.

53. Which of the following sentences uses slang or a colloquial word?

- A. I would like to compete in a cooking contest.
- B. They planned to watch a movie tonight.
- C. The basketball team was pumped up for the game.
- D. I've decided to extend my membership at the gym.
- E. I was about to send you an email.

54. Which of the following sentences uses a slang word or a colloquial word?

- A. I would rather exercise than sit on the couch all day.
- B. Her remarks were a bit over the top, don't you think?
- C. I'm looking forward to spending time with my family.
- D. I have something important to tell you.
- E. I was busy thinking of ideas for our website.

55. Which of the following sentences does not contain colloquial expressions?

- A. We were up the creek without a paddle.
- B. He ran around like a headless chicken.
- C. We were tuckered out.
- D. I think we are in a rut.
- E. We will deliver the package on Friday.

56. Which of the following sentences does not contain slang words or colloquial expressions?

- A. Our vacation was a blur because we were having so much fun!
- B. He has left for home.
- C. I bought a used laptop for 50% off. What a steal!
- D. I aced my math test!
- E. I was all geared up for the race.

57. Which of the following sentences does not contain slang words or colloquial expressions?

- A. Look at that basket case! He is dancing in the street.
- B. The salesman was talking baloney when he told the woman that his new vacuum could clean her whole house in five minutes.
- C. If you don't back off, I'm going to call the cops!
- D. They couldn't understand the report.
- E. I aced my math test!

58. For communicating successfully across cultures, you should:

- A. learn all you can about your communication partners' cultures.
- B. use two-word verbs.
- C. use double questions in conversations for emphasis.
- D. use colloquial expressions.
- E. use slang words.

59. Which of the following is true about cross-cultural communication?

- A. Body language is the same world over and does not affect cross-cultural communication.
- B. Ethnocentrism makes you a better cross-cultural communicator.
- C. Adapting to the practices of one's international partners is not always feasible.
- D. Continually checking for shared meaning can hamper the accuracy of a communication process.
- E. The use of double questions enhances the clarity of messages in cross-cultural communications.

60. Which of the following is true about cross-cultural communication?

- A. Body language is the same world over and does not affect cross-cultural communication.
- B. Ethnocentrism makes you a better cross-cultural communicator.
- C. The use of two-word verbs enhances the clarity of cross-cultural communications.
- D. Continually checking for shared meaning can help ensure the accuracy of the communication process.
- E. The use of double questions enhances the clarity of cross-cultural communications.

61. For communicating successfully across cultures, you should:

- A. use yes/no questions often in conversations.
- B. use double questions often in conversations.
- C. talk slowly and enunciate each word.
- D. use negative questions in conversations for emphasis.
- E. use colloquial words.

62. For communicating successfully across cultures, you should:

- A. avoid the frequent use of yes/no questions in conversations.
- B. use double questions often in conversations.
- C. avoid the use of active voice.
- D. use negative questions in conversations for emphasis.
- E. use colloquial words.

63. For communicating successfully across cultures, you should:

- A. frequently use yes/no questions in conversations.
- B. use double questions often in conversations.
- C. avoid using the active voice.
- D. avoid using negative questions in conversations.
- E. use colloquial words.

64. For communicating successfully across cultures, you should:

- A. frequently use yes/no questions in conversations.
- B. avoid using double questions.
- C. avoid using the active voice.
- D. use negative questions in conversations to emphasize the content.
- E. use colloquial words.

65. Which of the following is true about cross-cultural communication?

- A. Body language is the same world over and does not affect cross-cultural communication.
- B. Ethnocentrism makes you a better cross-cultural communicator.
- C. The use of colloquial expressions enhances the clarity of cross-cultural communications.
- D. The use of open-ended questions in conversations can enhance the effectiveness of cross-cultural communication.
- E. Continually checking for shared meaning can hamper the accuracy of a communication process.

Short Answer Questions

66. Why is effective cross-cultural communication important to businesses?

67. Describe the three major factors that influence a country or region's culture.

68. Discuss how hand gestures differ in meaning across cultures.

69. Differentiate between high-context and low-context cultures.

70. Differentiate between high power distance and low power distance cultures.

71. Differentiate between individualism and collectivism.

72. Explain the label uncertainty avoidance related to cultures

73. Describe Richard D. Lewis' three-part model for categorizing our world's many cultures.

74. Define two-word verbs with an example.

75. Why is stereotyping regarded as negative?

Chapter 02 Communicating Across Cultures **Answer Key**

True / False Questions

1. The ability to work harmoniously with people from other cultures helps in creating a comfortable and productive workplace.

TRUE

The ability to work harmoniously with people from other cultures helps in creating a comfortable and productive workplace.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-01 Explain why communicating clearly across cultures is important to business.

Topic: The Growing Importance of Cross-Cultural Communication

2. According to Geert Hofstede, culture is the collective programming of the mind which distinguishes the members of one category of people from another.

TRUE

Culture is defined as the collective programming of the mind which distinguishes the members of one category of people from another.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

3. Geert Hofstede defines national culture as that component of our mental programming which we share with more of our compatriots as opposed to most other world citizens.

TRUE

National culture is defined as that component of our mental programming which we share with more of our compatriots as opposed to most other world citizens.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

4. An understanding of your communication partner's cultural roots will greatly enhance your interpretive and interaction skills.

TRUE

An understanding of your communication partner's cultural roots will greatly enhance your interpretive and interaction skills.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

5. The topography of a country does not influence its culture.

FALSE

The topography of a country has a profound influence on what types of people live in a certain place and their culture.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

6. Ethnocentrism makes you a better cross-cultural communicator.

FALSE

Sensitivity to dimensions of cultural difference, starting with physical differences and then moving to mental and social ones will help you avoid ethnocentrism, the tendency to see only your own cultural programming as "normal," and make you a better cross-cultural communicator.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

7. Ethnocentrism is the tendency to prefer the ideas of someone else's culture rather than that of one's own.

FALSE

Ethnocentrism is the tendency to see only one's own cultural programming as "normal".

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

8. In the United States an up-and-down movement of the head means "no" and a side-to-side movement of the head means "yes."

FALSE

In the United States an up-and-down movement of the head means "yes" and a side-to-side movement of the head means "no."

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

9. The use of fingers to indicate numbers varies by culture.

TRUE

The use of fingers to indicate numbers varies by culture. In the United States, most people indicate "1" by holding up the forefinger, whereas in parts of Europe, "1" is the thumb.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

10. In the United States, people tend to be polychronic.

FALSE

In the United States, people tend to be monochronic.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

11. People from different cultures often vary in their attitudes toward space.

TRUE

People from different cultures often vary in their attitudes toward space.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

12. Americans belong to a high-context culture.

FALSE

Americans belong to a low-context culture.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

13. People from cultures that stress human equality are most likely to quiz a person from another culture to determine that person's class status.

FALSE

In many cultures, strict social classes exist, and class status determines how intimately people are addressed and treated in communication. For this reason, a person from such a culture might quiz a person from another culture to determine that person's class status. People from cultures that stress human equality are apt to take offense at such questioning about class status.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

14. Lack of language equivalency exists because there are grammatical and syntactic differences among languages.

TRUE

Lack of language equivalency exists because there are grammatical and syntactic differences among languages.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

15. The use of two-word verbs makes it easy for nonnative speakers of English to understand the language.

FALSE

One of the most difficult problems for nonnative speakers of English is the use of two-word verbs.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

16. The following sentence uses slang. The sales campaign was a failure.

FALSE

The sentence "The sales campaign was a failure" does not use slang.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Problems of Language

17. The following sentence uses colloquial language. I'll start the first part of the report, you start the second, and we'll touch base in a few days.

TRUE

The sentence "I'll start the first part of the report, you start the second, and we'll touch base in a few days" uses colloquial language. Here "touch base" means to keep in contact with someone.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

18. The reason stereotypes are powerful is that they are based to some degree on observable likenesses within groups of people.

TRUE

The reason stereotypes are powerful is that they are based to some degree on observable likenesses within groups of people.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

19. Continually checking for shared meaning can hamper the accuracy of the communication process.

FALSE

Continually checking for shared meaning can help ensure the accuracy of the communication process.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

20. Adapting to the cultural practices of one's international partners might not always be feasible.

TRUE

Adapting to the cultural practices of one's international partners might not always be feasible.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

Multiple Choice Questions

21. Which of the following is true about culture?

- A. Culture has no effect on the way you communicate.
- B. If cultural barriers are maximized, your company will have access to a larger talent pool.
- C. Being able to communicate cross-culturally will minimize problems stemming from misinterpretations.
- D. The spread of capitalism and the explosive growth of electronic media have strengthened national differences.
- E. Ethnocentrism makes you a better cross-cultural communicator.

Being able to communicate cross-culturally will minimize problems stemming from misinterpretations.

AACSB: Communication

Blooms: Understand

Difficulty: 1 Easy

Learning Objective: 02-01 Explain why communicating clearly across cultures is important to business.

Topic: The Growing Importance of Cross-Cultural Communication

22. Being able to communicate cross-culturally:
- A. will hamper the productivity of a workplace.
 - B.** will enrich your business and personal life.
 - C. requires you to be ethnocentric in your outlook.
 - D. will maximize the problems stemming from misinterpretations.
 - E. requires that you favor certain cultural practices over others.

Your attention to communicating clearly with those from other cultures will enrich your business and personal life.

AACSB: Communication

Blooms: Understand

Difficulty: 1 Easy

Learning Objective: 02-01 Explain why communicating clearly across cultures is important to business.

Topic: The Growing Importance of Cross-Cultural Communication

23. Geert Hofstede defines culture as:

- A. the collective programming of the mind which distinguishes the members of one category of people from another.
- B. the abstract system of signs common to every community of the world.
- C. the universal system of forms and conventions used by man.
- D. that component of our mental programming which we do not share with any of our compatriots.
- E. that component of the human mind which is exclusive to every individual.

Geert Hofstede defines culture as "the collective programming of the mind which distinguishes the members of one category of people from another."

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

24. Geert Hofstede defines national culture as:

- A. the abstract system of signs common to every community of the world.
- B. the universal system of forms and conventions used by man.
- C. that component of the human mind which is exclusive to every individual.
- D.** that component of our mental programming which we share with more of our compatriots as opposed to most other world citizens.
- E. that component of our mental programming which we share with people from other cultures.

Geert Hofstede defines national culture as “that component of our mental programming which we share with more of our compatriots as opposed to most other world citizens.”

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

25. Ethnocentrism is best defined as:

- A. the belief that every culture has its own significance.
- B. the collective programming of the mind which distinguishes the members of one category of people from another.
- C. the collective programming of the mind which we share with more of our compatriots as opposed to most other world citizens.
- D.** the tendency to see only one's own cultural programming as "normal."
- E. the belief that there is a universal system of forms and conventions underlying the use of human language.

Ethnocentrism is the tendency to see only one's own cultural programming as "normal."

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

26. Which of the following statements is true about cultural differences regarding body positions and movements?
- A. In the United States, most people indicate the number "one" by holding up the thumb.
 - B. Chinese people greet each other with kisses on both cheeks.
 - C. In the United States an up-and-down movement of the head means "no" and a side-to-side movement of the head means "yes."
 - D. To point to themselves, Americans point to their chests.
 - E. To point to themselves, the Chinese point to their abdomen.

To point to themselves, Americans point to their chests.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

27. Germans generally offer a handshake that is:
- A. brusque and firm with a single pump.
 - B. moderate in grasp and repeated frequently.
 - C. firm with three to five pumps.
 - D. gentle, long-lasting, and sometimes with kisses on both cheeks.
 - E. light, quick, and sometimes with a double kiss.

Germans generally offer a handshake that is brusque and firm with a single pump. Handshakes are repeated upon arrival and departure.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

28. British nationals generally offer a handshake that is:

- A. brusque and firm, with a single pump.
- B. moderate in grasp and repeated frequently.
- C. soft, with three to five pumps.
- D. strong, long-lasting, and sometimes with kisses on both cheeks.
- E. moderate in grasp and includes a double kiss.

British nationals generally offer a handshake that is soft with three to five pumps.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

29. French nationals generally offer a handshake that is:

- A. brusque and firm with a single pump.
- B. moderate in grasp and repeated frequently.
- C. firm with three to five pumps.
- D. strong, long-lasting, and sometimes with kisses on both cheeks.
- E. light, quick, repeated upon arrival and departure, and may include a double kiss.

French nationals generally offer a handshake that is light, quick, repeated upon arrival and departure, and may include a double kiss.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

30. Americans generally offer a handshake that is:

- A. brusque and firm with a single pump.
- B. moderate in grasp and repeated frequently.
- C. firm with three to five pumps.
- D. light, quick, and sometimes with a double kiss.
- E. gentle, long-lasting, and sometimes with kisses on both cheeks.

Americans generally offer a handshake that is firm with three to five pumps.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge

effectively in communicating.

Topic: Dimensions of Cultural Difference

31. Hispanics generally offer a handshake that is:
- A. brusque and firm with a single pump.
 - B.** moderate in grasp and repeated frequently.
 - C. firm with three to five pumps.
 - D. gentle, long-lasting, and sometimes with kisses on both cheeks.
 - E. light, quick, and sometimes with a double kiss.

Hispanics generally offer a handshake that is moderate in grasp and repeated frequently.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge

effectively in communicating.

Topic: Dimensions of Cultural Difference

32. Which of the following statements is true about cultural differences regarding body positions and movements?
- A. In the United States an up-and-down movement of the head means “no” and a side-to-side movement of the head means “yes.”
 - B. Muslims generally accept gifts with the left hand.
 - C. Touching with the left hand is considered a sign of respect among Muslims.
 - D. To refer to themselves, the Japanese point to their faces.
 - E. In Indonesia, looking directly at people, especially those who are older or in higher positions is considered respectful.

To refer to themselves, the Japanese point to their faces.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

33. Which of the following is true about the attitudes of cultures toward various factors of human relationships?

- A. In the United States, people tend to be polychronic.
- B. In the Middle East, people tend to be monochronic.
- C. North Americans tend to prefer about two feet of distance between themselves and those with whom they speak.
- D. North Americans view personal space as belonging to all.
- E. In North America, it is considered a sign of disrespect to maintain eye contact when giving formal speeches.

North Americans tend to prefer about two feet of distance between themselves and those with whom they speak.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

34. Which of the following is true about the attitudes of cultures toward various factors of human relationships?

- A. In the Middle East, people regard time as something that must be planned in order to be used as efficiently as possible.
- B.** North Americans view personal space as a right and tend to respect this right of others; thus, they stand in line and wait their turn.
- C. In North America, it is considered a sign of disrespect to maintain eye contact when giving formal speeches.
- D. In the United States, people are polychronic, viewing time in a more relaxed way.
- E. In the United States, people see extensive planning as unwise and unnecessary.

North Americans view personal space as a right and tend to respect this right of others; thus, they stand in line and wait their turn.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

35. Which of the following is true about the attitudes of cultures toward various factors of human relationships?
- A. In the United States, people are polychronic and view time in a more relaxed way.
 - B. In the United States, people hold the view that important people should be late to show that they are busy.
 - C. In business negotiations, people from the United States move at a deliberately slow pace, engaging in casual talk before getting to the main issue.
 - D. North Americans view space as belonging to all; thus, they jostle for space when boarding trains, standing at ticket counters, or shopping.
 - E. Americans work hard to neutralize body odors or to cover them up and view body odor as unsanitary.

Americans work hard to neutralize body odors or to cover them up and view those with body odors as unsanitary.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

36. American people:
- A. tend to be polychronic.
 - B.** belong to a low-context culture.
 - C. consider touching with the left hand as a serious breach of etiquette.
 - D. tend to be reticent in their relationships with others.
 - E. tend to communicate implicitly.

Americans belong to a low-context culture, a culture that explicitly shares all relevant background information when communicating.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.
Topic: Dimensions of Cultural Difference

37. Which of the following is true about Asians?
- A. They belong to a low-context culture.
 - B. They tend to express themselves explicitly.
 - C.** They tend to be reticent in their relationship with others.
 - D. They tend to share all relevant background information when communicating.
 - E. They avoid using a multimodal style when communicating.

Asians tend to be reticent in their relationships with others and sometimes go to great lengths to save face or not to offend.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

38. Which of the following is true about the attitudes of cultures toward various factors of human relationships?
- A. People belonging to polychronic cultures regard time as something that must be planned in order to be used as efficiently as possible.
 - B. Communicators belonging to low-context cultures use a more multimodal style of communication compared to those from high-context cultures.
 - C. In individualistic cultures people are expected to look after themselves and their families.
 - D. People from across cultures hold the common view that space belongs to all.
 - E. Communicators belonging to high-context cultures tend to express themselves in concrete, direct, and explicit ways.

In individualistic cultures people are expected to look after themselves and their families.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

39. Which of the following is true about the attitudes of cultures toward various factors of human relationships?

- A. A collectivist culture promotes strong identification with social groups.
- B. A company with low power distance will most likely have a strong boss with weak subordinates.
- C. In companies where high power distance exists, authority is widely shared and decisions are often made by consensus.
- D. People belonging to polychronic cultures regard time as something that must be planned in order to be used as efficiently as possible.
- E. People from across cultures hold the common view that space belongs to all.

A collectivist culture promotes strong identification with social groups.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

40. Which of the following is true about linear-actives, multi-actives, and reactives as defined by Richard D. Lewis?
- A. Linear-actives are those who have several things going at the same time.
 - B. People belonging to polychronic cultures regard time as something that must be planned in order to be used as efficiently.
 - C. Multi-actives plan their priorities not according to a time schedule but according to the relative thrill or importance that each appointment brings with it.
 - D. Linear-actives are those who do many things at once.
 - E. Reactives are those who are impulsive and do not act with caution.

Multi-actives are people who are lively and do many things at once. They plan their priorities not according to a time schedule but according to the relative thrill or importance that each appointment brings with it.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

41. Which of the following explains why it is difficult to make precise equivalent translations between languages?

- A. Languages are based on the concepts, experiences, and views of the particular cultures that developed them.
- B. A word in one language always has a corresponding word in another language.
- C. A word that seems the same in two languages always has the same meanings in both languages.
- D. There are no grammatical and syntactic differences among languages.
- E. Like-meaning words are always used in the same way across cultures.

Languages are based on the concepts, experiences, and views of the particular cultures that developed them.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

42. Precise equivalent translations between languages is difficult because:
- A. languages are not based on the concepts, experiences, and views of the particular cultures that developed them.
 - B. a word in one language always has a corresponding word in another language.
 - C. of the existence of multiple word meanings.
 - D. there are no grammatical and syntactic differences among languages.
 - E. like-meaning words are always used in the same way across cultures.

One of the explanations for the lack of language equivalency is the problem of multiple word meanings. Unless one knows a language well, it is difficult to know which of the meanings is intended.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

43. Which of the following sentences has a two-word verb?

- A. You must visit the museum.
- B. Greg is from Washington.
- C. The car broke down last night.
- D. Most tourists love this spot.
- E. There is a scheduled trip to the zoo now.

The sentence "The car broke down last night" has a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

44. Which of the following sentences has a two-word verb?

- A. My uncle is a mechanic.
- B. He is at school.
- C. He has six grandchildren.
- D. The meeting was called off.
- E. The thief managed to escape.

The sentence "The meeting was called off" has a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 3 Hara

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

45. Which of the following sentences uses a two-word verb?

- A. The child had an imaginary friend named Mike.
- B. Jack planted roses in his garden.
- C. He was asked to turn off the lights.
- D. The convertible swerved and crashed.
- E. She saved the cat from drowning in the lake.

The sentence "He was asked to turn off the lights" has a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 3 Hara

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

46. Which of the following sentences uses a two-word verb?

- A. The dancer was extremely elegant.
- B.** He sold his apartment after the break up.
- C. Her eyes were sparkling.
- D. He died in the accident.
- E. The old man had a photograph of a woman.

The sentence "He sold his apartment after the break up" has a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 3 Hard

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

47. Which of the following sentences does not have a two-word verb?

- A. The flight took off an hour ago.
- B. She will come back next month.
- C. You can always depend on John.
- D.** There was a fire in the forest.
- E. I thought the movie was going to end, but it just dragged on.

The sentence "There was a fire in the forest" does not have a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

48. Which of the following sentences does not have a two-word verb?

- A. Look out for snakes in the forest.
- B.** Smith was asked to stay after class.
- C. I was brought up by my aunt.
- D. The game was called off.
- E. Please fill out this form.

The sentence "Smith was asked to stay after class" does not have a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

49. Which of the following sentences does not have a two-word verb?

- A. We blew up some balloons.
- B.** The girl with the red hair is pretty.
- C. He made up that story.
- D. They quickly put out the fire.
- E. I'll put my new dress on.

The sentence "The girl with the red hair is pretty" does not have a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

50. Which of the following sentences does not have a two-word verb?

- A.** I'm really tired because I didn't sleep well last night.
- B. The show must go on.
- C. We ran into some old friends at the mall.
- D. The car ran out of gas.
- E. Take that cap off!

The sentence "I'm really tired because I didn't sleep well last night" does not have two-word verbs. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

51. Which of the following sentences does not have a two-word verb?

- A. I expect the sales to take off in November.
- B. They tried to cut back on their expenditures.
- C. She could not explain the decline in profit.
- D. They had a very messy break up.
- E. Try to figure out this system.

The sentence "She could not explain the decline in profit" does not have a two-word verb. Two-word verbs are those wording consisting of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

52. In order to avoid misinterpretations in cross-cultural communication, you should:

- A. avoid using two-word verbs.
- B. use passive voice instead of active voice.
- C. use colloquial expressions.
- D. avoid using the active verb.
- E. avoid using back translating procedures.

One of the most difficult problems for nonnative speakers of English is the use of two-word verbs.

AACSB: Communication

Blooms: Remember

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

53. Which of the following sentences uses slang or a colloquial word?

- A. I would like to compete in a cooking contest.
- B. They planned to watch a movie tonight.
- C. The basketball team was pumped up for the game.
- D. I've decided to extend my membership at the gym.
- E. I was about to send you an email.

The sentence "The basketball team was pumped up for the game" uses the colloquial expression "pumped up."

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

54. Which of the following sentences uses a slang word or a colloquial word?
- A. I would rather exercise than sit on the couch all day.
 - B.** Her remarks were a bit over the top, don't you think?
 - C. I'm looking forward to spending time with my family.
 - D. I have something important to tell you.
 - E. I was busy thinking of ideas for our website.

The sentence "Her remarks were a bit over the top, don't you think?" uses the colloquial expression "over the top."

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

55. Which of the following sentences does not contain colloquial expressions?
- A. We were up the creek without a paddle.
 - B. He ran around like a headless chicken.
 - C. We were tuckered out.
 - D. I think we are in a rut.
 - E.** We will deliver the package on Friday.

The sentence "We will deliver the package on Friday" does not contain a colloquial expression.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

56. Which of the following sentences does not contain slang words or colloquial expressions?
- A. Our vacation was a blur because we were having so much fun!
 - B.** He has left for home.
 - C. I bought a used laptop for 50% off. What a steal!
 - D. I aced my math test!
 - E. I was all geared up for the race.

The sentence "He has left for home" does not use a colloquial expression.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

57. Which of the following sentences does not contain slang words or colloquial expressions?
- A. Look at that basket case! He is dancing in the street.
 - B. The salesman was talking baloney when he told the woman that his new vacuum could clean her whole house in five minutes.
 - C. If you don't back off, I'm going to call the cops!
 - D.** They couldn't understand the report.
 - E. I aced my math test!

The sentence "They couldn't understand the report" does not use a colloquial expression.

AACSB: Reflective Thinking

Blooms: Apply

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

58. For communicating successfully across cultures, you should:

- A. learn all you can about your communication partners' cultures.
- B. use two-word verbs.
- C. use double questions in conversations for emphasis.
- D. use colloquial expressions.
- E. use slang words.

Learning about the culture of your potential partners' countries of origin helps in communicating successfully across cultures.

AACSB: Communication

Blooms: Understand

Difficulty: 1 Easy

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

59. Which of the following is true about cross-cultural communication?
- A. Body language is the same world over and does not affect cross-cultural communication.
 - B. Ethnocentrism makes you a better cross-cultural communicator.
 - C. Adapting to the practices of one's international partners is not always feasible.
 - D. Continually checking for shared meaning can hamper the accuracy of a communication process.
 - E. The use of double questions enhances the clarity of messages in cross-cultural communications.

Adapting to the practices of one's international partners is not always feasible.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

60. Which of the following is true about cross-cultural communication?
- A. Body language is the same world over and does not affect cross-cultural communication.
 - B. Ethnocentrism makes you a better cross-cultural communicator.
 - C. The use of two-word verbs enhances the clarity of cross-cultural communications.
 - D. Continually checking for shared meaning can help ensure the accuracy of the communication process.
 - E. The use of double questions enhances the clarity of cross-cultural communications.

Continually checking for shared meaning can help ensure the accuracy of the communication process.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

61. For communicating successfully across cultures, you should:

- A. use yes/no questions often in conversations.
- B. use double questions often in conversations.
- C. talk slowly and enunciate each word.
- D. use negative questions in conversations for emphasis.
- E. use colloquial words.

Erring on the side of simplicity is your best bet for clear communication. You should talk slowly, enunciating each word.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

62. For communicating successfully across cultures, you should:

- A. avoid the frequent use of yes/no questions in conversations.
- B. use double questions often in conversations.
- C. avoid the use of active voice.
- D. use negative questions in conversations for emphasis.
- E. use colloquial words.

Some cultures may find it difficult to answer the yes/no question directly.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

63. For communicating successfully across cultures, you should:

- A. frequently use yes/no questions in conversations.
- B. use double questions often in conversations.
- C. avoid using the active voice.
- D. avoid using negative questions in conversations.
- E. use colloquial words.

You should avoid negative questions such as "Aren't you going to dinner?" for effective cross-cultural communication.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

64. For communicating successfully across cultures, you should:

- A. frequently use yes/no questions in conversations.
- B.** avoid using double questions.
- C. avoid using the active voice.
- D. use negative questions in conversations to emphasize the content.
- E. use colloquial words.

You should avoid double questions for effective cross-cultural communication.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

65. Which of the following is true about cross-cultural communication?

- A. Body language is the same world over and does not affect cross-cultural communication.
- B. Ethnocentrism makes you a better cross-cultural communicator.
- C. The use of colloquial expressions enhances the clarity of cross-cultural communications.
- D.** The use of open-ended questions in conversations can enhance the effectiveness of cross-cultural communication.
- E. Continually checking for shared meaning can hamper the accuracy of a communication process.

The use of open-ended questions such as "When would you like to go to dinner?" can enhance the effectiveness of cross-cultural communication.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures

Short Answer Questions

66. Why is effective cross-cultural communication important to businesses?

A primary reason why effective cross-cultural communication is important to business is that many businesses sell their products and services both domestically and internationally. Being able to communicate cross-culturally will help them to be more successful in understanding customers' needs, and communicating how the company can meet these needs, and winning their business. Another reason is that you will be a more effective employee within your company. If you can work harmoniously with those from other cultures, you will help create a more comfortable and productive workplace. Furthermore, if cultural barriers are minimized, your company will be able to hire a wider variety of good people. Also, you will minimize problems stemming from misinterpretations. A final reason is that your attention to communicating clearly with those from other cultures will enrich your business and personal life.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-01 Explain why communicating clearly across cultures is important to business.

Topic: The Growing Importance of Cross-Cultural Communication

67. Describe the three major factors that influence a country or region's culture.

The topography of the country has a profound influence on what types of people live in a certain place. For instance, many natural borders around a country make for a more insular culture than changing, indistinct borders, and life under a broiling sun creates different habits and values than life in a darker, colder environment. The country's history and certain events or systems of government that have affected the national memory also have an influence on the country's culture. The role of religion is important to understand the culture of the country. Religious values have shaped the Middle East, different Asian countries, and even the United States.

AACSB: Communication

Blooms: Remember

Difficulty: 2 Medium

Learning Objective: 02-02 Describe three major factors that influence a country or region's culture.

Topic: Dimensions of Cultural Difference

68. Discuss how hand gestures differ in meaning across cultures.

Hand gestures can have many different meanings. The two-fingered sign that means "victory" or "peace" in the United States is considered vulgar in Australia, and the "OK" sign is insulting in countries like Russia, Germany, and Brazil. Even the use of fingers to indicate numbers can vary. In the United States, most people indicate "1" by holding up the forefinger, whereas in parts of Europe, "1" is the thumb, "2" is the forefinger, and so forth. To point to themselves, the Japanese point to their faces, while the Chinese point to their noses and Americans point to their chests. Holding up both hands with the palms facing outwards can mean "ten," "I surrender," or "I'm telling the truth," depending on where you are.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-03 Describe cultural differences regarding body positions and movements and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

69. Differentiate between high-context and low-context cultures.

Americans belong to a low-context culture, a culture that explicitly shares all relevant background information when communicating. Asians, on the other hand, belong to a high-context culture, which leads them to limit background information and communicate more implicitly.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

70. Differentiate between high power distance and low power distance cultures.

How people view superior-subordinate relations can vary by culture. Hofstede calls this dimension power distance. The dominant arrangement in Latin America is a strong boss with weak subordinates doing as the boss directs. This is an example of a culture that exhibits "high power distance." In contrast, Israel, New Zealand, and Denmark have "low power distance," which means that authority is widely shared and decisions are often made by consensus.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this

knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

71. Differentiate between individualism and collectivism.

An individualistic culture is one in which people are expected to look after themselves and their families, while a collectivist culture promotes strong identification with social groups.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

72. Explain the label uncertainty avoidance related to cultures

The label uncertainty avoidance refers to the extent to which a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Uncertainty-avoiding cultures try to prevent situations with strict rules and core values. Uncertainty-accepting cultures tend to be more relaxed, more tolerant of differences, and less rule-bound.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Dimensions of Cultural Difference

73. Describe Richard D. Lewis' three-part model for categorizing our world's many cultures.

Linear-actives are those who tend to follow a linear path toward a desired goal. They plan, schedule, organize, pursue action chains, do one thing at a time. Lewis cites the Germans and Swiss as exemplars of this group. Multi-actives are those who have several things going at the same time—and not all of them overtly business related. According to Lewis, they are lively, loquacious people who do many things at once, planning their priorities not according to a time schedule but according to the relative thrill or importance that each appointment brings with it. He puts Italians, Latin Americans, and Arabs in this group. Reactives are those who listen and ponder carefully and move with caution. In Lewis's words, they prioritize courtesy and respect, listening quietly and calmly to their interlocutors and reacting carefully to the other side's proposals. The Chinese, Japanese, and Finns would be in this group.

AACSB: Communication

Blooms: Remember

Difficulty: 1 Easy

Learning Objective: 02-04 Describe the impact of culture on views and practices concerning human relations and use this knowledge effectively in communicating.

Topic: Problems of Language

74. Define two-word verbs with an example.

Two-word verbs consist of (1) a verb and (2) a second element that, combined with the verb, produces a meaning that the verb alone does not have. For example, the verb break and the word up when combined, have a meaning quite different from the meanings the words have when they are used in isolation.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-05 Explain the language equivalency problem and techniques for minimizing its effects.

Topic: Problems of Language

75. Why is stereotyping regarded as negative?

Stereotyping is regarded as negative, with good reason. Stereotyping can prejudice us and blind us to others' true natures.

AACSB: Communication

Blooms: Understand

Difficulty: 2 Medium

Learning Objective: 02-06 Describe what one can do to enhance one's cross-cultural communication skills.

Topic: Advice for Communicating Across Cultures