

Chapter 02 - Testbank

Student: _____

1. Each person involved in interpersonal communication is both encoding and decoding meaning.

True False

2. Decoding is the process of converting meaning into messages composed of words and nonverbal signals.

True False

3. In the interpersonal communication process, communicators encode and send messages at the same time that they also receive and decode messages.

True False

4. Hearing problems, illness, and memory loss are examples of semantic noise in the communication process.

True False

5. Physical noise refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction.

True False

6. All outgoing messages are encoded and all incoming messages are decoded through a filter of lifetime experiences.

True False

7. High self-awareness includes the ability to manage events that stir strong responses.

True False

8. Venting negative feelings is the most effective strategy for de-escalating anger.

True False

9. People low in self-management should practice self-talk to improve.

True False

10. People with high self-management react defensively with a me-first attitude when threats are perceived.

True False

11. Spoken messages in the workplace are low in control but high in richness.

True False

12. Written messages in the workplace are high in richness as individuals can carefully craft messages at their own pace and on their schedule.

True False

13. Individuals involved in synchronous communication pay attention to and respond to communications at a time of their choosing.

True False

14. Private communication does not necessarily imply that the communication is confidential.

True False

15. Compared to networked communication, team communication allows teams to form and disband more informally and loosely.

True False

16. Sensors are pragmatic and results-oriented.

True False

17. Feelers enjoy talking and frequently discuss feelings and stories.

True False

18. Since thinkers are most focused on harmony, when addressing them one should include personal comments and explain the impacts of decisions on people.

True False

19. When communicating with intuitors one should not overemphasize the details.

True False

20. When one is treated poorly, responding aggressively potentially de-escalates an ugly situation and shows one's character and caring.

True False

21. Which of the following terms best describes the process of sending and receiving verbal and nonverbal messages between two or more people?
- A. Injunction process
 - B. Stimulus discrimination process
 - C. Interpersonal communication process
 - D. Habituation process
 - E. Social referencing process
22. _____ refers to the thoughts and feelings that people intend to communicate to one another.
- A. Meaning
 - B. Cognition
 - C. Allusion
 - D. Inclination
 - E. Empathy
23. _____ is the process of converting meaning into messages composed of words and nonverbal signals.
- A. Deciphering
 - B. Encoding
 - C. Interpreting
 - D. Reasoning
 - E. Analyzing
24. _____ is the process of interpreting messages from others into meaning.
- A. Encrypting
 - B. Reasoning
 - C. Encoding
 - D. Classifying
 - E. Decoding
25. A poor signal for a phone conversation or blurry video feed for a teleconference are examples of _____ noise.
- A. physical
 - B. psychological
 - C. semantic
 - D. physiological
 - E. cognitive
26. _____ noise occurs when communicators apply different meanings to the same words or phrases.
- A. Psychological
 - B. Physical
 - C. Semantic
 - D. Cognitive
 - E. Physiological

27. _____ noise refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction.
- A. Cognitive
 - B. Physiological
 - C. Semantic
 - D. Psychological
 - E. Physical
28. All outgoing messages are encoded and all incoming messages are decoded through:
- A. a filter of lifetime experiences.
 - B. the process of injunction.
 - C. the trickle-down effect.
 - D. mapping activities.
 - E. the process of habituation.
29. Emotional _____ refers to a situation in which emotions control our behavior causing us to react without thinking.
- A. lateralization
 - B. hijacking
 - C. blackmail
 - D. contagion
 - E. referencing
30. Which of the following involves accurately understanding one's own emotions as they occur and how they affect one's behavior and thought?
- A. Superannuation
 - B. Empathy
 - C. Social referencing
 - D. Cognitive dissonance
 - E. Self-awareness
31. Events that cause strong emotional reactions are called _____.
- A. triggers
 - B. stressors
 - C. thrillers
 - D. distracters
 - E. exciters
32. _____ is the ability to use awareness of your emotions to stay flexible and to direct your behavior positively.?
- A. Empathy
 - B. Self-management
 - C. Emotional hijacking
 - D. Relationship management
 - E. Sympathy

33. Which of the following involves the discipline to hold off on current urges to meet long-term intentions?
- A. Empathy
 - B. Malevolence
 - C. Self-management
 - D. Longevity
 - E. Cognitive dissonance
34. Which of the following domains of emotional intelligence best describes the ?ability to accurately pick up on emotions in other people and understand what is really going on with them??
- A. Empathy
 - B. Relationship management
 - C. Self-management
 - D. Self-awareness
 - E. Positive affect
35. Which of the following is an impact of low self-management on interpersonal communication?
- A. One directs conversations to topics that are important to self.
 - B. One focuses exclusively on the task at hand without paying attention to rapport-building.
 - C. One provides indirect and vague feedback and ideas to others.
 - D. One frequently vents frustrations without a constructive work purpose.
 - E. One is aware of his or her own emotional states and its related impacts on communication.
36. Which of the following is an impact of high self-management on interpersonal communication?
- A. One discusses frustrations in the context of solving problems and improving relationships.
 - B. One attempts to understand the feelings, perspectives, and needs of others.
 - C. One engages in a me-first approach to work with colleagues.
 - D. One responds to others only when it's convenient.
 - E. One frequently vents frustrations without a constructive work purpose.
37. Which of the following is an impact of high empathy on interpersonal communication?
- A. One controls emotional impulses that are not aligned with work and relationship goals.
 - B. One directs conversations to topics that focus on the needs of others and self.
 - C. One is aware of triggers and related tendencies to say the wrong thing.
 - D. One spends a higher percentage of work conversations on small talk, gossip, and non-work-related issues.
 - E. One frequently vents frustrations without a constructive work purpose.
38. Which of the following is an impact of high relationship management on interpersonal communication?
- A. One controls emotional impulses that are not aligned with work and relationship goals.
 - B. One responds to others only when it's convenient.
 - C. One builds rapport with others to focus on collaboration.
 - D. One is aware of own emotional states and related impacts on communication.
 - E. One frequently vents frustrations without a constructive work purpose.

39. Which of the following is a strategy to improve relationship management?
- A. Engage in relaxation techniques to clear your mind.
 - B. Practice self-talk and visualize yourself responding effectively to challenging interpersonal issues.
 - C. Constantly evaluate your feelings and moods; attempt to understand your feelings as they occur.
 - D. Build up the courage to have a difficult conversation.
 - E. Reflect on personal strengths, weaknesses, and values.
40. Which of the following is a strategy to improve self-management?
- A. Encourage others who rarely speak up to voice their thoughts and feelings.
 - B. Think about group dynamics and the related impacts on each team member.
 - C. Examine strategies for overcoming impulses that compete with achieving your long-range goals.
 - D. Reflect on personal strengths, weaknesses, and values.
 - E. Attend work-related social outings.
41. Which of the following is most likely to be true of those people who have low empathy?
- A. They are unaware of their own emotional states and related impacts on communication.
 - B. They direct conversations to topics that are important to self.
 - C. They frequently vent frustrations without a constructive work purpose.
 - D. They volunteer advice or help to others as appropriate.
 - E. They attempt to understand the feelings, perspectives, and needs of others.
42. Which of the following is a domain of emotional intelligence?
- A. Self-actualization
 - B. Sympathy
 - C. Self-management
 - D. Semantics
 - E. Emotional labor
43. When choosing a communication channel, _____ refers to the degree to which communications can be planned and recorded, thus allowing strategic message development.
- A. richness
 - B. immediacy
 - C. constraint
 - D. coordination
 - E. control
44. _____ implies that the communication can be tightly drafted, edited and revised, rehearsed, and otherwise strategically developed before delivery.
- A. Immediacy
 - B. Permanence
 - C. Planning
 - D. Richness
 - E. Coordination

45. In communication, _____ refers to the extent to which the message can be stored, retrieved, and distributed to others.
- A. coordination
 - B. planning
 - C. constraint
 - D. permanence
 - E. richness
46. In the context of communication, which of the following terms refers to the practical limitations of coordination and resources?
- A. Constraint
 - B. Control
 - C. Immediacy
 - D. Permanence
 - E. Richness
47. _____ deals with the effort and timing needed to allow all relevant people to participate in a communication.
- A. Coordination
 - B. Immediacy
 - C. Cue
 - D. Permanence
 - E. Richness
48. _____ deal with the financial, space, time, and other investments necessary to employ particular channels of communication.
- A. Constraints
 - B. Resources
 - C. Cues
 - D. Controls
 - E. Richness
49. Individuals involved in a(n) _____ communication can pay attention to and respond to communications at a time of their choosing.
- A. asynchronous
 - B. synergized
 - C. low empathy
 - D. intrapersonal
 - E. concurrent
50. Which of the following is an asynchronous and dominant communication tool for one-to-one or one-to-many business messages?
- A. Videoconference
 - B. Email
 - C. Phone conversation
 - D. Conference call
 - E. Webinar

51. Which of the following is typically used for short, one-to-one or one-to-many messages, and is ideal for quick announcements and scheduling?
- A. Blogs
 - B. Videoconference
 - C. Texting
 - D. Conference call
 - E. Webinar
52. Which of the following facilitates a one-stop work space containing project and meeting information, shared files, and communication platforms?
- A. Texting
 - B. Videoconference
 - C. Webinar
 - D. Social networking
 - E. Email
53. Which of the following is ideal for matters that require rapport-building and is preferred for sensitive and emotion-packed situations?
- A. Spoken communication
 - B. Email
 - C. Written message
 - D. Social networking
 - E. Texting
54. _____ communication refers to one-to-one communication that involves just a few individuals about work matters.
- A. Team
 - B. Networked
 - C. Leadership
 - D. Concurrent
 - E. Private
55. Which of the following is the most common form of many-to-many communication?
- A. Team communication
 - B. Networked communication
 - C. Leadership communication
 - D. Private communication
 - E. Concurrent communication
56. _____ communication allows people to contact, communicate with, and develop work relationships with people they do not know but who share work interests and goals.
- A. Team
 - B. Networked
 - C. Leadership
 - D. Private
 - E. Concurrent

57. Team communication differs from networked communication in that networked communication:
- A. occurs among people who know one another.
 - B. typically occurs in the context of formally created teams or units.
 - C. allows groups to form and disband more informally and loosely.
 - D. is the most basic one-to-one communication that involves just a few individuals about work matters.
 - E. is always accomplished with the help of texting.
58. When an executive or a manager develops a message for all relevant employees, it is known as _____ communication.
- A. team
 - B. networked
 - C. private
 - D. leadership
 - E. concurrent
59. _____ communication is often intended to announce big changes, inspire outstanding performance, boost morale, or create unity of vision for an organization.
- A. Leadership
 - B. Networked
 - C. Private
 - D. Team
 - E. Concurrent
60. Which of the following communicator styles is pragmatic and results-oriented?
- A. Feeler
 - B. Senser
 - C. Thinker
 - D. Intuitor
 - E. Delighter
61. _____ tend to be more people-oriented and as a result, they focus heavily on harmony.
- A. Thinkers
 - B. Sensers
 - C. Feelers
 - D. Intuitors
 - E. Delighters
62. _____ are most focused on logic, objectivity, and correct analysis.
- A. Intuitors
 - B. Sensers
 - C. Feelers
 - D. Thinkers
 - E. Delighters

63. _____ are future-oriented, out-of-the-box thinkers.
- A. Intuitors
 - B. Sensors
 - C. Feelers
 - D. Thinkers
 - E. Delighters
64. In the context of communicator styles, which of the following is a characteristic of sensors?
- A. They need personal security.
 - B. They are results-oriented.
 - C. They focus on correct analysis.
 - D. They are experimental.
 - E. They are out-of-the-box thinkers.
65. In the context of communicator styles, which of the following is a characteristic of a person who is a feeler?
- A. Focuses on logic and objectivity
 - B. Focuses on big ideas
 - C. Needs personal security
 - D. Pragmatic and results-oriented
 - E. Out-of-the-box thinking
66. In the context of communicator styles, which of the following is a characteristic of a thinker?
- A. Focuses on harmony, empathy
 - B. Action-oriented, focused on present
 - C. Focuses on future
 - D. Focuses on logic and objectivity
 - E. Out-of-the-box thinking
67. In the context of communicator styles, which of the following is a characteristic of an intuitor?
- A. Focuses on future, experimental
 - B. Focuses on correct analysis
 - C. "People" person
 - D. Focused on present, results-oriented
 - E. Focuses on harmony, empathy
68. Which of the following is most likely to be true regarding the communication preferences of sensors?
- A. They enjoy talking and frequently discuss feelings and stories.
 - B. They want only the relevant facts.
 - C. They thoroughly discuss an idea before moving to next idea.
 - D. They discuss concepts first and facts last.
 - E. They are experimental and focus on big ideas.

69. Which of the following is a guiding principle on improving civility in society and the workplace?

- A. Tell, don't ask.
- B. Ignore small things.
- C. Disagree graciously.
- D. Do not refrain from arguing.
- E. Keep a negative attitude.

70. _____ is "rudeness and disregard for others in a manner that violates norms for respect."

- A. Emotional hijacking
- B. Empathy
- C. Cognitive dissonance
- D. Incivility
- E. Emotional labor

71. Define interpersonal communication process.

72. What do the words meaning, encoding, and decoding refer to in interpersonal communication?

73. Explain physiological noise with examples.

74. What is emotional hijacking?

75. What is self-management?

76. What is empathy? What does it include?

77. What does control refer to in choosing a communication channel? What do planning and permanence mean?

78. State differences between team and networked communications.

79. What are the different communicator styles?

80. What are the eight guiding principles of improving civility in society as discussed by P. M. Forni?

Chapter 02 - Testbank **Key**

1. Each person involved in interpersonal communication is both encoding and decoding meaning.

TRUE

Each person involved in interpersonal communication is both encoding and decoding meaning. It involves the exchange of simultaneous and mutual messages to share and negotiate meaning between those involved.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

2. Decoding is the process of converting meaning into messages composed of words and nonverbal signals.

FALSE

Encoding is the process of converting meaning into messages composed of words and nonverbal signals.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

3. In the interpersonal communication process, communicators encode and send messages at the same time that they also receive and decode messages.

TRUE

In the interpersonal communication process, communicators encode and send messages at the same time that they also receive and decode messages.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

4. Hearing problems, illness, and memory loss are examples of semantic noise in the communication process.

FALSE

Physiological noise refers to disruption due to physiological factors. Examples include hearing problems, illness, memory loss, and so on.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

5. Physical noise refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction.

FALSE

Psychological noise refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Developing Emotional Intelligence

6. All outgoing messages are encoded and all incoming messages are decoded through a filter of lifetime experiences.

TRUE

All outgoing messages are encoded and all incoming messages are decoded through a filter of lifetime experiences. This filter is an accumulation of knowledge, values, expectations, and attitudes based on prior personal experiences.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

7. High self-awareness includes the ability to manage events that stir strong responses.

TRUE

Self-awareness is particularly important for stressful and unpleasant situations. High self-awareness includes the ability to manage events that stir strong—often fight-or-flight—responses.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

8. Venting negative feelings is the most effective strategy for de-escalating anger.

FALSE

A common misperception of many business professionals is that venting negative feelings helps people cope with anger. Study after study has shown that venting is temporarily satisfying—but it rarely makes anger go away, especially when the venting is intended as retaliation.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

9. People low in self-management should practice self-talk to improve.

TRUE

To improve self-management people need to practice self-talk and visualize responding effectively to challenging interpersonal issues.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

10. People with high self-management react defensively with a me-first attitude when threats are perceived.

FALSE

People with low self-management react defensively with a me-first attitude when threats are perceived.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

11. Spoken messages in the workplace are low in control but high in richness.

TRUE

Spoken messages in the workplace are generally high in richness but low in control. In other words, when people speak to one another face-to-face, they get immediate verbal and nonverbal feedback and respond accordingly.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

12. Written messages in the workplace are high in richness as individuals can carefully craft messages at their own pace and on their schedule.

FALSE

Written messages in the workplace are generally low in richness, since they typically do not allow immediate feedback and lack a variety of social, verbal, and nonverbal cues.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

13. Individuals involved in synchronous communication pay attention to and respond to communications at a time of their choosing.

FALSE

Asynchronous communication does not occur in real time. Individuals involved in such communication can pay attention to and respond to communications at a time of their choosing.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

14. Private communication does not necessarily imply that the communication is confidential.

TRUE

The most basic workplace communication is one-to-one communication that involves just a few individuals about work matters. We refer to this type of communication as private communication. This does not necessarily imply that the communication is confidential.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

15. Compared to networked communication, team communication allows teams to form and disband more informally and loosely.

FALSE

Whereas team communication typically occurs in the context of formally created teams or units, networked communication allows groups to form and disband more informally and loosely.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

16. Sensors are pragmatic and results-oriented.

TRUE

Sensors are pragmatic and results-oriented. When addressing sensors, one needs to be direct, brief, and to the point.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

17. Feelers enjoy talking and frequently discuss feelings and stories.

TRUE

Feelers tend to be more people-oriented and as a result, they focus heavily on harmony. Feelers enjoy talking and frequently discuss feelings and stories.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

18. Since thinkers are most focused on harmony, when addressing them one should include personal comments and explain the impacts of decisions on people.

FALSE

Thinkers are most focused on logic, objectivity, and correct analysis. When addressing thinkers, one should focus on well-organized, well-analyzed, dispassionate, and conclusive arguments.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

19. When communicating with intuitors one should not overemphasize the details.

TRUE

Intuitors are future-oriented, out-of-the-box thinkers. When communicating with intuitors, one should take more time for discussion and not overemphasize the details.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

20. When one is treated poorly, responding aggressively potentially de-escalates an ugly situation and shows one's character and caring.

FALSE

Even when treated poorly, responding civilly potentially de-escalates an ugly situation and shows one's character and caring.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-06 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

Topic: Maintaining Civility

21. Which of the following terms best describes the process of sending and receiving verbal and nonverbal messages between two or more people?

- A. Injunction process
- B. Stimulus discrimination process
- C. Interpersonal communication process**
- D. Habituation process
- E. Social referencing process

The interpersonal communication process is the process of sending and receiving verbal and nonverbal messages between two or more people.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

22. _____ refers to the thoughts and feelings that people intend to communicate to one another.

- A. Meaning**
- B. Cognition
- C. Allusion
- D. Inclination
- E. Empathy

Each person involved in interpersonal communication is both encoding and decoding meaning. Meaning refers to the thoughts and feelings that people intend to communicate to one another.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

23. _____ is the process of converting meaning into messages composed of words and nonverbal signals.

- A. Deciphering
- B. Encoding**
- C. Interpreting
- D. Reasoning
- E. Analyzing

Meaning refers to the thoughts and feelings that people intend to communicate to one another. Encoding is the process of converting meaning into messages composed of words and nonverbal signals.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

24. _____ is the process of interpreting messages from others into meaning.

- A. Encrypting
- B. Reasoning
- C. Encoding
- D. Classifying
- E. Decoding**

Encoding is the process of converting meaning into messages composed of words and nonverbal signals. Decoding is the process of interpreting messages from others into meaning.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

25. A poor signal for a phone conversation or blurry video feed for a teleconference are examples of _____ noise.

- A. physical**
- B. psychological
- C. semantic
- D. physiological
- E. cognitive

Physical noise is external noise that makes a message difficult to hear or otherwise receive. A poor signal for a phone conversation or blurry video feed for a teleconference are examples of physical noise.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

26. _____ noise occurs when communicators apply different meanings to the same words or phrases.

- A. Psychological
- B. Physical
- C. Semantic**
- D. Cognitive
- E. Physiological

Semantic noise occurs when communicators apply different meanings to the same words or phrases. For example, two people may have different ideas about what an acceptable profit margin means.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

27. _____ noise refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction.

- A. Cognitive
- B. Physiological
- C. Semantic
- D. Psychological**
- E. Physical

Psychological noise refers to interference due to attitudes, ideas, and emotions experienced during an interpersonal interaction.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

28. All outgoing messages are encoded and all incoming messages are decoded through:

- A. a filter of lifetime experiences.**
- B. the process of injunction.
- C. the trickle-down effect.
- D. mapping activities.
- E. the process of habituation.

All outgoing messages are encoded and all incoming messages are decoded through a filter of lifetime experiences. This filter is an accumulation of knowledge, values, expectations, and attitudes based on prior personal experiences.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

29. Emotional _____ refers to a situation in which emotions control our behavior causing us to react without thinking.

- A. lateralization
- B. hijacking**
- C. blackmail
- D. contagion
- E. referencing

Emotional hijacking is a situation in which emotions control our behavior causing us to react without thinking. It prevents you from engaging in effective interpersonal communication.

AACSB: Analytic

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-02 Explain how emotional hijacking can hinder effective interpersonal communication.

Topic: Developing Emotional Intelligence

30. Which of the following involves accurately understanding one's own emotions as they occur and how they affect one's behavior and thought?

- A. Superannuation
- B. Empathy
- C. Social referencing
- D. Cognitive dissonance
- E. Self-awareness**

Self-awareness is the foundation for emotional intelligence. It involves accurately understanding your emotions as they occur and how they affect you.

AACSB: Analytic

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

31. Events that cause strong emotional reactions are called _____.

- A. triggers**
- B. stressors
- C. thrillers
- D. distracters
- E. exciters

High self-awareness includes the ability to manage events that stir strong—often fight-or-flight—responses. Events that cause strong emotional reactions are called triggers.

AACSB: Analytic

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

32. _____ is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.”

- A. Empathy
- B. Self-management**
- C. Emotional hijacking
- D. Relationship management
- E. Sympathy

Self-management is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.” It involves the discipline to hold off on current urges to meet long-term intentions.

AACSB: Analytic

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

33. Which of the following involves the discipline to hold off on current urges to meet long-term intentions?

- A. Empathy
- B. Malevolence
- C. Self-management**
- D. Longevity
- E. Cognitive dissonance

Self-management is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.” It involves the discipline to hold off on current urges to meet long-term intentions.

AACSB: Analytic

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

34. Which of the following domains of emotional intelligence best describes the “ability to accurately pick up on emotions in other people and understand what is really going on with them”?

- A. Empathy**
- B. Relationship management
- C. Self-management
- D. Self-awareness
- E. Positive affect

Empathy is the “ability to accurately pick up on emotions in other people and understand what is really going on with them.”

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

35. Which of the following is an impact of low self-management on interpersonal communication?

- A. One directs conversations to topics that are important to self.
- B. One focuses exclusively on the task at hand without paying attention to rapport-building.
- C. One provides indirect and vague feedback and ideas to others.
- D. One frequently vents frustrations without a constructive work purpose.**
- E. One is aware of his or her own emotional states and its related impacts on communication.

Self-management is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.” It involves the discipline to hold off on current urges to meet long-term intentions. An impact of low self-management on interpersonal communication is frequently venting frustrations without a constructive work purpose.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

36. Which of the following is an impact of high self-management on interpersonal communication?

- A.** One discusses frustrations in the context of solving problems and improving relationships.
- B. One attempts to understand the feelings, perspectives, and needs of others.
- C. One engages in a me-first approach to work with colleagues.
- D. One responds to others only when it's convenient.
- E. One frequently vents frustrations without a constructive work purpose.

Self-management is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.” It involves the discipline to hold off on current urges to meet long-term intentions. An impact of high self-management on interpersonal communication is discussing frustrations in the context of solving problems and improving relationships.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

37. Which of the following is an impact of high empathy on interpersonal communication?

- A. One controls emotional impulses that are not aligned with work and relationship goals.
- B.** One directs conversations to topics that focus on the needs of others and self.
- C. One is aware of triggers and related tendencies to say the wrong thing.
- D. One spends a higher percentage of work conversations on small talk, gossip, and non-work-related issues.
- E. One frequently vents frustrations without a constructive work purpose.

Empathy is the “ability to accurately pick up on emotions in other people and understand what is really going on with them.” Empathy also includes the desire to help others develop in their work responsibilities and career objectives.. An impact of high empathy on interpersonal communication is directing conversations to topics that focus on the needs of others and self.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

38. Which of the following is an impact of high relationship management on interpersonal communication?

- A. One controls emotional impulses that are not aligned with work and relationship goals.
- B. One responds to others only when it's convenient.
- C.** One builds rapport with others to focus on collaboration.
- D. One is aware of own emotional states and related impacts on communication.
- E. One frequently vents frustrations without a constructive work purpose.

Relationship management is the “ability to use your awareness of emotions and those of others to manage interactions successfully.”. An impact of high relationship management on interpersonal communication is building rapport with others to focus on collaboration.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

39. Which of the following is a strategy to improve relationship management?

- A. Engage in relaxation techniques to clear your mind.
- B. Practice self-talk and visualize yourself responding effectively to challenging interpersonal issues.
- C. Constantly evaluate your feelings and moods; attempt to understand your feelings as they occur.
- D. Build up the courage to have a difficult conversation.**
- E. Reflect on personal strengths, weaknesses, and values.

Relationship management is the “ability to use your awareness of emotions and those of others to manage interactions successfully.” One of the strategies to improve relationship management is to build up the courage to have a difficult conversation. Refer to table 2.5.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

40. Which of the following is a strategy to improve self-management?

- A. Encourage others who rarely speak up to voice their thoughts and feelings.
- B. Think about group dynamics and the related impacts on each team member.
- C. Examine strategies for overcoming impulses that compete with achieving your long-range goals.**
- D. Reflect on personal strengths, weaknesses, and values.
- E. Attend work-related social outings.

Self-management is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.” One of the strategies to improve self-management is to examine strategies for overcoming impulses that compete with achieving your long-range goals. Refer to table 2.5.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

41. Which of the following is most likely to be true of those people who have low empathy?

- A. They are unaware of their own emotional states and related impacts on communication.
- B. They direct conversations to topics that are important to self.**
- C. They frequently vent frustrations without a constructive work purpose.
- D. They volunteer advice or help to others as appropriate.
- E. They attempt to understand the feelings, perspectives, and needs of others.

Empathy is the “ability to accurately pick up on emotions in other people and understand what is really going on with them.” Empathy also includes the desire to help others develop in their work responsibilities and career objectives. Refer to table 2.5.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

42. Which of the following is a domain of emotional intelligence?

- A. Self-actualization
- B. Sympathy
- C. Self-management**
- D. Semantics
- E. Emotional labor

The most-used EQ test for business professionals shows that emotional intelligence can be divided into four domains: self-awareness, self-management, empathy, and relationship management.

AACSB: Analytic

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

43. When choosing a communication channel, _____ refers to the degree to which communications can be planned and recorded, thus allowing strategic message development.

- A. richness
- B. immediacy
- C. constraint
- D. coordination
- E. control**

Control refers to the degree to which communications can be planned and recorded, thus allowing strategic message development.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

44. _____ implies that the communication can be tightly drafted, edited and revised, rehearsed, and otherwise strategically developed before delivery.

- A. Immediacy
- B. Permanence
- C. Planning**
- D. Richness
- E. Coordination

Planning implies that the communication can be tightly drafted, edited and revised, rehearsed, and otherwise strategically developed before delivery.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

45. In communication, _____ refers to the extent to which the message can be stored, retrieved, and distributed to others.

- A. coordination
- B. planning
- C. constraint
- D. permanence**
- E. richness

Permanence refers to the extent to which the message can be stored, retrieved, and distributed to others.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

46. In the context of communication, which of the following terms refers to the practical limitations of coordination and resources?

- A. Constraint**
- B. Control
- C. Immediacy
- D. Permanence
- E. Richness

Constraints refer to the practical limitations of coordination and resources.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

47. _____ deals with the effort and timing needed to allow all relevant people to participate in a communication.

- A. Coordination**
- B. Immediacy
- C. Cue
- D. Permanence
- E. Richness

Coordination deals with the effort and timing needed to allow all relevant people to participate in a communication.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

48. _____ deal with the financial, space, time, and other investments necessary to employ particular channels of communication.

- A. Constraints
- B. Resources**
- C. Cues
- D. Controls
- E. Richness

Resources deal with the financial, space, time, and other investments necessary to employ particular channels of communication.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

49. Individuals involved in a(n) _____ communication can pay attention to and respond to communications at a time of their choosing.

- A. asynchronous**
- B. synergized
- C. low empathy
- D. intrapersonal
- E. concurrent

Asynchronous communication does not occur in real time. Individuals involved in such communication can pay attention to and respond to communications at a time of their choosing.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

50. Which of the following is an asynchronous and dominant communication tool for one-to-one or one-to-many business messages?

- A. Videoconference
- B. Email**
- C. Phone conversation
- D. Conference call
- E. Webinar

Email is used for one-to-one or one-to-many business messages. Email is the dominant communication tool for private, written business messages.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

51. Which of the following is typically used for short, one-to-one or one-to-many messages and is ideal for quick announcements and scheduling?

- A. Blogs
- B. Videoconference
- C. Texting**
- D. Conference call
- E. Webinar

Texting is used for short, one-to-one or one-to-many messages. It is ideal for quick announcements and scheduling, although not well-suited for important or complex business messages.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

52. Which of the following facilitates a one-stop work space containing project and meeting information, shared files, and communication platforms?

- A. Texting
- B. Videoconference
- C. Webinar
- D. Social networking**
- E. Email

Blogs, wikis, and social networking are used for team and networked communication. They facilitate a one-stop work space containing project and meeting information, shared files, and communication platforms.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

53. Which of the following is ideal for matters that require rapport-building and is preferred for sensitive and emotion-packed situations?

- A. Spoken communication**
- B. Email
- C. Written message
- D. Social networking
- E. Texting

Spoken communication is ideal for matters that require rapport-building, discussion, brainstorming, clarification, and immediate feedback. It is preferred for sensitive and emotion-packed situations.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

54. _____ communication refers to one-to-one communication that involves just a few individuals about work matters.

- A. Team
- B. Networked
- C. Leadership
- D. Concurrent
- E. Private**

Workplace communication takes several broad forms. The most basic is one-to-one communication that involves just a few individuals about work matters. We refer to this type of communication as private communication.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

55. Which of the following is the most common form of many-to-many communication?

- A. Team communication**
- B. Networked communication
- C. Leadership communication
- D. Private communication
- E. Concurrent communication

The most common form of many-to-many communication is team communication. Team communication involves communication among team members that should be shared by and accessible to every team member.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

56. _____ communication allows people to contact, communicate with, and develop work relationships with people they do not know but who share work interests and goals.

- A. Team
- B. Networked**
- C. Leadership
- D. Private
- E. Concurrent

Whereas team communication occurs among people who know one another, networked communication allows people to contact, communicate with, and develop work relationships with people they do not know but who share work interests and goals.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

57. Team communication differs from networked communication in that networked communication:

- A. occurs among people who know one another.
- B. typically occurs in the context of formally created teams or units.
- C.** allows groups to form and disband more informally and loosely.
- D. is the most basic one-to-one communication that involves just a few individuals about work matters.
- E. is always accomplished with the help of texting.

Whereas team communication typically occurs in the context of formally created teams or units, networked communication allows groups to form and disband more informally and loosely.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

58. When an executive or a manager develops a message for all relevant employees, it is known as _____ communication.

- A. team
- B. networked
- C. private
- D.** leadership
- E. concurrent

One of the most common types of one-to-many communications in the workplace is leadership communication, meaning that an executive, manager, or other organizational leader develops a message for all relevant employees.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

59. _____ communication is often intended to announce big changes, inspire outstanding performance, boost morale, or create unity of vision for an organization.

- A.** Leadership
- B. Networked
- C. Private
- D. Team
- E. Concurrent

Leadership communication is often intended to announce big changes, inspire outstanding performance, boost morale, or create unity of vision for an organization.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

60. Which of the following communicator styles is pragmatic and results-oriented?

- A. Feeler
- B. Senser**
- C. Thinker
- D. Intuitor
- E. Delighter

Sensers are pragmatic and results-oriented. When addressing sensers, one has to be direct, brief, and to the point.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

61. _____ tend to be more people-oriented and as a result, they focus heavily on harmony.

- A. Thinkers
- B. Sensers
- C. Feelers**
- D. Intuitors
- E. Delighters

Feelers tend to be more people-oriented and as a result, they focus heavily on harmony.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

62. _____ are most focused on logic, objectivity, and correct analysis.

- A. Intuitors
- B. Sensers
- C. Feelers
- D. Thinkers**
- E. Delighters

Thinkers are most focused on logic, objectivity, and correct analysis.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

63. _____ are future-oriented, out-of-the-box thinkers.

- A. Intuitors**
- B. Sensers
- C. Feelers
- D. Thinkers
- E. Delighters

Intuitors are future-oriented, out-of-the-box thinkers.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

64. In the context of communicator styles, which of the following is a characteristic of sensors?

- A. They need personal security.
- B.** They are results-oriented.
- C. They focus on correct analysis.
- D. They are experimental.
- E. They are out-of-the-box thinkers.

Sensors are pragmatic and results-oriented. They are focused on present.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

65. In the context of communicator styles, which of the following is a characteristic of a person who is a feeler?

- A. Focuses on logic and objectivity
- B. Focuses on big ideas
- C.** Needs personal security
- D. Pragmatic and results-oriented
- E. Out-of-the-box thinking

Feelers tend to be more people-oriented and as a result, they focus heavily on harmony and need personal security.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

66. In the context of communicator styles, which of the following is a characteristic of a thinker?

- A. Focuses on harmony, empathy
- B. Action-oriented, focused on present
- C. Focuses on future
- D.** Focuses on logic and objectivity
- E. Out-of-the-box thinking

Thinkers are most focused on logic, objectivity, and correct analysis.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

67. In the context of communicator styles, which of the following is a characteristic of an intuitor?

- A.** Focuses on future, experimental
- B. Focuses on correct analysis
- C. "People" person
- D. Focused on present, results-oriented
- E. Focuses on harmony, empathy

Intuitors are future-oriented, out-of-the-box thinkers.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

68. Which of the following is most likely to be true regarding the communication preferences of sensors?

- A. They enjoy talking and frequently discuss feelings and stories.
- B.** They want only the relevant facts.
- C. They thoroughly discuss an idea before moving to next idea.
- D. They discuss concepts first and facts last.
- E. They are experimental and focus on big ideas.

Sensors are pragmatic and results-oriented. When addressing sensors, one has to be direct, brief, and to the point.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

69. Which of the following is a guiding principle on improving civility in society and the workplace?

- A. Tell, don't ask.
- B. Ignore small things.
- C.** Disagree graciously.
- D. Do not refrain from arguing.
- E. Keep a negative attitude.

To improve civility, one should disagree graciously and refrain from arguing.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-06 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

Topic: Maintaining Civility

70. _____ is "rudeness and disregard for others in a manner that violates norms for respect."

- A. Emotional hijacking
- B. Empathy
- C. Cognitive dissonance
- D.** Incivility
- E. Emotional labor

Incivility is "rudeness and disregard for others in a manner that violates norms for respect."

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-06 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

Topic: Maintaining Civility

71. Define interpersonal communication process.

The interpersonal communication process is the process of sending and receiving verbal and nonverbal messages between two or more people. It involves the exchange of simultaneous and mutual messages to share and negotiate meaning between those involved.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

72. What do the words meaning, encoding, and decoding refer to in interpersonal communication?

Meaning refers to the thoughts and feelings that people intend to communicate to one another. Encoding is the process of converting meaning into messages composed of words and nonverbal signals. Decoding is the process of interpreting messages from others into meaning.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

73. Explain physiological noise with examples.

Physiological noise refers to disruption due to physiological factors. Examples include hearing problems, illness, memory loss, and so on. Conversely, a communicator may have a difficult time sending a message due to physiological constraints such as stuttering, sickness, or other temporary or permanent impairments.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.

Topic: Understanding the Interpersonal Communication Process

74. What is emotional hijacking?

Emotional hijacking is a situation in which emotions control our behavior causing us to react without thinking. Emotional hijacking prevents you from engaging in effective interpersonal communication. It can lead to unwanted behaviors: You may misrepresent your ideas, confuse the facts, say things to others that you later regret, display frustration or anger, remain silent when you would prefer to be heard, fail to listen to others, or disengage from working relationships that are in your best interest.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-02 Explain how emotional hijacking can hinder effective interpersonal communication.

Topic: Developing Emotional Intelligence

75. What is self-management?

Self-management is the “ability to use awareness of your emotions to stay flexible and to direct your behavior positively.” It involves the discipline to hold off on current urges to meet long-term intentions. Excellent self-managers know how to use both positive and negative emotions to meet personal and business goals.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

76. What is empathy? What does it include?

Empathy is the “ability to accurately pick up on emotions in other people and understand what is really going on with them.” Empathy also includes the desire to help others develop in their work responsibilities and career objectives.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.

Topic: Developing Emotional Intelligence

77. What does control refer to in choosing a communication channel? What do planning and permanence mean?

Control refers to the degree to which communications can be planned and recorded, thus allowing strategic message development. Planning implies that the communication can be tightly drafted, edited and revised, rehearsed, and otherwise strategically developed before delivery. Permanence refers to the extent to which the message can be stored, retrieved, and distributed to others.

AACSB: Communication

Blooms: Remember

Difficulty: Easy

Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.

Topic: Strategically Selecting Channels for Communication

78. State differences between team and networked communications.

The most common form of many-to-many communication is team communication. Team communication involves communication among team members that should be shared by and accessible to every team member. Networked communication is similar to team communication in some regards but differs in several key ways. Whereas team communication occurs among people who know one another, networked communication allows people to contact, communicate with, and develop work relationships with people they do not know but who share work interests and goals. Similarly, whereas team communication typically occurs in the context of formally created teams or units, networked communication allows groups to form and disband more informally and loosely.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

79. What are the different communicator styles?

Communication scholars typically group people into four broad communicator styles. One of the classic distinctions of communication styles was developed by Paul P. Mok. He found that professionals could be grouped as follows:

- a) **Sensers** are pragmatic and results-oriented. When addressing sensers, be direct, brief, and to the point.
- b) **Feelers** tend to be more people-oriented and as a result, they focus heavily on harmony. When addressing feelers, include personal comments and explain the impacts of decisions on people.
- c) **Thinkers** are most focused on logic, objectivity, and correct analysis. When addressing thinkers, focus on well-organized, well-analyzed, dispassionate, and conclusive arguments.
- d) **Intuitors** are future-oriented, out-of-the-box thinkers. When communicating with intuitors, take more time for discussion and don't overemphasize the details.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.

Topic: Adapting Communication to the Situation and the Style of Others

80. What are the eight guiding principles of improving civility in society as discussed by P. M. Forni?

Forni, one of the leading voices on improving civility in society and the workplace, recommended eight guiding principles:

1. Slow down and be present in life.
2. Listen to the voice of empathy.
3. Keep a positive attitude.
4. Respect others and grant them plenty of validation.
5. Disagree graciously and refrain from arguing.
6. Get to know people around you.
7. Pay attention to small things.
8. Ask, don't tell.

AACSB: Communication

Blooms: Understand

Difficulty: Medium

Learning Objective: 02-06 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.

Topic: Maintaining Civility

Chapter 02 - Testbank Summary

<u>Category</u>	<u># of Questions</u>
AACSB: Analytic	6
AACSB: Communication	74
Blooms: Remember	49
Blooms: Understand	31
Difficulty: Easy	49
Difficulty: Medium	31
Learning Objective: 02-01 Describe the interpersonal communication process and barriers to effective communication.	17
Learning Objective: 02-02 Explain how emotional hijacking can hinder effective interpersonal communication.	2
Learning Objective: 02-03 Describe the basic domains of emotional intelligence and related communication competencies and assess your own emotional intelligence.	19
Learning Objective: 02-04 Explain the trade-offs associated with richness, control, and constraints when choosing a communication channel.	15
Learning Objective: 02-05 Describe how forms of communication, level of formality, and communicator styles influence workplace communication.	23
Learning Objective: 02-06 Explain the role of civility in effective interpersonal communication and the common types of incivility in the workplace.	4
Topic: Adapting Communication to the Situation and the Style of Others	23
Topic: Developing Emotional Intelligence	22
Topic: Maintaining Civility	4
Topic: Strategically Selecting Channels for Communication	15
Topic: Understanding the Interpersonal Communication Process	16