

BUS101 – A.Lynch

Quiz - Ch. 5

Multiple Choice

Each answer is worth 4 points.

1. Almost everyone has experienced a conversation where someone has pleaded, "That's not what I meant!"
 - a) This experience is the result of good communication between parties.
 - b) This experience indicates the comfort level between conversationalists.
 - c) This is an indication that a communication barrier prevented the recipient from understanding the messenger.
 - d) When this occurs, it is usually the result of a recipient causing trouble for the messenger.
2. American-based companies prefer employees to use English while on the job. However, with the increasing diversity found in today's workforce, companies are challenged by
 - a) perceptual barriers.
 - b) organizational barriers.
 - c) body language barriers.
 - d) language barriers.
3. Language barriers to communication
 - a) are a more serious problem for spoken communication than for written communication.
 - b) are only likely to be a problem when the person receiving the message has a different native language from that of the person sending the message.
 - c) have become less serious over the past two decades.
 - d) can arise due to the use of excessive jargon and slang.
4. Marguerite attended a seminar on how to improve work productivity. When Marguerite returned to work, her manager requested a summary of the seminar. Marguerite's summary explained that the speaker's thick accent and excessive use of jargon made it hard for her to follow his presentation. It's clear that Marguerite experienced _____ during the seminar.
 - a) nonverbal communication
 - b) passive listening
 - c) language barriers
 - d) technical barriers
5. Key executive board members attend annual meetings at the World Bank. Most of the members travel from their respective countries and come prepared to discuss local business needs. The interactions in the meeting are an example of
 - a) culture.
 - b) communication barriers.
 - c) communication channels.
 - d) intercultural communication.
6. According to studies reported in the *Wall Street Journal's Career Journal*, during face-to-face communication, the majority of meaning comes from
 - a) the verbal content of the message.
 - b) tone of voice.
 - c) body language, including facial expressions and posture.
 - d) a combination of the words spoken and the tone in which they are spoken, with the spoken words being slightly more important than the tone of voice.

7. Barney Hendricks is interviewing web developers for his company. Over lunch, he tells you that his top candidate showed lots of enthusiasm when he first entered the office. "His tone and attitude really showed an interest in the job," Barney said. "And he just looked confident and composed. Unlike some other candidates, he looked me right in the eye when he answered some tough questions." Barney appears to be very impressed by this candidate's
- transparency.
 - speaking ability.
 - proactivity.
 - nonverbal communication skills.
8. Ted jokes with his employees at the end of every weekly staff meeting. He notices that Jeanne appears sullen and uninterested in his jokes today and wonders if something he said offended her. This is an example of
- Ted trying to discern the body language of the employee. There may or may not be a message here. Perhaps Jeanne is simply tired.
 - why managers should only communicate business needs with employees, omitting casual, more informal conversation.
 - Jeanne's exercising her active listening skills. Ted has probably misinterpreted her concentration for disinterest.
 - a situation in which verbal communication is more meaningful than nonverbal communication.
9. One of the reasons people tend to have a hard time listening effectively is that they
- realize that listening just isn't an effective way to obtain information.
 - can think at a much faster rate than they can listen.
 - are unable to process the information as fast as they receive it.
 - aren't willing to pay attention to the body language of the speaker.
10. People tend to _____ people who have good listening skills.
- be resentful of
 - be careful of what they say around
 - tell more to
 - make unrealistic demands on
11. An instructor tested her students' _____ skills by telling one student a story about the Ford Motor Company and asking him to repeat it to another student. The second student then repeated it to a third student, and on and on. The last student repeated it in front of the entire class.
- active voice
 - active listening
 - passive listening
 - passive voice
12. The richness of a communication channel refers to
- the amount of verbal and nonverbal information it can convey to recipients.
 - the number of people it can reach at one time.
 - how much it costs to provide the channel.
 - how much the sender relies on that specific channel.
13. _____ uses state-of-the-art equipment to provide people in a variety of locations the opportunity to participate interactively in a presentation while providing a high degree of channel richness.
- E-mailing
 - Videoconferencing
 - Blogging
 - Instant messaging
14. In business communications, conciseness
- should be avoided at all costs.
 - is desirable, as long as it isn't at the expense of completeness.
 - has little to do with the effectiveness of the message.
 - should be a goal when the message is intended for an unfamiliar audience, but tends to be ineffective when the message is intended for friends and co-workers.

15. In order to analyze the audience, the speaker would consider the
- expectations and availability of information.
 - expectations, education, and professions of the audience members.
 - location, date, and time of the meeting.
 - physical environment, such as room size and temperature.
16. Slang is
- the format a speaker uses to deliver her message.
 - the equipment and technology for in-person presentations.
 - language used by specific groups and not universally spoken.
 - a way to communicate using multiple channels.
17. When the active voice is used in a sentence, the
- reader (or listener) is required to perform some specific task.
 - speaker (or writer) is the subject of the sentence.
 - subject of the sentence performs the action described by the verb.
 - message has a direct impact on the audience.
18. Consider the following sentences:
- The baseball player caught the ball in midair.
 - The ball was caught in midair.
- Both sentences use the active voice.
 - The first sentence is in the passive voice; the second sentence is in the active voice.
 - Both sentences use the passive voice.
 - The first sentence is in the active voice; the second sentence is in the passive voice.
19. _____ often undermine(s) the author's credibility and distract(s) the reader from the intended written message.
- Use of contractions
 - Grammatical errors
 - Use of personal pronouns
 - Using simple, everyday language
20. Jonna is planning a presentation and has decided to organize it around six key ideas. This approach
- is likely to work very well since dividing the main presentation into several distinct key ideas helps maintain the audience's interest.
 - is a good approach, but she should try to come up with more than six ideas.
 - includes too many ideas, since most people can't absorb more than two to four main points in a single presentation.
 - is likely to be very effective as long as she includes at least four slides for each key idea.
21. Swim Club advocate Laticia Featherly has been asked to testify at the local school board meeting next week in support of continuing her club's partnership with the district to provide extracurricular recreational activities for students. The board has indicated that she can have up to 10 minutes to make her case. In preparing her speech, she should remember that it is a good idea to
- provide as many key points as possible in 10 minutes, because one of those points may resonate with one or more board members.
 - maintain steady eye contact with the chairperson of the school board.
 - plan for her presentation to last about 15 minutes, because it is better to have too much material than to have too little.
 - limit her presentation to three or four key points, so they will be memorable to the listeners.
22. One way to make PowerPoint presentations more effective is to
- use pictures and graphics to emphasize key points.
 - use a lot of animation and sound effects because these break up the monotony of the presentation.
 - stick closely to the material actually included on each slide because providing

additional examples or more detailed explanations is likely to distract or confuse the audience.

- d) keep the number of slides to a minimum by combining 8-10 related points on each slide when possible.
23. At the beginning of her presentation, Delaney told the audience she would answer questions at the end of her delivery. Jim arrived late and began asking questions during Delaney's presentation. What should Delaney do?
- a) Answer his questions immediately in order to minimize the distraction.
 - b) Ignore Jim and refuse to acknowledge his questions.
 - c) Announce to the audience that she has changed her mind and will now deal with questions during the presentation.
 - d) Advise Jim and remind the audience that all questions will be addressed at the end.
24. When making a PowerPoint presentation, "less is more" is good advice when it comes to
- a) keeping the number of pictures and graphics to a minimum so that they don't distract from the key points on each slide.
 - b) avoiding the temptation to give examples beyond those provided on the slides.
 - c) keeping the size of the audience relatively small.
 - d) limiting the amount of material you include on each slide.
25. A key to dynamic delivery is to
- a) memorize the material.
 - b) choose a topic you're familiar with, then relax and just wing it.
 - c) vary your voice, expressions, and body language.
 - d) interject a lot of jokes and humorous stories into the presentation—and don't be afraid to make fun of yourself as you do it.

