# Dwyer, Communication for Business and the Professions: Strategies and Skills, 7e

## Chapter 2: Interpersonal communication

### LO 2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

### Multiple choice: Choose the one alternative that best completes the statement or answers the question.

1. Humiliating others can be the outcome when behaving:

1. assertively.
2. aggressively.
3. submissively.
4. confidently.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: B

2. Providing an option for alternative acceptable behaviour is a feature of:

1. a two-part ‘I’ message.
2. a three-part ‘I’ message.
3. a four-part ‘I’ message.
4. all of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: C

3. The purpose of listening is to:

1. store, classify and label information.
2. be attentive, interpretative and sympathetic.
3. calculate time, effort and the process of communication.
4. receive sensation, catch information and transmit information.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: A

4. Assertive behaviour is:

1. balancing the needs of an individual and others with whom that individual is communicating.
2. balancing the rights of an individual and others with whom that individual is communicating.
3. focusing on the concerns of an individual and others with whom an individual is communicating.
4. promoting the rights of an individual and others with whom an individual is communicating.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: B

5. The communication within a society is regulated by its:

1. attitudes, beliefs, values and norms.
2. dialects.
3. body language.
4. media.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: A

6. Individuals share and conform to attitudes, beliefs, values and norms, and follow the group’s patterns of behaviour in order to:

1. be influenced socially.
2. make their perceptions, attitudes and actions accepted.
3. belong to the group as they interact and communicate.
4. learn the meaning of nonverbal behaviours.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: C

7. Acknowledging cultural differences:

1. is necessary to send and receive nonverbal messages.
2. means disregarding cultural factors.
3. makes it harder to interpret the message.
4. is the first step towards bridging cultural differences.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: D

8. Consideration by a person communicating for the thoughts, needs, experiences, culture and goals of a different person while still retaining their own integrity is known as:

1. assertive orientation.
2. other orientation.
3. aggressive orientation.
4. submissive orientation.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: B

9. Devaluing the contribution of others is a characteristic of:

1. aggressive behaviour.
2. assertive behaviour.
3. submissive behaviour.
4. nonverbal behaviour.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: A

10. The assertive ‘I statement’ is best indicated in which statements?

1. ‘I feel you don’t respect me when…, What do you think I am? From now on you can…’
2. ‘When you…, I feel…, what I would like you to do in future is…’
3. ‘You mustn’t treat me like this… You make me feel like…, I want you to…from now on’
4. ‘I have had enough of this treatment where you…, what I want you to do is…, I am disappointed in you behaving this way where you…’

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: B

### True/False: Identify whether the statement is True or False.

11. Aggressive and assertive behaviour can both be successful at achieving desired goals.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Interpersonal relations and teamwork

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: A

12. The most effective way to start an assertive statement is for the speaker to inform the receiver of the behaviour that has caused the problem.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Interpersonal relations and teamwork

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: B

13. Successful ‘I’ statements interpret another person’s conduct.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: B

### Essay: Write your answer in the space provided or on a separate sheet of paper.

14. Describe the benefits of using assertive behaviour as opposed to aggressive behaviour when trying to achieve an outcome.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Analytical thinking

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: Answers will vary.

15. According to DeVito (2011), there are five behaviours that are other-oriented. List three of the five behaviours and, for each one, explain why it lends itself to other-orientation.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Analytical thinking

Learning Outcome: LO2.1 Distinguish between assertive, aggressive and submissive behaviours, and identify reasons for using verbal assertion and other orientation

Answer: Answers will vary.

### LO 2.2 Explain the roles and different aspects of nonverbal communication

### Multiple choice: Choose the one alternative that best completes the statement or answers the question.

16. How the receiver interprets a message is greatly impacted by:

1. their intimate relationships.
2. the field of business involved.
3. the whimsical nature of the message.
4. nonverbal communication.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: D

17. Our reactions to nonverbal communication:

1. are transparent to others.
2. impact on our liking or disliking of the person communicating.
3. send a clear message.
4. convey a range of cues and signals.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

18. Types of nonverbal communication are:

1. personal or impersonal.
2. personal, common or universal.
3. common, special or very special.
4. random or systematic.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

19. Personal nonverbal communication is overtly transmitted through:

1. the level of conscious awareness.
2. appearance and clothing.
3. experiences.
4. emotional responses and body language.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

20. Cultural nonverbal communication is:

1. dependent on nationality.
2. less visible.
3. learnt unconsciously.
4. all of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: C

21. According to Morris et al (1979), universal nonverbal communication:

1. does not exist—we are all different and culture emphasises differences.
2. is a combination of learned and innate behaviour.
3. is the display of emotions that are part of our biological heritage.
4. crosses national and linguistic boundaries.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: D

22. Body-language signals can be:

1. only learned behaviour.
2. only innate behaviour.
3. a mixture of both.
4. all of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: D

23. The purpose of nonverbal communication is to:

1. convey the message.
2. add meaning and modify the spoken word.
3. communicate feelings and attitudes.
4. carry the social meanings of the situation.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

24. A communicated message can be contradictory when:

1. the nonverbal message is multi-dimensional.
2. facial expressions have the greatest impact on the message.
3. facial and vocal expressions, postures and gestures do not match the words.
4. vocal quality has an impact on the message.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: C

25. The value of nonverbal communication in understanding the message depends on:

1. the ability of the sender to express and the receiver to receive the intended message accurately.
2. the ability of the receiver to personalise the message accurately.
3. the meaning of the words in the message itself.
4. all of the above.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

26. The idea of nonverbal behaviour is that it:

1. exists in a context.
2. is independent of context.
3. varies between context dependency and independency.
4. is conveyed through choice of words.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

27. Paralanguage refers to:

1. touching behaviours.
2. how something is said.
3. aspects of language aside from the word system.
4. vocal segregates such as ‘um’ and silent pauses between words.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

28. The use of distance in communicating:

1. includes both social and emotional distance.
2. is constant from culture to culture.
3. interferes with the relationship.
4. all of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

29. Proximity refers to:

1. how people use their own personal space and the space of others.
2. how people communicate and reflect the way they feel to others.
3. closeness.
4. orientation.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

30. By deciding not to put thought or care into such artefacts as one’s clothes, personal accessories or appearance, the person involved is:

1. communicating an attitude.
2. maintaining neutrality in communicating.
3. affected by personal economic conditions.
4. not willing to be compromised by what others think of them.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

31. To achieve the optimum environmental factors for a communication outcome, organisations:

1. encourage privacy, familiarity and security.
2. put people at ease and match their expectations.
3. spend time designing office space, factory layout and the sales area, and plan for conferences.
4. produce ‘noise’ that acts as a barrier and interferes with communication.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: C

32. A nonverbal act such as a head-nod indicates whether to continue, repeat, elaborate or change and is known as a(n):

1. affective display.
2. emblem.
3. illustrator.
4. regulator.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: D

### True/False: Identify whether the statement is True or False.

33. The total message is made up of words.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

34. People with the ability to decode the nonverbal communication of others find it harder to gain shared understanding than those who are unaware of the role of nonverbal communication.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

35. Listeners interpret the total message by combining the verbal and nonverbal messages.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

36. If the verbal message does not match the nonverbal communication, there is a tendency to believe the verbal part of the message.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

37. Personal nonverbal signals are unique to every speaker.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

38. In universal nonverbal communication, the meaning is highly localised.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

39. Acceptable patterns of behaviour are established and modified by the responses of people within the society or group.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

40. Inconsistencies between the verbal and nonverbal messages of someone from another culture may be acceptable norms within their culture.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

41. The basis of universal nonverbal messages are rituals stylised by a society rather than physiological change related to emotions.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

42. According to Mehrabian’s (1971) formula, facial expressions have the greatest impact on messages.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

43. Usually, nonverbal communication is consciously observed unless it causes some confusion or doubt in the receiver.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

44. The nonverbal message can contradict the verbal components.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

45. Body movements are different from country to country.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

46. If in doubt about the intended message, listeners should check the meaning of nonverbal messages.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

47. Nonverbal behaviour can be interpreted without context.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: B

48. Acceptable personal distance differs across cultures.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: A

### Essay: Write your answer in the space provided or on a separate sheet of paper.

49. Discuss the nature of personal, cultural and universal nonverbal communication. How do cultural norms affect the nonverbal part of the message?

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Analytical thinking

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: Answers will vary.

50. What do you understand the seven aspects of nonverbal behaviour to be?

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: Answers will vary.

51. ‘Paralanguage can affect the message being sent’. Briefly explain this statement. In your answer, give examples of three types of paralanguage and discuss their impact on the message.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Analytical thinking

Learning Outcome: LO2.2 Explain the roles and different aspects of nonverbal communication

Answer: Answers will vary.

### LO 2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

### Multiple choice: Choose the one alternative that best completes the statement or answers the question.

52. Effective listening is achieved when:

1. listeners hear sounds, interpret and attach meaning to the sounds in the message.
2. listening occupies more time than any other communication activity.
3. people know how to respond to the message.
4. listeners concentrate and make an effort to be interested.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: D

53. According to Hargie and his colleagues (2004), a crucial factor in interpersonal interaction is:

1. mental alertness.
2. the process of listening.
3. being an equal partner.
4. cultural similarity.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Interpersonal relations and teamwork

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

54. According to studies identified by Adler and colleagues (2001), in everyday communication events listening occupies approximately

1. 25% of an individual’s time.
2. 45% of an individual’s time.
3. 75% of an individual’s time.
4. 90% of an individual’s time.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

55. An effective listening approach does what?

1. Reflects the sender’s purpose.
2. Deflects the sender’s intended message.
3. Matches the listening approach to the listening purpose.
4. Is active, informational, evaluative and responsive.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: D

56. The active listening method is most effective when:

1. the listener wants to gain maximum enjoyment from the message.
2. the listener wants to help the sender solve a problem, or to understand the content or feeling in a message.
3. there is a conflict of interest between the listener and sender.
4. there is a communication interaction with an unequal partner.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

57. According to Bolton (1987), active listening refers to:

1. listening that allows the free expression of feelings and the cause(s) of those feelings.
2. a combination of attending, encouraging and reflecting skills working together.
3. listening that engages with the affect and the effect of the speaker.
4. an interplay of critical and non-critical judgements and evaluations fed back to the speaker in a timely, appropriate way.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

58. Some listening techniques that encourage the speaker to continue are:

1. taking up a position as close to the speaker as possible.
2. completing the speaker’s sentences for him/her.
3. expressing your feelings and identity.
4. attending, encouraging and reflective listening.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: D

59. The quality of attending listening skills is improved by:

1. a capacity to ignore distractions.
2. an understanding of the impact of moving into the personal space of others.
3. an understanding of the impact of the environment.
4. all of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: D

60. Inviting the speaker to speak more and to disclose their thoughts and feelings, without pressuring them, is:

1. encouraging listening.
2. focusing on the speaker.
3. mirroring the message.
4. empathising with the speaker.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: A

61. Empathy is particularly important in active listening as it

1. lets the speaker know that the listener has heard.
2. shows the speaker that the listener knows how the speaker feels.
3. empowers the speaker to find their own solutions, even as they are speaking.
4. all of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: D

62. Comprehension listening is done when we:

1. want to test assumptions about the information delivered.
2. need to gather key points for decision-making.
3. want to understand content accurately.
4. want to get in touch with our own thoughts and feelings.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: C

63. Which of the following situations demonstrates when the listening type ‘evaluative listening’ is used?

1. When judgements have to be made about the purchase of a car, holiday, moving house or other significant decision.
2. When someone has to accept or reject an idea.
3. When wanting to comprehend meaning.
4. When wanting to encourage speakers to more fully explore ideas and ways forward in unfamiliar circumstances.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

64. Effective conversational listeners:

1. acknowledge differences in perception.
2. avoid communication barriers.
3. have an awareness of the steps in a conversation.
4. all of the above.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: D

65. Effective comprehension listeners:

1. make premature judgements or assumptions.
2. respond to their own attitudes and feelings.
3. concentrate on the message and look for key points.
4. all of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: C

66. An example of a listening barrier generated by the listener is:

1. common ground.
2. inattentiveness.
3. feedback.
4. empathy.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

67. An example of a barrier generated by the speaker is:

1. personality, mannerisms or the physical appearance of the speaker.
2. the listener’s tendency to judge.
3. a willingness to hear only part of the message.
4. preoccupation with other matters.

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: A

68. Terry nods and smiles as the presenter delivers a speech, but Terry doesn’t absorb anything the presenter says. Terry is engaged in:

1. attentive listening.
2. false listening.
3. biased listening.
4. dialogical listening.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

### True/False: Identify whether the statement is True or False.

69. Listening is an unconscious response to a message.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

70. A good listener is always willing to do more than listen.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: A

71. Reflective listening repeats to the speaker the content in the message, without the feeling.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: B

72. An effective listener is accepting of others.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: A

### Essay: Write your answer in the space provided or on a separate sheet of paper.

73. Discuss an active listening process and how it is achieved in a congested environment.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: Answers will vary.

74. Compare and contrast the informational, evaluative and conversational approaches to listening.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Analytical thinking

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: Answers will vary.

75. Discuss barriers to listening in diverse cultures and describe the behaviours of poor listeners.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Diverse and multicultural work environments

Learning Outcome: LO2.3 Describe the listening process, and explain how active listening has value in personal and professional situations

Answer: Answers will vary.

### LO 2.4 Discuss the role of questions and feedback in personal and professional interactions

### Multiple choice: Choose the one alternative that best completes the statement or answers the question.

76. What is feedback?

1. Feedback is something which is given exclusively by the listener.
2. Feedback is something which is received by the speaker and the listener.
3. Feedback is something which is received from the speaker.
4. All of the above.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: B

77. Which of the following is NOTan outcome from effective questioning techniques?

1. Greater understanding of client needs
2. Improvement of conflict management skills
3. Better information is gathered from a variety of sources
4. Less improvement of negotiation skills

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

78. To learn more about what a speaker just said, one can use probing questions to move beneath the surface for a deeper understanding. This is known as:

1. reframing.
2. verbal following.
3. using undercurrent language.
4. clarifying.

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: B

### True/False: Identify whether the statement is True or False.

79. Reframing allows an issue to be considered from another perspective.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: A

80. Avoid ‘why’ questions in communication because they can make the other person feel defensive.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: A

81. By paraphrasing, the listener restates information to the speaker but uses different words.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: A

82. The total feedback message consists of words, nonverbal aspects, questioning and listening.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Written and oral communication

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: A

83. The type of feedback, and how it is given, can have an impact on interpersonal relationships and the communication climate in an organisation.

1. True
2. False

Difficulty: Moderate

Standard/Graduate Attribute: AACSB: Interpersonal relations and teamwork

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: A

84. A relationship is built on trust and openness by acknowledging, owning and expressing feelings as feedback.

1. True
2. False

Difficulty: Basic

Standard/Graduate Attribute: AACSB: Reflective thinking

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: A

### Essay: Write your answer in the space provided or on a separate sheet of paper.

85. Explain how constructive feedback is provided to foster an open organisational culture.

Difficulty: Complex

Standard/Graduate Attribute: AACSB: Interpersonal teamwork and relations

Learning Outcome: LO2.4 Discuss the role of questions and feedback in personal and professional interactions

Answer: Answers will vary.