# Chapter 1 Test Bank

* 1. Multiple-Choice Questions

1. According to your book, the two major benefits of interpersonal communication are
   1. intellectual and practical.
   2. connection and consciousness.
   3. educational and professional.
   4. personal/social and professional.

Answer: D

Page Ref: 2

Skill level: Conceptual

1. According to a study of 1,001 individuals, what percent felt that a lack of effective communication was the major cause of marriage failure?
   1. 48%
   2. 50%
   3. 53%
   4. 58%

Answer: C

Page Ref: 2

Skill level: Conceptual

1. Personal success and happiness depend largely on
   1. how others see you.
   2. your effectiveness as an interpersonal communicator.
   3. how others behave.
   4. how well you listen.

Answer: B

Page Ref: 3

Skill level: Conceptual

1. Communication may be
   1. synchronous and asynchronous.
   2. asynchronous.
   3. androgynous.
   4. synchronous and androgynous. Answer: A

Page Ref: 6

Skill level: Factual

1. In a linear view of communication,
   1. the speaker speaks and the listener listens.
   2. speaking and listening is simultaneous.
   3. speaker and listener are interdependent.
   4. speaker and listener exchange turns at speaking and listening.

Answer: A

Page Ref: 8

Skill level: Factual

1. The transactional view of interpersonal communication
   1. is an exchange of money.
   2. is static.
   3. involves interdependency.
   4. has a clear-cut end.

Answer: C

Page Ref: 8

Skill level: Conceptual

1. In every interpersonal interaction that you have, you are presented with
   1. challenging moments.
   2. crisis communication.
   3. image concerns.
   4. choice points.

Answer: D

Page Ref: 8

Skill level: Applied

1. Which of the following is an encoder?
   1. writer
   2. listener
   3. reader
   4. audience

Answer: A

Page Ref: 9–10

Skill level: Applied

1. A metamessage
2. is a multiple e-message.
3. is a verbal message.
4. is a message about a message.
5. is a nonverbal message.

Answer: C

Page Ref: 10

Skill level: Conceptual

1. When Juan introduces information about messages before he sends the message it is
2. feedback.
3. encoding.
4. feedforward.
5. psychological noise.

Answer: C

Page Ref: 11

Skill level: Applied

1. Channels in communication
2. are the media through which message signals pass.
3. are usually used independent of one another.
4. put ideas into words.
5. may be physical, psychological, and semantic.

Answer: A

Page Ref: 11

Skill level: Conceptual

1. Noise is
2. semantic.
3. psychological.
4. physical.
5. All of the answers are correct.

Answer: D

Page Ref: 12

Skill level: Factual

1. You can hear the growling of the stomach of the student seated next to you. This is an example of which kind of noise from where you are seated?
2. physical
3. psychological
4. semantic
5. paranoia

Answer: A

Page Ref: 12

Skill level: Applied

1. Context is the environment that
2. influences the form of communication.
3. influences the content of communication.
4. includes four dimensions.
5. All of the answers are correct. Answer: D

Page Ref: 12–13

Skill level: Factual

1. This type of noise is created by barriers within the sender or receiver and includes impairments such as loss of vision and hearing loss.
2. physical
3. physiological
4. psychological
5. semantic

Answer: B

Page Ref: 12

Skill level: Conceptual

1. Ezra is from England; when he thinks of “a lift,” he thinks of an elevator. However, his American roommate, Allen, thinks giving someone “a lift” means to give someone a ride somewhere. This is an example of noise.
2. physical
3. physiological
4. psychological
5. semantic

Answer: D

Page Ref: 12

Skill level: Applied

1. *Technostress* is defined as
2. rude emails that require additional time to respond to because the receiver is stressed.
3. SPAM emails that crash computer systems in the workplace.
4. fear and concern of older adults about how to use technology.
5. stress and anxiety over the amount of information and the ability to manage it in the time available.

Answer: D

Page Ref: 12

Skill level: Factual

1. Shelia can’t hear a thing that her teacher is saying because there is a noisy classmate next to her. This is an example of noise.
2. physical
3. physiological
4. psychological
5. semantic

Answer: A

Page Ref: 12

Skill level: Applied

1. The social-psychological dimension of communication contexts deals with
2. status relationships among participants.
3. the sequence of communication events.
4. the rules and norms of the participants.
5. the mental state of the participants. Answer: A

Page Ref: 13

Skill level: Factual

1. Interpersonal communication helps you
2. interact, listen, and speak.
3. experience, interact, and impact.
4. learn, relate, influence, help, and play.
5. understand, interact, and change.

Answer: C

Page Ref: 13–14

Skill level: Factual

1. Lisa is a technology professor at a local college. A colleague has asked her to look an assignment over for a student that will be coming to pick it up soon. This is an example of

A) certainty.

B) clarity.

C) ambiguity.

D) confusion.

Answer: C

Page Ref: 17

Skill level: Applied

1. “We cannot not communicate” is a statement which means that
2. every aspect of behaviour communicates.
3. with effort you can avoid communication.
4. in every interaction, someone is strong enough to force another to communicate.
5. you can drop out of a communication situation. Answer: A

Page Ref: 18

Skill level: Applied

1. Saying that communication is irreversible means that we
2. need to monitor our commitment messages.
3. have to choose carefully the messages we wish to withdraw.
4. cannot withdraw a message.
5. sometimes need to defend or justify our behaviour.

Answer: C Page Ref: 18

Skill level: Applied

1. Your interpersonal competence is
2. your knowledge of all the relevant theory.
3. your ability to communicate effectively.
4. your ability to put thoughts and feelings into a code.
5. a special type of message. Answer: B

Page Ref: 19

Skill level: Applied

1. To increase mindfulness, you should
2. look around the room when others are speaking.
3. be open to new information and points of view.
4. rely heavily on first impressions.
5. be close-minded when it comes to new points of view.

Answer: B

Page Ref: 20

Skill level: Applied

* 1. True/False Questions

1. The ability to communicate well interpersonally is widely recognized as being crucial to professional success.

Answer: TRUE

Page Ref: 2

Skill level: Factual

1. Interpersonal communication is communication that only takes place between two people with an intimate relationship.

Answer: FALSE

Page Ref: 4

Skill level: Factual

1. Interpersonal communication is a transactional process in which all elements are interdependent.

Answer: TRUE Page Ref: 4

Skill level: Factual

1. The notion of choice can be explained in five steps: criteria, possible problem, analysis, selection, and execution.

Answer: FALSE

Page Ref: 9

Skill level: Factual

1. For interpersonal communication to occur, meanings must be encoded and decoded. Answer: TRUE

Page Ref: 9

Skill level: Conceptual

1. Everything about you has the potential to send interpersonal messages, and every message has an effect or outcome.

Page Ref: 10

Answer: TRUE

Skill level: Factual

1. Feedforward is when we plan our remarks before we make them. Answer: FALSE

Page Ref: 11

Skill level: Applied

1. The tag line after your name on your social media site is an example of feedforward.

Answer: TRUE

Page Ref: 11

Skill level: Applied

1. “Noise” is always physical disruption of a message. Answer: FALSE

Page Ref: 12

Skill level: Conceptual

1. The four types of noise are semantic, physical, emotional, and psychological. Answer: FALSE

Page Ref: 12

Skill level: Factual

1. The temporal or time dimension has to do with where a particular message fits into a sequence of communication events.

Answer: TRUE

Page Ref: 13

Skill level: Factual

1. One of the purposes of communication is *to play.*

Answer: TRUE

Page Ref: 14

Skill level: Factual

1. Power is not a major component of interpersonal communication.

Answer: FALSE

Page Ref: 16

Skill level: Factual

1. An ambiguous message is a communication that can be interpreted as having only one meaning.

Answer: FALSE

Page Ref: 17

Skill level: Factual

1. Employers and colleges are asking candidates to open their social networking accounts during the interview.

Answer: TRUE Page Ref: 18

Skill level: Conceptual

1. Communication is irreversible. Answer: TRUE

Page Ref: 18

Skill level: Factual

1. Communications that prove effective in one culture will, by definition, prove effective in another culture.

Answer: FALSE

Page Ref: 21

Skill level: Applied

1. There is an ethical dimension to any interpersonal communication act.

Answer: TRUE

Page Ref: 21

Skill level: Applied

* 1. Short Answer Questions

1. Interpersonal communication is communication that takes place between two\_\_\_\_\_\_\_\_\_\_\_who are in some way \_\_\_\_\_\_\_\_\_\_\_.

Answer: people, connected

Page Ref: 4

Skill level: Conceptual

1. The act of producing messages is termed and the act of understanding messages is termed .

Answer: encoding, decoding Page Ref: 9

Skill level: Conceptual

1. Biases and prejudices are examples of noise.

Answer: psychological

Page Ref: 12

Skill level: Factual

1. The four types of noise are \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.

Answer: physical, physiological, psychological, semantic

Page Ref: 12

Skill level: Factual

1. The four dimensions of context are , , , and   
    \_\_\_\_\_\_\_\_\_\_\_.

Answer: physical, cultural, social-psychological, temporal

Page Ref: 13

Skill level: Factual

1. Interpersonal messages combine both content and \_\_\_\_\_\_\_\_\_\_\_ messages.

Answer: relationship

Page Ref: 14

Skill level: Factual

1. When verbal and nonverbal messages\_\_\_\_\_\_\_\_\_\_\_ one another, we begin to question the sincerity of the message sender.

Answer: contradict

Page Ref: 14

Skill level: Applied

1. is a theory that says that speakers will adjust to the speaking style of their listeners so as to gain, for example, social approval and greater communication efficiency.

Answer: Communication accommodation theory

Page Ref: 16

Skill level: Applied

1. The six different types of power are: , , , \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_.

Answer: legitimate, referent, reward, coercive, expert, and information or persuasion power.

Page Ref: 16

Skill level: Factual

1. There is some degree of \_\_\_\_\_\_\_\_\_\_\_ to any interpersonal communication.

Answer: ambiguity

Page Ref: 17

Skill level: Conceptual

* 1. Essay Questions

1. What are the essential elements of interpersonal communication? How does the concept of transactional communication tie these elements together?

Answer: Source-receiver, messages, feedback, feedforward, channel, noise, context, competence. Each part of the communication act connects with and depends on each other part.

Page Ref: 9–13

Skill level: Applied

1. Describe recent examples of a synchronous and an asynchronous communication transaction that occurred related to your educational experience.

Answer: synchronous—talking to a teacher or classmate; asynchronous—emailing a teacher or classmate; posting to a discussion board.

Page Ref: 6

Skill level: Applied

1. What are the four types of noise and some examples of each noise?

Answer: physical, physiological, psychological, and semantic

Page Ref. 12

Skill level: Applied

1. Discuss the impact of context on communication. Give examples of impact from two different dimensions of context.

Answer: Communication always takes place within a context: an environment that influences

the form and the content of communication. The dimensions of context are cultural, social- psychological, physical, and temporal.

Page Ref: 12–13

Skill level: Applied

1. What are the six different types of power? Give an example of each power.

Answer: legitimate, referent, reward, coercive, expert, and information or persuasion power.

Page Ref: 16

Skill level: Applied

6) What are the four ways of talking and listening? Explain by giving examples of how each modality has legitimacy and a place in conversation depending on the time, purpose, and context of the conversation.

Answer: downloading, debating, reflective dialogue, generative dialogue

Page Ref: 23

Skill level: Applied