**TEST BANK – CHAPTER 2**

25 Multiple Questions

5 True/False Questions

5 Essay Questions

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 1 | | |
| **1)** | \_\_\_\_\_\_\_ refers to a bound unit of interacting individuals who uphold a set of shared traditions and way of life. | |
| **Feedback:**  **Page reference:** | | |
| Incorrect | **a.**# | Cultural tradition |
| Correct | **b.**# | Cultural community |
| Incorrect | **c.**# | Cultural norm |
| Incorrect | **d.**# | Cultural bump |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 2 | | |
| **2)** | Dr. Grey realizes she has inappropriately criticized Binh Phuoc’s family remedy for sprained ankles. However, because intercultural communication is a(n) \_\_\_\_\_\_\_ process, she cannot take back her remark. | |
| **Feedback:**  **Page reference:** | | |
| Incorrect | **a.**# | embedded system |
| Incorrect | **b.**# | symbolic |
| Incorrect | **c.**# | encoding |
| Correct | **d.**# | irreversible |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 3 | | |
| **3)** | \_\_\_\_\_\_\_ meaning refers to the factual or digital information conveyed to the receiver. | |
| **Feedback:**  **Page reference:** | | |
| Correct | **a.**# | Content |
| Incorrect | **b.**# | Relational |
| Incorrect | **c.**# | Shared |
| Incorrect | **d.**# | Identity |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 4 | | |
| **4)** | \_\_\_\_\_\_\_ intercultural communication emphasizes the importance of integrating knowledge and an open-minded attitude and putting them into adaptive and creative practice in everyday communication. | |
| **Feedback:**  **Page reference:** | | |
| Incorrect | **a.**# | Conscious incompetent |
| Incorrect | **b.**# | Inflexible |
| Incorrect | **c.**# | Ethnocentric |
| Correct | **d.**# | Flexible |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 5 | | |
| **5)** | An \_\_\_\_\_\_\_ mindset means understanding a communication behavior from the other person’s cultural frame of reference. | |
| **Feedback:**  **Page reference:** | | |
| Incorrect | **a.**# | ethnocentric |
| Correct | **b.**# | ethnorelative |
| Incorrect | **c.**# | individualistic |
| Incorrect | **d.**# | intercultural |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 6 | | |
| **6)** | Caleb returns from a vacation in Greece and announces that Greeks are unfriendly and cold because they won’t strike up conversations with him on the subways as is often done in the United States. What mindset is Caleb using to evaluate Greek behavior? | |
| **Feedback:**  **Page reference:** | | |
| Incorrect | **a.**# | Divergent thinking mindset |
| Incorrect | **b.**# | Convergent thinking mindset |
| Correct | **c.**# | Ethnocentric mindset |
| Incorrect | **d.**# | Ethnorelative mindset |
| END OF QUESTION | | |

**The following questions are derived from** See section “Three Content Components: Knowledge, Attitude, and Skills”

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 7 | | |
| **7)** | Visiting ethnic neighborhoods, temples, or stores is an example of which kind of knowledge? | |
| **Feedback:**  **Page reference:** See section “Three Content Components: Knowledge, Attitude, and Skills” | | |
| Incorrect | **a.**# | Formal studying |
| Correct | **b.**# | Informal studying |
| Incorrect | **c.**# | Affective knowledge |
| Incorrect | **d.**# | Ethnocentric knowledge |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 8 | | |
| **8)** | The \_\_\_\_\_\_\_ attitude layer refers to the willingness to suspend ethnocentrism and the readiness to be open-minded in learning about cross-cultural difference issues. | |
| **Feedback:**  **Page reference:** See section “Three Content Components: Knowledge, Attitude, and Skills” | | |
| Correct | **a.**# | cognitive |
| Incorrect | **b.**# | affective |
| Incorrect | **c.**# | unconscious incompetence |
| Incorrect | **d.**# | conscious incompetence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 9 | | |
| **9)** | The \_\_\_\_\_\_\_ attitude layer refers to the emotional commitment to engage in cultural perspective taking and the cultivation of an empathetic heart in reaching out to culturally diverse groups. | |
| **Feedback:**  **Page reference:** See section “Three Content Components: Knowledge, Attitude, and Skills” | | |
| Incorrect | **a.**# | cognitive |
| Correct | **b.**# | affective |
| Incorrect | **c.**# | unconscious incompetence |
| Incorrect | **d.**# | conscious incompetence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 10 | | |
| **10)** | \_\_\_\_\_\_\_ refers to our operational abilities to integrate knowledge and a responsive attitude with adaptive intercultural practice. | |
| **Feedback:**  **Page reference:** See section “Three Content Components: Knowledge, Attitude, and Skills” | | |
| Correct | **a.**# | Skills |
| Incorrect | **b.**# | Ethnocentrism |
| Incorrect | **c.**# | Divergent thinking |
| Incorrect | **d.**# | Informal learning |
| END OF QUESTION | | |

**The following questions are derived from the section titled** “Three Criteria: Appropriateness, Effectiveness, and Adaptability”

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 11 | | |
| **11)** | Cliff notices that a study-abroad student bows instead of shaking hands when introduced. Cliff thinks to himself, “This is not what I expected, and it’s not even the correct thing to do when introduced.” Cliff is evaluating the study-abroad student based on which criteria of flexible intercultural communication? | |
| **Feedback:**  **Page reference:** See section “Three Criteria: Appropriateness, Effectiveness, and Adaptability” | | |
| Correct | **a.**# | Appropriateness |
| Incorrect | **b.**# | Effectiveness |
| Incorrect | **c.**# | Communication adaptability |
| Incorrect | **d.**# | Communication creativity |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 12 | | |
| **12)** | When Abel is introduced to a study-abroad student who bows instead of shaking hands, Abel decides to try bowing as a way to adjust to meet the need of the situation. We should congratulate Abel for doing a good job at which criterion of flexible intercultural communication? | |
| **Feedback:**  **Page reference:** See section “Three Criteria: Appropriateness, Effectiveness, and Adaptability” | | |
| Incorrect | **a.**# | Ethics |
| Incorrect | **b.**# | Effectiveness |
| Correct | **c.**# | Communication adaptability |
| Incorrect | **d.**# | Communication creativity |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 13 | | |
| **13)** | Our ability to change our interaction behaviors and goals to meet the specific needs of the situation is which criterion of a flexible intercultural communicator? | |
| **Feedback:**  **Page reference:** See section “Three Criteria: Appropriateness, Effectiveness, and Adaptability” | | |
| Incorrect | **a.**# | Appropriateness |
| Incorrect | **b.**# | Effectiveness |
| Correct | **c.**# | Communication adaptability |
| Incorrect | **d.**# | Communication ethnocentrism |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 14 | | |
| **14)** | When you are very concerned about how to engage in a proper and polite Finnish dinner conversation, you are working hard to address the process \_\_\_\_\_\_\_ criterion of competent intercultural communication. | |
| **Feedback:**  **Page reference:** See section “Three Criteria: Appropriateness, Effectiveness, and Adaptability” | | |
| Incorrect | **a.**# | effectiveness |
| Correct | **b.**# | appropriateness |
| Incorrect | **c.**# | ethics |
| Incorrect | **d.**# | creativity |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 15 | | |
| **15)** | You’re very focused in moving your task goals forward in your overseas assignment, you’re working hard on the competence criterion of | |
| **Feedback:**  **Page reference:** See section “Three Criteria: Appropriateness, Effectiveness, and Adaptability” | | |
| Incorrect | **a.**# | appropriateness. |
| Correct | **b.**# | effectiveness. |
| Incorrect | **c.**# | adaptability. |
| Incorrect | **d.**# | excellence. |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 16 | | |
| **16)** | The staircase model of intercultural communication depicts various stages of developing intercultural | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Correct | **a.**# | communication flexibility. |
| Incorrect | **b.**# | language fluency. |
| Incorrect | **c.**# | communication ethics. |
| Incorrect | **d.**# | nonverbal fluency. |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 17 | | |
| **17)** | In the staircase model of intercultural communication, the “blissfully ignorant” stage at which individuals have no culture-sensitive knowledge to communicate competently with the host members of the new culture is the \_\_\_\_\_\_\_ stage. | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Incorrect | **a.**# | conscious competence |
| Incorrect | **b.**# | conscious incompetence |
| Correct | **c.**# | unconscious incompetence |
| Incorrect | **d.**# | unconscious competence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 18 | | |
| **18)** | In the staircase model of intercultural communication, the stage at which individuals have some notion that they behave incompetently but lack the knowledge or skills to operate adaptively in the new culture is the \_\_\_\_\_\_\_ stage. | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Incorrect | **a.**# | conscious competence |
| Correct | **b.**# | conscious incompetence |
| Incorrect | **c.**# | unconscious incompetence |
| Incorrect | **d.**# | unconscious competence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 19 | | |
| **19)** | Carmen takes her intercultural communication class and realizes that she indeed should change some of her intercultural communication behaviors. So, she has made efforts to increase her knowledge, attitudes, and skills. Carmen is in what stage of the staircase model? | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Incorrect | **a.**# | Unconscious incompetence |
| Incorrect | **b.**# | Conscious incompetence |
| Correct | **c.**# | Conscious competence |
| Incorrect | **d.**# | Unconscious competence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 20 | | |
| **20)** | An individual who actively pursues new intercultural knowledge to improve her communication competencies with individuals from another culture is operating at which stage of the staircase model of intercultural communication? | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Correct | **a.**# | Conscious competence stage |
| Incorrect | **b.**# | Conscious incompetence stage |
| Incorrect | **c.**# | Unconscious incompetence stage |
| Incorrect | **d.**# | Unconscious competence stage |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 21 | | |
| **21)** | In the staircase model of intercultural communication, the stage at which an individual is “mindlessly mindful” and can code-switch effortlessly between the two different intercultural communication systems is the \_\_\_\_\_\_\_ stage. | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Incorrect | **a.**# | conscious competence |
| Incorrect | **b.**# | conscious incompetence |
| Incorrect | **c.**# | unconscious incompetence |
| Correct | **d.**# | unconscious competence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 22 | | |
| **22)** | The “mindlessly mindful” stage refers to the \_\_\_\_\_\_\_ stage in the staircase model. | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Correct | **a.**# | unconscious competence |
| Incorrect | **b.**# | conscious competence |
| Incorrect | **c.**# | unconscious incompetence |
| Incorrect | **d.**# | conscious incompetence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 23 | | |
| **23)** | In visiting Bhutan, Andrew starts taking intentional steps to increase his intercultural knowledge and combines his knowledge with culture-sensitive practice. Andrew is at the \_\_\_\_\_\_\_ stage of the staircase model. | |
| **Feedback:**  **Page reference:** See section “A Staircase Model” | | |
| Incorrect | **a.**# | unconscious incompetence |
| Incorrect | **b.**# | conscious incompetence |
| Correct | **c.**# | conscious competence |
| Incorrect | **d.**# | unconscious competence |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 24 | | |
| **24)** | According to the process principle of intercultural communication, intercultural communication often involves varying degrees of \_\_\_\_\_\_\_ intergroup perceptions. | |
| **Feedback:**  **Page reference:** See section “Process Consciousness: Underlying Principles” | | |
| Incorrect | **a.**# | favorable |
| Incorrect | **b.**# | neutral |
| Correct | **c.**# | biased |
| Incorrect | **d.**# | realistic |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 25 | | |
| **25)** | A(n) \_\_\_\_\_\_\_ is a cultural violation on the behavioral level when our meanings do not overlap with one another in viewing the same behavior, which can create communication awkwardness or embarrassment. | |
| **Feedback:**  **Page reference:** See section “Process Consciousness: Underlying Principles” | | |
| Incorrect | **a.**# | interaction goal |
| Incorrect | **b.**# | relational goal |
| Correct | **c.**# | culture bump |
| Incorrect | **d.**# | cultural community |
| END OF QUESTION | | |

True and False Questions

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 26 | | |
| **26)** | An ethnocentric mindset means understanding a communication behavior from the other person’s cultural frame of reference. | |
| Incorrect | **a.**# | True |
| Correct | **b.**# | False |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 27 | | |
| **27)** | An ethnocentric mindset can include both unconscious and conscious attitudes in favoring the ingroup standard to the exclusion of outgroup standard. | |
| Correct | **a.**# | True |
| Incorrect | **b.**# | False |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 28 | | |
| **28)** | An “ethnorelative mindset” means the mindful integration of knowledge, open-minded attitude, and systematic practice of culture-sensitive communication skills in dealing with cultural differences. | |
| Correct | **a.**# | True |
| Incorrect | **b.**# | False |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 29 | | |
| **29)** | The first starting stage of the staircase model of flexible intercultural communication involves becoming aware of behaving incompetently. | |
| Incorrect | **a.**# | True |
| Correct | **b.**# | False |
| END OF QUESTION | | |

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| **Type:** Multiple Choice | | |
| **Title:** Chapter 2 Question 30 | | |
| **30)** | The staircase model of communication competence is a situational-based model—we can be quite competent in dealing with one cultural group but totally incompetent in dealing with other cultural groups. | |
| Correct | **a.**# | True |
| Incorrect | **b.**# | False |
| END OF QUESTION | | |

Essay Questions

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| **Type:** Essay | |
| **Title:** Chapter 2 Essay Question 31 | |
| **31)** | Briefly define the term *intercultural communication* and explain one of its characteristics. |
| **Feedback:** The definition of intercultural communication and its characteristics (symbolic exchange, process, different cultural communities, negotiate shared meanings, and interactive situation, and embedded societal system) are described in the section “Intercultural Communication Process: Overall Characteristics.”  **Page reference:** See section “Intercultural Communication Process: Overall Characteristics” | |
| END OF QUESTION | |

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| **Type:** Essay | |
| **Title:** Chapter 2 Essay Question 32 | |
| **32)** | Briefly describe the one of the three contexts involved in the “interactive situation” characteristic of intercultural communication. |
| **Feedback:** The three contexts (relational, psychological, and physical) are described in the section titled “Intercultural Communication: Meaning Construction Characteristics.”  **Page reference:** See section “Intercultural Communication: Meaning Construction Characteristics” | |
| END OF QUESTION | |

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| **Type:** Essay | |
| **Title:** Chapter 2 Essay Question 33 | |
| **33)** | Briefly describe the two kinds of learning that can help increase knowledge about intercultural communication; give an example for each. |
| **Feedback:** Formal learning (or formal studying) and informal learning are described and examples are given in the section “Three Content Components: Knowledge, Attitude, and Skills.” The key is that classes like this and other formal events such as diversity-related training are formal learning, and informal ways of learning about a culture can vary (international travel, visiting local ethnic neighborhoods, etc.).  **Page reference:** See section “Three Content Components: Knowledge, Attitude, and Skills” | |
| END OF QUESTION | |

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| **Type:** Essay | |
| **Title:** Chapter 2 Essay Question 34 | |
| **34)** | Name and briefly describe one of the four stages in the staircase model of intercultural communication. |
| **Feedback:** The four stages in the staircase model of intercultural communication (unconscious incompetence, conscious incompetence, conscious competence, and the final, “Zen-like” stage, unconscious competence) are described in the section “A Staircase Model.”  **Page reference:** See section “A Staircase Model” | |
| END OF QUESTION | |

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| **Type:** Essay | |
| **Title:** Chapter 2 Essay Question 35 | |
| **35)** | Briefly define a culture bump (or well-meaning clash), and give an example. |
| **Feedback:** A culture bump and well-meaning clash are described in Principle 6 in the section “Process Consciousness: Underlying Principles.” The key is that the behavioral violation or misunderstanding is unintentional.  **Page reference:** See section “Process Consciousness: Underlying Principles” | |
| END OF QUESTION | |