**iTEST BANK**

**TEST BANK CHAPTER 1: INTRODUCTION TO GROUP COMMUNICATION**

**Multiple Choice**

1.1-1. **Which of the following situations best represents group communication as defined in the textbook?**

a. People talking in an elevator.

b. People discussing the weather at an airport.

c. Fans cheering at a baseball game.

d. Jury members deliberating (thận trọng) a court case.

e. A congregation (giáo đoàn) listening to a sermon (bài thuyết giáo).

**Answer:** d. Jury members deliberating a court case.

1.1-2. **A group with 7 members has the potential for \_\_\_\_\_\_\_ different types of interactions.**

a. 9

b. 90

c. 666

d. 900

e. 966

**Answer:** e. 966

1.1-3. **What is the ideal group size for a problem-solving discussion?**

a. 3–5 people

b. 4–6 people

c. 5–7 people

d. 6–9 people

e. 8–12 people

**Answer:** c. 5–7 people

1.1-4. **According to your textbook, the most important factor separating successful groups from unsuccessful ones is**

a. having a minimum of 5 and a maximum of 12 members in a group.

b. a clear goal.

c. strong leadership.

d. member independence and interdependence.

e. group morale.

**Answer:** b. a clear goal.

1.1-5. **According to your textbook, a group's context refers to**

a. the type and size of the group.

b. the group's physical and psychological setting.

c. the group's purpose, history, and status.

d. the characteristics of and relationships among group members.

e. all of the above.

**Answer:** e. all of the above.

1.1-6. **To which basic element of communication is Grace giving special attention when she prepares for an important group meeting by making sure her business suit is pressed, that her hair is well-groomed, that her perfume (hương thơm) is pleasant (dễ chịu) but subtle, and that she takes a breath mint before entering the meeting room?**

a. channels

b. external noise

c. feedback

d. verbal message

e. internal noise

**Answer:** a. channels

1.1-7. **In a communication transaction, feedback represents**

a. a group's physical and psychological environment.

b. anything that interferes with or inhibits effective communication.

c. the media through which group members share messages.

d. the response or reaction to a message.

e . ideas, information, opinions, and/or feelings that generate meaning.

**Answer:** d. the response or reaction to a message.

1.1-8. **Which of the following examples best illustrates the systems theory principle that "systems try to maintain balance in their environment"?**

a. Members may take time off to "play" when work becomes too intense.

b. Members may unexpectedly come up with new ideas and techniques.

c. Effective groups have clear goals.

d. Groups suffer if members fail to cooperate.

e. Groups rely on member input to achieve a common goal.

**Answer:** a. Members may take time off to "play" when work becomes too intense.

1.1-9. **The cooperative interaction of several factors that results in a combined effect greater than the total of all individual parts is referred to as**

a. interaction.

b. common goals.

c. interdependence.

d. synergy. (sức mạnh tổng hợp)

e. working.

**Answer:** d. synergy. (sức mạnh tổng hợp)

1.1-10. **A stamp collecting club is an example a**

a. self-help

group.

b. social group.

c. learning group.

d. service group.

e. public group.

**Answer:** b. social group.

1.1-11. **Your family is an example of a**

a. primary group.

b. social group.

c. public group.

d. service group.

e. none of the above

**Answer:** a. primary group.

1.1-12. **A local Alcoholics Anonymous chapter is an example of a**

a. primary group.

b. self-help group.

c. learning group.

d. service group.

e. public group.

**Answer:** b. self-help group.

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1.1-13. **Guests who appear on talk shows and interact with other guests for the benefit of an audience are participating in a**

a. symposium (hội nghị chuyên đề).

b. forum.

c. panel discussion.

d. governance group.

e. service group.

**Answer:** c. panel discussion.(thảo luận nhóm)

1.1-14. **A group of police officers presenting short, uninterrupted speeches on different aspects of community safety are participating in a**

a. symposium.

b. forum.

c. panel discussion.

d. governance group.

e. self-help group.

**Answer:** a. symposium. (Hội nghị chuyên đề)

1.1-15. **A college appoints a moderator and holds an open discussion to provide students with the opportunity to ask questions and express their concerns regarding a proposed increase in tuition. This setting for group communication is an example of a**

a. symposium.

b. forum.

c. panel discussion.

d. governance group.

e. service group

.

**Answer:** b. forum. (Diễn đàn)

1.1-16. **A college's Board of Trustees that makes public policy decisions may be classified as a**

a. symposium.

b. forum.

c. panel discussion.

d. governance group.

e. service group.

**Answer:** d. governance group. (nhóm quản trị)

1.1-17. **Which of the following characteristics demonstrates one of the disadvantages of working in groups?**

a. Groups make better decisions when working on complex tasks.

b. Working in groups enhances member learning.

c. Groups require significant time, energy, and resources.

d. Groups are often more creative than members working alone.

e. Members usually enjoy working with others in groups.

**Answer:** c. Groups require significant time, energy, and resources.

1.1-18. **A virtual (ảo) group is one which**

a. relies on technology to communicate.

b. exists only for a short period of time.

c. lacks a leader.

d. lacks a clear purpose.

e. has the same dynamic as other groups.

**Answer:** a. relies on technology to communicate.

1.1-19. **Statements that explain or predict how people communicate are**

a. theories.

b. strategies.

c. skills.

d. resources.

e. rules.

**Answer:** a. theories.

1.1-20. **When seeking to resolve group tensions, the dialectic approach recommends a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ approach.**

a. compromise

b. either/or

c. both/and

d. approach/avoidance

e. task/maintenance

**Answer:** c. both/and

1.1-21. **All of the following pairs of common folk proverbs (tục ngữ) illustrate the contradictory (mẫu thuẫn) nature of dialectic tensions EXCEPT**

a. "Opposites attract" and "Birds of a feather flock together."

b. "Two's company, three's a crowd" and "The more the merrier."

c. "Look before you leap" and "He who hesitates is lost."

d. "Waste not, want not" and "Music makes the world go 'round. "

e . "To know him is to love him" and "Familiarity breeds contempt."

**Answer:** d. "Waste not, want not" and "Music makes the world go 'round. "

1.1-22. **In group dialectic (biện chứng) terms, effective groups balance structure and**

a. heterogeneity (tính không thuần nhất).

b. disengagement (sự rãnh ran).

c. spontaneity. (tính ko gò bó)

d. engagement (cuộc hẹn gặp).

e. individual goals.

##### Answer: c. spontaneity.  (tính không gò bó) tự phát

1.1-23. **In dialectic terms, effective groups balance conflict with**

a. conformity (sự tuân theo).

b. cohesion (sự gắn chắc).

c. structure.

d. closed systems.

e. social dimensions.

**Answer:** b. cohesion.

1.1-24. **In dialectic terms, effective groups balance task dimensions with**

a. conformity dimensions.

b. cohesion dimensions.

c. structure dimensions.

d. closed dimensions.

e. social dimensions.

**Answer:** e. social dimensions.

1.1-25. **The open system ↔ closed system group dialectic can be described as**

a. balancing a commitment to group norms and standards with a willingness to differ and change.

b. balancing member similarities and differences.

c. balancing external support and recognition with internal group solidarity and rewards.

d. balancing member energy and labor with the group's need for rest and renewal.

e. balancing members' personal goals with the group's goal

.

**Answer:** c. balancing external support and recognition with internal group solidarity and rewards.

1.1-26. **The homogeneous (tính đồng nhất) ↔ heterogeneous (ko đồng nhất) group dialectic can be described as**

a. balancing a commitment to group norms and standards with a willingness to differ and change.

b. balancing member similarities and differences.

c. balancing external support and recognition with internal group solidarity and rewards.

d. balancing effective leadership with responsible followership.

e. balancing members' personal goals with the group's common goal.

**Answer:** b. balancing member similarities and differences.

1.1-27. **The engaged ↔ disengaged group dialectic can be described as**

a. balancing a commitment to group norms and standards with a willingness to differ and change.

b. balancing a motivation to complete tasks with promoting member relationships.

c. balancing external support and recognition with internal group solidarity and rewards.

d. balancing effective leadership with responsible followership.

e . balancing member energy and labor with the group's need for rest and renewal.

**Answer:** e. balancing member energy and labor with the group's need for rest and

renewal.

1.1-28. **A both/and approach to resolving dialectic tensions in groups empowers members.**

**Which of the following examples demonstrates the characteristics of *autonomy (sự tự trị)* in an empowered group?**

a. The group believes it has the ability to achieve its common goal.

b. The group believes that its common goal is important and worthwhile.

c. The group has the freedom to make decisions and implements its decisions.

d. The group believes that its work produces significant benefits for other people and organizations.

e . The group has high morale and understands the value of play as well as work.

**Answer:** c. The group has the freedom to make decisions and implements its decisions.

1.1-29. **In Latin, the word *credo* means**

a. "I believe."

b. "I mean."

c. "I am."

d. "I create."

e. "I accuse."

**Answer:** a. "I believe."

1.1-30. **All of the following principles of ethical communication are included in the National Communication Association's *Credo for Ethical Communication* EXCEPT**

a. We endorse freedom of speech only when the truth does not cause detrimental results or harm others.

b. We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.

c. We strive to understand and respect other communicators before evaluating and responding to their messages.

d. We are committed to the courageous expression of personal conviction in pursuit of fairness and justice.

e. We promote a communication climate of caring and mutual understanding.

**Answer:** a. We endorse freedom of speech only when the truth does not cause detrimental results or harm others.

**TEST BANK CHAPTER 2: GROUP DEVELOPMENT**

**Multiple Choice**

2.1-1. **In which of Tuckman's Group Development Stages do members resolve status conflicts and learn to work as a cohesive team?**

a. performing

b. storming

c. adjourning

d. norming

e. forming

**Answer:** d. norming

2.1-2. **In which of Tuckman's Group Development Stages are members socially cautious and overly polite?**

a. adjourning

b. forming

c. performing

d. norming

e. storming

**Answer:** b. forming

2.1-3. **You have just joined a newly formed group responsible for developing a recycling program for your community. At first, group members are somewhat uncomfortable working with strangers. Which of Tuckman's stages of group development is your group experiencing?**

a. norming

b. storming

c. forming

d. performing

e. reforming

**Answer:** c. forming

2.1-4. **Which is the correct order for Tuckman's 5 group development stages?**

a. forming, storming, norming, performing, adjourning

b. forming, norming, performing, storming, adjourning

c. norming, forming, storming, performing, adjourning

d. norming, storming, performing, forming, adjourning

e. storming, norming, forming, performing, adjourning

**Answer:** a. forming, storming, norming, performing, adjourning

2.1-5. **Because most members of a new group want to create a good first impression, they tend to be overly polite with one another during their initial meetings. They don't interrupt one another and avoid expressing strong opinions. These behaviors are characteristic of**

a. dialectic tension.

b. primary tension.

c. secondary tension.

d. tertiary tension.

e. assimilation tension.

**Answer:** b. primary tension.

2.1-6. **Ernest Bormann's description of primary tension resembles Tuckman's \_\_\_\_\_\_\_\_\_stage of group development.**

a. forming

b. storming

c. norming

d. performing

e. adjourning

**Answer:** a. forming

2.1-7. **Ernest Bormann's description of \_\_\_\_\_\_\_\_\_ resembles Tuckman's forming stage of group development.**

a. secondary tension

b. primary tension

c. the norming stage

d. the performing stage

e. the adjourning stage

**Answer:** b. primary tension

2.1-8. **In which of which of Carolyn Anderson's group socialization stages do members adjust to group expectations, assume needed roles, and balance their personal goals**

**with the group's goals?**

a. antecedent phase

b. anticipatory phase

c. encounter phrase

d. assimilation phase

e. exit phase

a. giai đoạn tiền đề

b. giai đoạn dự đoán

c. gặp gỡ

d- giai đoạn đồng hóa

e. giai đoạn thoát

**Answer:** c. encounter phrase (gặp gỡ)

2.1-9. **In which of which of Carolyn Anderson's group socialization stages do members become fully integrated into the group's culture?**

a. antecedent phase

b. anticipatory phase

c. encounter phrase

d. assimilation phase

e. exit phase

**Answer:** d. assimilation phase (đồng hóa)

2.1-10. **According to Locke and Latham's Goal Theory, all of the following criteria are critical for developing effective group goals EXCEPT**

a. the goals are specific.

b. the goals are accepted by members.

c. the goals are simple and easy to achieve.

d. the goals are set by members and the group.

e. the goals allow for member growth.

**Answer:** c. the goals are simple and easy to achieve.

2.1-11. **\_\_\_\_\_\_\_\_\_ occur when members' private goals conflict with the group's common goals and represent what people really want rather than what they say they want.**

a. The storming stage

b. Hidden agendas

c. Primary tension

d. Tertiary tension

e. Implicit norms

**Answer:** b. Hidden agendas

2.1-12. **All of the following statements are true about hidden agendas EXCEPT**

a. Hidden agendas exist in most groups.

b. Hidden agendas occur when there is poor group leadership.

c. Hidden agendas disrupt the flow of communication.

d. Hidden agendas should be discussed and dealt with by the group.

e. Hidden agendas do not cause problems in a group.

**Answer:** b. Hidden agendas occur when there is poor group leadership.

2.1-13. **Implicit norms are (ngầm)**

a. easy to recognize.

b. quickly apparent to new members.

c. rarely discussed by members.

d. imposed by an outside authority.

e. disruptive of the group process.

**Answer:** c. rarely discussed by members.

2.1-14. **Which of the following examples depicts an explicit norm? (miêu tả một chuẩn mực rõ ràng )**

a. Group members have learned to leave the seat nearest the door for their leader.

b. Within a few days after work together in a newly formed committee, members begin using one another's first names.

c. Ralph has begun bringing extra copies of the group's agenda to the meeting for members who have forgotten theirs.

d. Everyone abides by the "be on time; be out on time" rule set on the first day of the group meetings.

e. After getting the "evil eye" from several members, Ruthie stops checking her BlackBerry during meetings.

**Answer:** d. Everyone abides by the "be on time; be out on time" rule set on the first day of the group meetings.

2.1-15. **Which of the following examples depicts an implicit norm?**

a. As specified in the group's bylaws, members use parliamentary procedure when the group debates a motion.

b. Even though members know one another's names, everyone wears their company issued nametags to meetings.

c. Members take their turn—in alphabetical order—taking minutes at every meeting.

d. Members have learned that because meetings usually begin fifteen minutes later than scheduled, they can arrive a little late.

e. Members agree that no one should be allowed to consult their BlackBerries during a meeting without permission.

**Answer:** d. Members have learned that because meetings usually begin fifteen minutes later than scheduled, they can arrive a little late.

2.1-16. **Your group has discussed and decided that members will take turns recording and typing the minutes from each meeting. A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been established.**

a. conforming norm

b. implicit norm

c. deviant norm

d. explicit norm

e. inclusion norm

**Answer:** d. explicit norm

2.1-17. **Whenever your department has a staff meeting, the supervisor always sits at the head of the table. Group members know they should not take the seat at the head of the table even though they have not been told to avoid that seat. A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is operating in the group.**

a. conforming norm

b. implicit norm

c. deviant norm

d. explicit norm

e. inclusion norm

**Answer:** b. implicit norm

2.1-18. **Which of the 4 categories of norms is operating in the following example? Your group makes decisions by majority rule. A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is operating in this circumstance.**

a. status norm

b. interaction norm

c. achievement norm

d. procedural norm

e. inclusion norm

**Answer:** d. procedural norm (thủ tục chuẩn)

2.1-19. **Which of the 4 categories of norms is operating in the following example? Most group members defer to or agree with Tasha and Bill when they make a recommendation. A(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is operating in this circumstance.**

a. status norm

b. interaction norm

c. achievement norm

d. procedural norm

e. inclusion norm

**Answer:** a. status norm

2.1-20. **Stanley Milgram's classic experiment to find out whether people would obey commands to give "subjects" painful electric shocks demonstrated that**

a. people are ruthless when making decisions about the welfare of strangers.

b. pressure from an authority figure can outweigh individual judgment and morality.

c. people who know they're in experiments like to fool the researchers.

d. inclusion and affection needs are strong in groups.

e . group members are punished for violating norms.

**Answer:** b. pressure from an authority figure can outweigh individual judgment and morality.

2.1-21. **In Philip Zimbardo's famous study, students were assigned the role of guard or prisoner in a realistic-looking prison in a Stanford University basement. The experiment was halted before its scheduled completion because**

a. the students missed too many classes.

b. the "prisoners" rebelled and locked out the "guards."

c. the "guards" became abusive and the "prisoners" became passive and depressed.

d. the experimenters told the "guards" to give the "prisoners" electric shocks.

e . the "guards" enjoyed teasing and giving their "prisoner" buddies a hard time.

**Answer:** c. the "guards" became abusive and the "prisoners" became passive and depressed.

(các "vệ sĩ" trở nên lạm dụng và "tù nhân" trở nên bị động và chán nản)

2.1-22. **Stanley Milgrim (Yale University) and Philip Zimbardo (Stanford University) conducted famous experiments that demonstrated the**

a. pressure to conform to authority rule.

b. desire of group members to get along with one another.

c. important role of norms in group communication.

d. rewards for compliance to norms.

e. causes of unethical communication in groups.

**Answer:** a. pressure to conform to authority rule.

2.1-23. **Nonconformity**

a. will always undermine group performance.

b. can improve group performance.

c. occurs only when stubborn members are present.

d. occurs under poor leadership.

e . occurs only in the storming stage.

**Answer:** b. can improve group performance.

2.1-24. **Which of the following strategies is recommended as an effective method for dealing with destructive nonconformity in groups?**

a. Accept the member's disruptive behavior.

b. Confront the disruptive member and try to modify his or her behavior.

c. Exclude the disruptive member by ignoring his or her comments during the discussion.

d. all of the above

e. none of the above

**Answer:** d. all of the above

2.1-25. **Max was disturbed by the way in which group members interrupted one another during discussions. He could see that some of the quieter members were intimidated by this norm. Max decided that he would try to change the norm by continuing to talk right through an interruption in the hope that the members who usually interrupted would stop. What strategy was Max using to change group norms?**

a. the suggestions or actions of a high-status member

b. the suggestions of highly confident members

c. group discussion and decision making

d. direct criticism of other members

e . continued interaction using a different behavior

**Answer:** e. continued interaction using a different behavior

2.1-26. **Which of the following characteristics was NOT one of the 8 characteristics that emerged in the Carl Larson and Frank LaFasto study that asked "What are the secrets of successful teams?"**

a. adherence to group norms

b. a clear, elevated goal

c. competent team members

d. a collaborative climate

e. principled leadership

**Answer:** a. adherence to group norms (tuân thủ các chuẩn mực nhóm)

2.1-27. **How do virtual groups differ from face-to-face groups during the storming stage of group development?**

a. Technical problems and differences in members' technical expertise affect how members compete for high-status roles.

b. Member diversity complicates the establishment of norms.

c. Members must learn how to overcome technical roadblocks as they use different media to achieve a common goal.

d. Members may continue to interact using email even after the group has completed its task.

e. Some members will not respond well to technology.

**Answer:** a. Technical problems and differences in members' technical expertise affect how members compete for high-status roles.

**TEST BANK CHAPTER 3: GROUP MEMBERSHIP**

**Multiple Choice**

3.1-1. **Which of Maslow's Hierarchy of Needs is primarily met when a neighborhood**

**watch group forms to deter crime in the community?**

a. safety

b. self-actualization

c. esteem

d. belongingness

e. physiological

a. sự an toàn

b. tự thực hiện

c. kính trọng

d. thuộc về

e. sinh lý

**Answer:** a. safety

3.1-2. **Which of Maslow's Hierarchy of Needs is primarily met when someone joins an exclusive club or is elected as leader of a prestigious group?**

a. safety

b. self-actualization

c. esteem

d. belongingness

e. physiological

**Answer:** c. esteem (kính trọng)

3.1-3. **According to Maslow's Hierarchy of Needs, in what order do we satisfy the following needs?**

a. safety, self-actualization, esteem, belongingness, physiological

b. self-actualization, esteem, safety, physiological, belongingness

c. esteem, physiological, belongingness, self-actualization, safety

d. belongingness, physiological, safety, self-actualization, esteem

e. physiological, safety, belongingness, esteem, self-actualization

**Answer:** e. physiological, safety, belongingness, esteem, self-actualization

3.1-4. **According to Schutz's FIRO Theory, a group member who feels accepted by the group is an**

a. ideal social member.

b. undersocial member.

c. ideal personal member.

d. overpersonal member.

e . underpersonal member.

**Answer:** a. ideal social member.

3.1-5. **According to Schutz's FIRO Theory, if group members' affection needs are not met, they may become**

a. undersocial or oversocial members.

b. abdicrats or autocratics.

c. ideal personal or ideal social members.

d. overpersonal or underpersonal members.

e. undersocial or underpersonal members.

**Answer:** d. overpersonal or underpersonal members.

3.1-6. **Control in a group refers to the**

a. individual holding an official leadership position.

b. individual holding an unofficial leadership position.

c. extent to which members behave as though they know more than everyone else.

d. extent to which members feel competent, confident, and free to make their own decisions.

e . extent to which meetings stay on the agenda.

**Answer:** d. extent to which members feel competent, confident, and free to make their own decisions.

3.1-7. **When a group member exhibits a unique set of skills or behavioral patterns that serve specific functions within the group, that member has assumed a(n) \_\_\_\_\_\_\_\_\_\_\_.**

a. norm

b. role

c. autocratic function

d. abdicratic function

e. leadership function

**Answer:** b. role

3.1-8. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ functions describe group members who strive to get along and satisfy one another's needs while pursuing a shared goal.**

a. Self-centered

b. Task

c. Maintenance

d. Participation

e. All of the above

**Answer:** c. Maintenance

3.1-9. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ functions describe negative roles in which individual needs are put ahead of both the group's goal and other members' needs.**

a. Self-centered

b. Task

c. Maintenance

d. Participation

e. All of the above

**Answer:** a. Self-centered

3.1-10. **"I will check our Affirmative Action Policy and see what it says about. . . ." This statement would most likely be made by a group member functioning in which of the following task roles?**

a. information seeker

b. information giver

c. opinion seeker

d. opinion giver

e. clarifier-summarizer

**Answer:** a. information seeker

3.1-11. **All of the following functions are group task roles EXCEPT**

a. initiator. (người dẫn đầu)

b. compromiser. (thoả hiệp)

c. clarifier-summarizer.

d. opinion seeker.

e. evaluator-critic. (đánh giá phê bình)

**Answer:** b. compromiser.

3.1-12. **All of the following functions are group maintenance roles EXCEPT**

a. harmonizer.

b. tension releaser.

c. gatekeeper.

d. observer-interpreter.

e. information giver.

**Answer:** e. information giver.

3.1-13. **R. Meredith Belvin's Team-Role Theory differs from the older Benne and Sheats's role classifications in that Belvin's roles**

a. apply to most groups regardless of their goal.

b. focus on how members interact with one another in a variety of roles.

c. recognize that group members seek out and perform roles that are most natural to them.

d. apply to most groups regardless of their context.

e. include gatekeeper and harmonizer.

**Answer:** c. recognize that group members seek out and perform roles that are most natural to them.

3.1-14. **According to Belvin's Team-Role Theory, which of the following roles describes a conscientious (có lương tâm), methodical (có phương pháp) person who transforms group decisions into practical actions?**

a. harmonizer

b. implementer

c. shaper

d. gatekeeper

e . resource investigator

**Answer:** b. implementer (người thực hiện)

3.1-15. **"Maria, we haven't heard from you yet and want to make sure that everyone gets a chance to weigh in on this issue. " This statement would most likely be made by a group member functioning in which of the following roles?**

a. harmonizer

b. standard monitor

c. observer-interpreter

d. gatekeeper

e. procedural technician

**Answer:** d. gatekeeper

3.1-16. **"That's fine with me. Just tell me what to do." This statement would most likely be made by a group member functioning in which of the following roles?**

a. teamworker-follower

b. deserter

c. harmonizer

d. blocker

e. tension releaser

**Answer:** a. teamworker-follower

3.1-17. **If a group member says "That's a stupid idea. Think you could come up with anything better?" as a way of intimidating others, asserting authority, and monopolizing discussion, which role is this person demonstrating?**

a. clown

b. tension releaser

c. dominator

d. recognition seeker

e. deserter

**Answer:** c. dominator

3.1-18. **\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the level of fear or anxiety associated with either real or anticipated (lường trước, dự tính) communication with another person or persons.**

a. Self-concept

b. Feedback

c. Communication apprehension

d. Assertiveness (sự quả quyết)

e. Confidence

**Answer:** c. Communication apprehension (lo ngại giao tiếp)

3.1-19. **According to McCroskey's research, what percent of the general population experiences very high levels of communication apprehension?**

a. 10%

b. 20%

c. 30%

d. 40%

e. 50%

**Answer:** b. 20%

3.1-20. **Which of the following descriptions is likely to be true of highly apprehensive group members compared to low apprehensive members?**

a. Highly apprehensive members talk more in group discussions.

b. Highly apprehensive members are more likely to become group leaders.

c. Highly apprehensive members appear more confident.

d. Highly apprehensive members assert themselves and their beliefs.

e. Highly apprehensive members agree with others rather than voice disagreement.

**Answer:** e. Highly apprehensive members agree with others rather than voice disagreement.

3.1-21. **Your textbook suggests all of the following strategies for reducing communication apprehension in groups EXCEPT**

a. Realize that everyone experiences communication apprehension.

b. Be well prepared.

c. Force yourself to speak as much and as often as you can to a variety of large and small audiences.

d. Substitute worrisome, irrational thoughts about communicating with more positive thoughts.

e. Take time to visualize yourself communicating effectively.

**Answer:** c. Force yourself to speak as much and as often as you can to a variety of large and small audiences.

3.1-22. **All of the following are means of providing constructive feedback EXCEPT**

a. Focus on the behaviors rather than the person.

b. Describe the behavior rather than judging it.

c. Provide observations rather than assumptions.

d. Choose an appropriate time and place.

e . Give feedback to advance your own goals.

**Answer:** e. Give feedback to advance your own goals.

3.1-23. **Cognitive restructuring (tái cơ cấu nhận thức) is an anxiety reduction technique that involves**

a. learning communication skills such as following an agenda, speaking clearly, and becoming more sensitive to feedback.

b. taking time to visualize yourself communicating effectively.

c. substituting worrisome, irrational thoughts about communicating with more positive thoughts.

d. relaxing physically in order to relax your mind.

e. realizing that you are not the only person who gets nervous when called upon to speak in front of others.

**Answer:** c. substituting worrisome, irrational thoughts about communicating with ore positive thoughts.

3.1-24. **Walther's theory of hyperpersonal communication in virtual groups indicates that**

**some members**

a. ask more personal questions of other group members.

b. ask less personal questions of other group members.

c. are less confident in mediated settings than in face-to-face settings.

d. are more confident in mediated settings than face-to-face meetings.

e. none of the above

**Answer:** d. are more confident in mediated (trung gian) settings than face-to-face meetings.

3.1-25. **Group members with low levels of communication apprehension can help members with high apprehension reduce their level of fear and anxieties about communicating by using all of the following strategies EXCEPT**

a. openly discuss a member's apprehension with the entire group.

b. provide supportive and constructive feedback.

c. actively encourage and include anxious members in group discussions.

d. stop talking.

e. ask questions that the apprehensive members know how to answer.

**Answer:** a. openly discuss a member's apprehension with the entire group.

3.1-26. **Assertiveness seeks an appropriate balance between**

a. engagement and disengagement.

b. passivity and aggression.

c. conformity and nonconformity.

d. conflict and cohesion.

e. high apprehension and low apprehension.

**A1nswer:** b. passivity and aggression. (thụ động và gây hấn)

3.1-27. **Compulsive talkers tend to**

a. encourage participation by all group members.

b. feel more inhibited in group settings.

c. dominate discussions.

d. experience high levels of communication apprehension.

e . do all of the above.

**Answer:** c. dominate discussions.

3.1-28. **All of the following are characteristics of passive (nonassertive) group members EXCEPT**

a. They are reluctant (miễn cưỡng) to express opinions.

b. They fear criticism from others.

c. They feel a greater sense of power.

d. They may experience high levels of communication apprehension.

e. They are rarely satisfied with the group experience.

**Answer:** c. They feel a greater sense of power.

3.1-29. **All of the following are characteristics of aggressive group members EXCEPT**

a. They often act in their own self-interest.

b. They may be critical and combative.

c. They may become abusive.

d. They are highly respected.

e. They are rarely satisfied with the group experience.

**Answer:** d. They are highly respected.

3.1-30. **All of the following are characteristics of passive-aggressive group members**

**EXCEPT**

a. They undermine others behind their backs.

b. They rarely exhibit aggressive behaviors.

c. They usually follow through with promised contributions.

d. They have little respect for the rights of others.

e. They usually behave cooperatively.

**Answer:** c. They usually follow through with promised contributions.

3.1-31. **Mark agrees to take notes during an important meeting at which he disagrees with many group decisions. The group asks him to bring copies of the notes to the next meeting so that everyone has a written record of the discussion and group decisions. At the next meeting, Mark is absent. At the following meeting, he tells everyone that he's still working on the notes and may not have them for awhile. What sort of behavior does Mark exhibit?**

a. assertiveness

b. passivity

c. aggression

d. passive aggression

e. passive assertiveness

**Answer:** d. passive aggression

3.1-32. **Which of the following strategies and skill are effective when you need to and should say "No" to someone?**

a. Use assertive words but passive nonverbal communication.

b. Don't say "Yes" or "No" until you hear and understand a specific request

c. Ask permission to say "No" such as "Will you be upset if I don't do this?"

d. Anticipate the person's request before you hear the question so you can stop him or her from asking.

e. Avoid saying "No" if the other person won't like your answer.

**Answer:** b. Don't say "Yes" or "No" until you hear and understand a specific request

**TEST BANK CHAPTER 5: LEADERSHIP IN GROUPS**

**Multiple Choice**

5.1-1. **At the end of every month, a sales manager offers a cash bonus to the most successful salesperson. What type of power is this leader using?**

a. informational power

b. coercive power

c. reward power

d. legitimate power

e. expert power

**Answer:** c. reward power

5.1-2. **A supervisor threatens to dismiss any member of the sales team who does not meet the sales quota by the end of the quarter. What type of power is this leader using?**

a. referent power

b. coercive (ép buộc) power

c. reward power

d. legitimate power

e. expert power

**Answer:** b. coercive power

5.1-3. **You have been promoted to a management position at work. You expect employees to fulfill your requests because you are the boss. What type of power is this?**

a. referent power

b. coercive power

c. reward power

d. legitimate power

e. charismatic power

**Answer:** d. legitimate power

5.1-4. **Dianna has been elected as leader of the research group because she has published more than any other team member on the research topic. What type of power is this?**

a. referent power

b. coercive power

c. informational power

d. legitimate power

e. reward power

**Answer:** c. informational power

5.1-5. **Which category of power is operating when a group member nominates someone as a leader by saying, "I recommend that Romero be appointed chair of the building committee given his extensive experience as a successful contractor"?**

a. referent power

b. persuasive power

c. reward power

d. legitimate power

e. expert power

**Answer:** e. expert power

5.1-6. **Your group has chosen Madeleine as its leader because she has demonstrated strong organizational and problem-solving skills as well as a talent for motivating members and resolving conflict. What type of power does Madeleine have?**

a. referent power

b. coercive power

c. informational power

d. legitimate power

e. expert power

**Answer:** a. referent power

5.1-7. **The Center for Business Ethics at Bentley College poses all of the following questions to help leaders decide whether their behavior is ethical EXCEPT**

a. Do you avoid expressing your own opinions to make sure that they do not influence how group members think and act?

b. Are you fair when dealing with group members?

c. Do you conform to universally accepted principles of what is right?

d. Do your decisions or actions "smell" suspicious or bad?

e. Do you try to do the greatest good for the greatest number of people?

**Answer:** a. Do you avoid expressing your own opinions to make sure that they do not

5.1-8. **When designated (được chỉ định) leaders are "plucked from a group in order to lead," they should**

a. start out by making strong decisions to solve problems.

b. avoid discussing their leadership concerns with group members until they have established referent power.

c. dramatically change their behavior with members who were once their friends and colleagues in the group.

d. begin by using reward and coercive power to establish their new position.

e. discuss ground rules for interaction while assuring group members of continued friendship.

**Answer:** e. discuss ground rules for interaction while assuring group members of continued friendship.

5.1-9. **All of the following behaviors are recommended strategies for becoming an emergent group leader EXCEPT**

a. Talk early.

b. Talk often.

c. Know more about important topics.

d. Avoid expressing your own opinion.

e . Volunteer for meaningful roles.

**Answer:** d. Avoid expressing your own opinion.

5.1-10. **Trait Leadership Theory, also known as the "Great Man" theory, contends that**

a. democratic leaders are always best.

b. charismatic leaders are always best.

c. leaders are born, not made.

d. leaders are made, not born.

e. women cannot be effective leaders.

**Answer:** c. leaders are born, not made.

5.1-11. **Vu tries to maintain strict control over the Spring Festival Planning Committee.**

**He insists on determining the direction and outcome of the committee's discussion.**

**According to Styles Leadership Theory, which leadership style is Vu using?**

a. democratic

b. autocratic

c. situational

d. laissez-faire

e. functional

**Answer:** b. autocratic

5.1-12. **As chairperson of the PTA's election committee, Vicky believes in practicing social equality. She shares decision making with the group. According to Styles Leadership Theory, which leadership style is Vicky using?**

a. democratic

b. autocratic

c. situational

d. laissez-faire

e. functional

**Answer:** a. democratic

5.1-13. **Even though Wayne is chairperson of the finance committee, he does little or nothing to help the group. He tends to let the group take charge of its decisions and actions. Which leadership style is Wayne using?**

a. democratic

b. autocratic

c. situational

d. laissez-faire

e. functional

**Answer:** d. laissez-faire

5.1-14. **Autocratic leaders**

a. are always counterproductive.

b. make many of the group's decisions.

c. expect followers to obey orders.

d. Both a and b.

e. Both b and c.

**Answer:** e. Both b and c.

5.1-15. **Laissez-faire leaders**

a. let the group take charge of decisions and actions.

b. work well in mature and highly productive groups.

c. may generate a climate of open communication.

d. both a and b

e. all of the above

**Answer:** e. all of the above

5.1-16. **Which theory of leadership explains how leaders can become more effective once they have carefully analyzed themselves, their groups, and the circumstances in which they must lead?**

a. trait theory

b. style theory

c. situational theory

d. functional theory

e . transformational theory

**Answer:** c. situational theory

5.1-17. **If "task-motivated" describes your leadership style, Fiedler's Contingency Model of Leadership Effectiveness predicts that you will be least successful when**

a. the group's task is highly structured.

b. there are poor leader-member relationships.

c. you have a great deal of reward, coercive, and legitimate power.

d. you have no power.

e. you have a moderate degree of power and task structure.

**Answer:** e. you have a moderate degree of power and task structure.

5.1-18. **Fred Fiedler's Contingency Model of Leadership Effectiveness contends that the 3 important dimensions in every leadership situation are**

a. leader-member relations, task structure, and the leader's amount of power and control.

b. the leader's style, the leadership situation, and the leader's character.

c. the leader's charisma, vision, and creativity.

d. the leader's ability to model leadership behavior, to motivate group members, and to make decisions.

e . the leader's use of autocratic, democratic, and laissez-faire styles.

**Answer:** a. leader-member relations, task structure, and the leader's amount of power and control.

5.1-19. **Fred Fiedler's Contingency Model of Leadership Effectiveness claims that relationship-motivated leaders**

a. may ignore task requirements.

b. may tolerate disruptive behavior by members.

c. may appear inefficient and weak.

d. may do the work of other members to avoid asking them to do more.

e . may do all of the above.

**Answer:** e. may do all of the above.

5.1-20. **According to Fiedler's Contingency Model of Leadership Effectiveness, which of the following situations is the best match for a relationship-motivated leader?**

a. There are good leader-member relationships, a clear task, and a lot of power.

b. There are poor leader-member relationships, an unclear task, and little power.

c. There are good leader-member relationships, a moderately clear task, and no legitimate power.

d. There are moderately good leader-member relationships, a moderately clear task, and a moderate amount of power.

e. none of the above

**Answer:** d. There are moderately good leader-member relationships, a moderately clear task, and a moderate amount of power.

5.1-21. **According to the Hersey-Blanchard Situational Leadership Model, as a group's readiness increases, leaders should move through 4 different leadership behaviors. Which answer depicts the order in which these behaviors usually occur?**

a. tell, sell, participate, delegate

b. participate, delegate, tell, sell

c. sell, participate, tell, delegate

d. delegate, participate, sell, tell

e. tell, delegate, sell, participate

**Answer:** a. tell, sell, participate, delegate Tường Sao Phải ĐI

5.1-22. **According to the Hersey-Blanchard Situational Leadership Model, a leader should try to \_\_\_\_\_\_\_\_\_\_\_\_ when group members are able as well as willing and confident.**

a. tell

b. sell

c. participate

d. delegate

e. tell and sell

**Answer:** d. delegate (giao quyền)

5.1-23. **The participating stage in Hersey-Blanchard's Situational Leadership Model is**

**similar to Tuckman's \_\_\_\_\_\_\_\_\_ stage of group development.**

a. forming

b. storming

c. norming

d. performing

e. adjourning

**Answer:** d. performing

5.1-24. **All of 1the following characteristics distinguish transformational leadership EXCEPT**

a. experience.

b. empowering.

c. innovative.

d. visionary.

e. charismatic.

**Answer:** a. experience.

5.1-25. **The 5M Model of Leadership Effectiveness focuses on all of the following interdependent leadership functions EXCEPT**

a. making decisions.

b. mediating conflict.

c. managing group process.

d. mentoring members.

e. modeling leadership behavior.

**Answer:** b. mediating conflict. (dàn xếp xung đột)

5.1-26. **Modeling leadership behavior in the 5M Model of Leadership Effectivness includes all of the following strategies EXCEPT**

a. publicly championing your group and its goals.

b. behaving consistently and assertively.

c. maintaining control at all times.

d. praising group members to others outside the group.

e. demonstrating competence and trustworthiness.

**Answer:** c. maintaining control at all times.

5.1-27. **According to the 5M Model of Leadership Effectiveness, all of the following items are characteristic of effective decision making by group leaders EXCEPT**

a. the ability to make timely decisions.

b. the ability to provide a rationale for decisions.

c. the ability to identify and make popular decisions.

d. the willingness to solicit feedback.

e. the ability to clearly communicate the reasons for a decision to the group.

**Answer:** c. the ability to identify and make popular decisions.

5.1-28. **As the group's leader, Grace makes sure that everyone in her group is committed to the group's common goal. She also helps solve interpersonal problems and conflicts, recognizing outstanding group work. Which of the following leadership functions in the 5M Model of Leadership Effectiveness does Grace's behavior exemplify?**

a. Modeling leadership behavior

b. Motivating members

c. Managing group process

d. Making decisions

e. Mentoring members

**Answer:** b. Motivating members

5.1-29. **Raphael has been assigned the leadership task of managing an office in which most of the employees are young or new to the company. He decides that when problems or setbacks occur, he will not blame the group or its members. Instead, he will use the situation as a teachable moment and make sure that members**

**accept personal responsibility for a problem and its consequences. He will also look for situations in which group members can assume leadership responsibilities. Which of the following leadership functions in the 5M Model of Leadership Effectiveness does Raphael's behavior exemplify?**

a. Modeling leadership behavior

b. Motivating members

c. Managing group process

d. Making decisions

e. Mentoring members

**Answer:** e. Mentoring members (dìu dắt thành viên)

5.1-30. **Research verifies all of the following conclusions about women and leadership EXCEPT**

a. women are less likely to be preselected as leaders.

b. the same leadership behavior is often evaluated more positively when attributed to a male than a female.

c. women who act "ladylike" are viewed as much more effective than women who behave like strong male leaders.

d. women leaders who behave like male leaders are often perceived as unfeminine.

e . there is only a slight different in the ways in which men and women lead groups.

**Answer:** c. women who act "ladylike" are viewed as much more effective than women who behave like strong male leaders.

5.1-31. **Jim Collins, author of *Good to Great*, claims that unless you are willing to keep your ego in check for the sake of the group, you won't be an effective leader. In other words, you must seek a balance between**

a. task and maintenance functions.

b. professional will and personal humility.

c. mentoring members and making decisions.

d. autocratic and democratic leadership.

e. managing and leading.

**Answer:** b. professional will and personal humility.

5.1-32. **Members from uncertainty avoidance cultures prefer**

a. more structure and instructions from a leader.

b. less structure and fewer instructions from a leader.

c. more nurturing from a leader.

d. less nurturing from a leader.

e. a closer relationship with a leader.

**Answer:** a. more structure and instructions from a leader.

5.1-33. **A leader who prefers a democratic approach to decision making and leadership may frustrate members who come from a(n) \_\_\_\_\_\_\_\_\_\_\_\_ culture.**

a. uncertainty avoidance

b. high-context

c. low-context

d. low power distance

e. high power distance

**Answer:** e. high power distance

**Answer:** d. appropriate.

**TEST BANK CHAPTER 7: VERBAL AND NONVERBAL COMMUNICATION IN GROUPS**

**Multiple Choice**

7.1-1. **Which of the following terms is used to describe the personal feelings and emotions connected to the meaning of a word?**

a. bypassing

b. denotation

c. connotation

d. abstract

e. concrete

**Answer:** c. connotation (ý nghĩa)

7.1-2. **Defining a computer as "a programmable electronic device that stores, retrieves, and processes data" represents what type of meaning?**

a. bypassing

b. denotation

c. connotation

d. abstract

e . jargon

**Answer:** b. denotation (chỉ rõ)

7.1-3. **If reading or hearing the word "computer" evokes a negative image of an increasingly complex software nightmare that frustrates and infuriates you, what type of meaning is influencing your response to the word?**

a. bypassing

b. denotation

c. connotation

d. concrete

e . jargon

**Answer:** c. connotation

7.1-4. **Which of the following is an example of an abstract word?**

a. meeting

b. table

c. computer

d. dictionary

e. fairness

**Answer:** e. fairness

7.1-5. **Which of the following words would be considered the most concrete description of a member's behavior?**

a. disrupts (hỗn loạn)

b. rude (thô lỗ)

c. insensitive (sơ ý)

d. burps (sự ợ)

e. offends (làm chướng mắt)

**Answer:** d. burps

7.1-6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the means we use to achieve group goals, the stimulus we use to build relationships, and the evidence we use to assess group work.**

a. Connotation

b. Bypassing

c. Climate

d. Team talk

e. Provisionalism

**Answer:** d. Team talk

7.1-7. **Which of the following statements illustrates the Social Equality Dimension of team talk?**

a. "I don't think we should quit until we're finished. "

b. "Hey guys, let's find out where Lee stands on this before we do anything this far out."

c. "What do you need to know from us to do this?"

d. "How many of you think that Lee is right?"

e . "We've always done it this way."

**Answer:** b. "Hey guys, let's find out where Lee stands on this before we do anything this far out."

7.1-8. **Which of the following statements illustrates the Conflict Management Dimension of team talk?**

a. "We've finished this in record time. "

b. "Hey guys, let's find out where Lee stands on this before we do anything this far out."

c. "Could we back up and look at this from a different angle?"

d. "How many of you think that Lee is right?"

e. "Does this meet our standard for good work?"

**Answer:** c. "Could we back up and look at this from a different angle?"

7.1-9. **All of the following communication strategies can help improve a group's team talk EXCEPT**

a. Express your individual needs.

b. Use the pronouns "we," "us," and "our."

c. Listen to dissenters.

d. Speak in a specific and active voice.

e. Ask more "what if" questions.

**Answer:** a. Express your individual needs.

7.1-10. **How should you use team talk to produce a stronger, more cooperative group?**

a. Encourage group members to express disagreements and listen patiently to dissenters.

b. Ask more "what if" questions and make fewer "we can't do it" statements.

c. Ask group members to address you by your first name or nickname.

d. Speak in a specific and active voice rather than an abstract and passive voice.

e. all of the above

**Answer:** e. all of the above

7.1-11. **The statement "Let's keep working on this report until we're ready for a dinner break. That way we may not have to meet tomorrow" is an indicator of which team talk dimension?**

a. identification

b. interdependence

c. power differentiation

d. social distance

e . negotiation process

**Answer:** a. identification

7.1-12. **The specialized or technical language of a profession is referred to as**

a. denotative.

b. dialects.

c. concrete.

d. abstract.

e . jargon.

**Answer:** e. jargon (biệt ngữ).

7.1-13. **At a regular study group meeting, one member asks that everyone be able to "summarize the most important information in each chapter." At the next meeting, a group member distributes an outline of the textbook's important concepts but wonders why no one else in the group has made the same effort. This**

**misunderstanding is an example of**

a. failure to follow the rules of language.

b. denotation.

c. failure to interpret nonverbal behavior.

d. bypassing.

e. concrete words.

**Answer:** d. bypassing.

7.1-14. **In a section on avoiding abusive (lạm dụng ) language, your textbook suggests that if you take action against others, make sure you *avoid* all forms of verbal abuse EXCEPT**

a. raising your voice.

b. swearing.

c. calling members insulting names.

d. using sarcasm to wound others.

e. expressing your personal objections.

**Answer:** e. expressing your personal objections.

7.1-15. **Researchers such as Deborah Tannen claim that men and women use language differently. Men, he maintains, are more likely to**

a. use communication to maintain relationships and cooperate with others.

b. assert their ideas and verbally compete with others.

c. include qualifiers and tag questions in their sentences.

d. provide more supporting or explanatory details before getting to the point.

e. speak tentatively.

**Answer:** b. assert (khẳng định) their ideas and verbally compete with others.

7.1-16. **Which of the following answers represents an accent rather than a dialect?**

a. Someone from Boston says "cah" rather than car.

b. Someone from Alabama says "Ah nevah go theyuh."

c. Someone from Asia says "lice" instead of rice.

d. People from different states call a carbonated beverage a soda, pop, tonic, or soda pop.

e. All of the above are accents.

**Answer:** c. Someone from Asia says "lice" instead of rice.

7.1-17. **In reviewing the research on dialects, Carley Dodd has drawn several conclusions. Which statement is NOT one of Dodd's conclusions?**

a. People judge others by their speech.

b. Upward mobility and social aspirations influence whether people change their speech to the accepted norms.

c. It would be unethical to speak differently at home than you would speak at work.

d. General American Speech is most accepted by the majority of the American culture.

e. People should be aware of dialect prejudices and attempt to look beyond the surface.

**Answer:** c. It would be unethical (thiếu đạo đức) to speak differently at home than you would speak at work.

7.1-18. **The variations in vocabulary, pronunciation, syntax, and style that distinguish speakers from different ethnic groups and geographic areas are referred to as**

a. denotative differences.

b. dialects.

c. codeswitching.

d. abstract meaning.

e . jargon.

**Answer:** b. dialects.

7.1-19. **When African Americans speak one way among white people or in business settings and quite differently at home, they are**

a. using jargon.

b. bypassing.

c. codeswitching.

d. accenting.

e. culture-jumping.

**Answer:** c. codeswitching.

7.1-20. **Research suggests that nonverbal communication accounts for between\_\_\_\_\_\_\_\_\_% of the meaning we communicate to others.**

a. 20–30

b. 30–40

c. 40–50

d. 50–60

e. 60–70

**Answer:** e. 60–70

7.1-21. **Researchers maintain that good-looking people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than less attractive people.**

a. are seen as friendlier

b. are seen as more credible

c. make more money

d. get promoted more often

e . all of the above

**Answer:** e. all of the above

7.1-22. **The study of body movement and physical expression is referred to as**

a. kinesics.

b. word stress.

c. proxemics.

d. territoriality.

e. polychronic.

**Answer:** a. kinesics. (loại giao tiếp nói bao gồm các cử chỉ tay)

7.1-23. **Posture, touch, and gestures are examples of**

a. territoriality.

b. intimate distance.

c. denotation.

d. polychronics.

e. kinesics.

**Answer:** e. kinesics.

7.1-24. **While preparing for a corporate job interview, Richard pays careful attention to selecting appropriate clothing (including the long-sleeved shirt to hide his tattoo) reminding himself to smile and establish eye contact with the person who will be interviewing him, and answering possible questions in a strong, confident voice. What aspect of nonverbal communication has Richard failed to consider?**

a. appearance

b. vocal quality

c. facial expression

d. body movement

e. all of the above

**Answer:** d. body movement

7.1-25. **According to your textbook, task-oriented leaders are attracted to the head of a table, while more socially oriented leaders are likely to sit**

a. in the middle position at the side of a table.

b. at the corner of a table in order to avoid sitting at the head of the table.

c. at various places around the table in order to sit side-by-side with every member.

d. at the head of the table, just like task-oriented leaders.

e . next to a task-oriented member who can keep the leader on track.

**Answer:** a. in the middle position at the side of a table.

7.1-26. **Anthropologist Edward T. Hall identifies 4 zones of interaction used by most North Americans. Which of the following answers is NOT one of Hall's zones?**

a. intimate distance

b. personal distance

c. social distance

d. business distance

e. public distance

**Answer:** d. business distance

7.1-27. **What are the distance parameters most North Americans use when interacting with new acquaintances and strangers?**

a. 0 to 18 inches

b. 18 inches to 4 feet

c. 4 feet to 8 feet

d. 8 feet to 12 feet

e. 12 feet to 15 feet

**Answer:** c. 4 feet to 8 feet

7.1-28. **Members of most well-established groups interact with one another at Hall's**

a. intimate distance.

b. personal distance.

c. social distance.

d. business distance.

e. public distance.

**Answer:** b. personal distance.

7.1-29. **Jack Gibb describes 6 pairs of communication behaviors that influence whether a group's climate is defensive or supportive. Which of the following communication behaviors is the opposite of evaluation?**

a. control

b. problem orientation

c. strategy

d. superiority

e. description

**Answer:** e. description

7.1-30. **According to Jack Gibb and his notion of supportive/defensive communication,**

**which communication behavior is the opposite of strategic (chiến lược)?**

a. evaluation

b. neutral

c. superiority

d. empathetic

e. spontaneous

**Answer:** e. spontaneous (tự Ý)

7.1-31. **The statement "That's a stupid way to approach the problem" is an example of which type of response?**

a. descriptive

b. evaluative

c. problem-oriented

d. strategic

e. empathetic

**Answer:** b. evaluative

7.1-32. **Which dimension of a supportive communication climate is evident when group members are flexible, offer ideas, and welcome suggestions from others?**

a. description

b. provisionalism

c. problem control

d. neutrality

e. certainty

**Answer:** b. provisionalism (Chủ nghĩa tạm thời)

7.1-33. **After presenting a proposed solution to a group problem, Carlos says "I can't see any other way of solving this that makes sense. " Which defensive behavior is exemplified in Carlos's statement?**

a. certainty

b. control

c. evaluation

d. neutrality

e. strategy

**Answer:** a. certainty

7.1-34. **Toby presents a proposed solution to a group problem and says "If it's okay with everyone, I'd like to explain how this solution worked in a group I once belonged to and how we pulled together to make it work. It may help us with this problem.”Which supportive behavior is exemplified in Toby's statement?**

a. description

b. empathy

c. equality

d. provisionalism

e. spontaneity

**Answer:** c. equality

7.1-35. **Aisha laughs and smiles when she talks, stands close to other group members in a relaxed posture, and uses direct eye contact. What characteristic of nonverbal communication is she using?**

a. kinesics

b. nonverbal immediacy

c. spontaneity and provisionalism

d. territoriality

e. social distance

**Answer:** b. nonverbal immediacy

7.1-36. **All of the following nonverbal behaviors are characteristics of nonverbal immediacy EXCEPT**

a. more eye contact.

b. more touching.

c. more leaning back.

d. more relaxed posture.

e . more laughing and smiling.

**Answer:** c. more leaning back. (dựa lưng)

**TEST BANK CHAPTER 8: LISTENING IN GROUPS**

**Multiple Choice**

8.1-1. **\_\_\_\_\_\_\_\_\_\_ is the ability to understand, analyze, respect, and respond to the meaning of another person's spoken and nonverbal messages.**

a. Feedback

b. Listening

c. Self-centered listening

d. The Golden Listening Rule

e. Working memory

**Answer:** b. Listening

8.1-2. **Studies have found that listening occupies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a college student's**

**communicating time.**

a. less than 10%

b. less than 30%

c. more than 50%

d. more than 70%

e. about 95%

**Answer:** c. more than 50%

8.1-3. **Several studies report that without listening training, most people listen at \_\_\_\_\_\_**

**efficiency.**

a. 15%

b. 25%

c. 35%

d. 45%

e. 55%

**Answer:** b. 25%

8.1-4. **Unlike working memory theory, short-term memory**

a. has a large capacity, enabling group members to remember names, numbers, and discussion issues.

b. is highly effective for listening to speeches and lectures.

c. helps you remember about 7 (plus or minus 2) different items or bits of information at one time.

d. allows you to sift through what you've heard to create new meaning.

e. does all of the above.

**Answer:** c. helps you remember about 7 (plus or minus 2) different items or bits of

information at one time.

8.1-5. **Researchers conclude that of the total time most people spend communicating in a given day, they spend about \_\_\_\_\_\_\_\_% of that time listening.**

a. 10–20

b. 20–40

c. 30–50

d. 40–60

e. 40–70

**Answer:** e. 40–70

8.1-6. **Stephen Covey, author of *The 7 Habits of High Effective People*, uses listening to illustrate the 3 components of an effective habit. According to Covey, which of the following answers is a critical component of an effective listening habit?**

a. hearing

b. desire

c. opportunity

d. memory

e. empathy

**Answer:** b. Desire khao khát

8.1-7. **Suppose your group suggests having a meeting on Saturday morning. Nicole seems upset. You want to understand how she feels about the proposed meeting. When she explains her concerns, you should focus your efforts on**

a. analytical listening.

b. empathic listening.

c. comprehensive listening.

d. appreciative listening.

e. discriminative listening.

**Answer:** b. empathic listening.

8.1-8. **Two committee members make significantly different recommendations for the date and format of the company's annual picnic. Which type of listening will help you decide which suggestion to support?**

a. analytical listening

b. empathic listening

c. comprehensive listening

d. appreciative listening

e. discriminative listening

**Answer:** a. analytical listening

8.1-9. **What type of listening is most appropriate when you want to acknowledge a member's effective language skills, use of humor, or skillful presentation of arguments?**

a. critical listening

b. empathic listening

c. comprehensive listening

d. appreciative listening

e. discriminative listening

**Answer:** d. appreciative listening

8.1-10. **What type of listening is most appropriate when you want to accurately understand the meaning of group members' spoken and nonverbal messages?**

a. comprehensive listening

b. empathic listening

c. analytical listening

d. appreciative listening

e. discriminative listening

**Answer:** a. comprehensive (toàn diện) listening

8.1-11. **What type of listening is most appropriate when you want to form appropriate *opinions* about the content of a message?**

a. comprehensive listening

b. empathic listening

c. analytical listening

d. appreciative listening

**Answer:** c. analytical listening

8.1-12. **What type of listening is most appropriate when you want to understand and identify a person's feelings or motives?**

a. comprehensive listening

b. empathic listening

c. analytical listening

d. appreciative listening

e. discriminative listening

**Answer:** b. empathic listening

8.1-13. **What type of listening is so essential that it forms the basis for the other 4 types of listening?**

a. comprehensive listening

b. empathic listening

c. analytical listening

d. appreciative listening

e. discriminative listening

**Answer:** e. discriminative listening

8.1-14. **You can become a more empathic listener by**

a. being conscious of your feedback.

b. focusing on the speaker, not yourself.

c. avoiding talking about your own experiences and feelings.

d. monitoring your feedback to show concern.

e. doing all of the above.

**Answer:** e. doing all of the above.

8.1-15. **You can become a more effective analytical listener by**

a. avoiding evaluative reactions.

b. paying attention to the clarity of a member's words.

c. maintaining a strong belief in your own position.

d. evaluating the quality of arguments and evidence.

e. doing all of the above.

**Answer:** d. evaluating the quality of arguments and evidence.

8.1-16. **You can become a more effective appreciative listener by**

a. setting aside time for appreciative listening.

b. preparing to listen appreciatively.

c. welcoming opportunities to hear something challenging.

d. both a and b

e. all of the above

**Answer:** e. all of the above

8.1-17. **Task-oriented members tend to be particularly effective at**

a. comprehensive and analytical listening.

b. comprehensive and empathic listening.

c. comprehensive and appreciative listening.

d. analytical and empathic listening.

e . analytical and appreciative listening.

**Answer:** a. comprehensive and analytical listening.

8.1-18. **Maintenance-oriented members tend to be particularly effective at**

a. empathic and comprehensive listening.

b. empathic and analytical listening.

c. empathic and appreciative listening.

d. comprehensive and analytical listening.

e. comprehensive and appreciative listening.

**Answer:** c. empathic and appreciative listening.

8.1-19. **All of the following behaviors are examples of self-centered listening EXCEPT**

a. listening to evaluate the quality of arguments and evidence used by others.

b. listening that shows no respect for the opinions of others.

c. listening for the purpose of criticizing the ideas of others.

d. listening for personal information that can be used to humiliate or criticize others.

e . faking listening in order to impress high-status members.

**Answer:** a. listening to evaluate the quality of arguments and evidence used by others.

8.1-20. **All of the following answers describe the strong link between listening skills and successful leadership EXCEPT**

a. Leaders make sure all members comprehend what is said to avoid misunderstandings.

b. Leaders intervene at the slightest hint of hostility to defuse destructive conflict.

c. Leaders interrupt members who talk too much to ensure that everyone gets an equal chance to speak and listen.

d. Leaders ask members what they think and feel rather than guessing what is on their minds.

e. Leaders do not fake attention.

**Answer:** c. Leaders interrupt members who talk too much to ensure that everyone gets an equal chance to speak and listen.

8.1-21. **Good listeners use their extra thought speed productively. They do all of the following EXCEPT**

a. Identify and summarize main ideas.

b. Pay extra attention to nonverbal behavior.

c. Analyze arguments.

d. Assess the relevance of a speaker's comments.

e. Listen exclusively for specific facts and statistics.

**Answer:** e. Listen exclusively for specific facts and statistics.

8.1-22. **Identify the negative listening attitude that does not follow the Golden Listening Rule.**

a. interested

b. responsible

c. group-centered

d. superior

e. open-minded

**Answer:** d. superior

8.1-23. **When Ralph Nichols wrote "We must always withhold evaluation until our comprehension is complete," which listening strategy was he describing?**

a. listen for big ideas

b. overcome distractions

c. "listen" to nonverbal behavior

d. listen before you leap

e. help your group listen

**Answer:** d. listen before you leap

8.1-24. **Which of the follow listening strategies would you be using if you asked "Am I right in saying that all of us agree to meet on Saturday to finish the project?"**

a. listen for big ideas

b. overcome distractions

c. "listen" to nonverbal behavior

d. listen before you leap

e. help your group listen

**Answer:** e. help your group listen

8.1-25. **Which of the following statements is NOT a characteristic of effective paraphrasing (giải thích)?**

a. It is the ability to restate in new words what a person has said.

b. It is a form of feedback.

c. It is the ability to repeat what a person has said.

d. It usually includes a request for confirmation.

e . It can be used for many purposes.

**Answer:** c. It is the ability to repeat what a person has said.

8.1-26. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_refers to the degree to which you match the importance of and emotions in the speaker's message in your response.**

a. Paraphrasing content

b. Paraphrasing depth

c. Paraphrasing meaning

d. Paraphrasing language

e . Paraphrasing nonverbal

**Answer:** b. Paraphrasing depth

8.1-27. **Suppose Julia says, "Among all the other things I worry about, I have an important exam coming up and I fear that, given my busy schedule, I won't have enough time to study." Responding with, "You seem to be very upset about doing well on the exam" would be an *inaccurate* paraphrase because**

a. it responds to only one example, instead of responding to Julia's larger problem of coping with a busy schedule.

b. you are repeating the exact words Julia said.

c. you have not matched Julia's depth of feeling, given how important this exam is to her future and her hopes of getting a better job.

d. you add unintended meaning to Julia's statement.

e . you use language that is too simple to capture Julia's meaning.

**Answer:** a. it responds to only one example, instead of responding to Julia's larger problem of coping with a busy schedule.

8.1-28. **Differences in personality types may affect the way group members listen. Which of the Myers-Briggs personality types may be the best comprehensive listeners in a group?**

a. introverts

b. extroverts

c. feelers

d. judgers

e . all of the above

**Answer:** a. introverts

8.1-29. **A study of ways in which the college students from different cultures listen concludes that \_\_\_\_\_\_\_\_ students are less willing and less patient listeners than students from other cultures.**

a. African

b. U.S. American

c. Asian

d. South American

e. European

**Answer:** b. U.S. American

8.1-30. **Your textbook describes the dilemma students face when taking notes during a discussion or in the classroom. Which of the following statements best describes this dilemma?**

a. Most of us listen at only 25% efficiency.

b. The value of notes decreases as the volume of your notes increase.

c. We are not flexible notetakers.

d. A meeting's minutes or an instructor's handouts are better than the notes taken by a listener.

e. Effective notetakers take notes in outline form.

**Answer:** b. The value of notes decreases as the volume of your notes increase.

8.1-31. **All of the following questions can help you assess your internal thought processes as you listen EXCEPT**

a. What are the consequences of saying what I *want* to say?

b. Have I listened comprehensively?

c. What do I want to say?

d. Have I listened appreciatively?

e. How can I interrupt to comment on what I'm hearing?

**Answer:** e. How can I interrupt to comment on what I'm hearing?

**TEST BANK CHAPTER 9: CONFLICT AND COHESION IN GROUPS**

**Multiple Choice**

9.1-1. **The members of a civic association's committee on community safety disagree on whether to install more expensive street lighting throughout the development. What type of conflict is the group experiencing?**

a. affective

b. collaborative

c. substantive

d. competitive

e. procedural

**Answer:** c. substantive

9.1-2. **The members of a civic association committee charged with addressing safety issues in the community disagree over whether to begin by surveying residents about their safety concerns or to start by consulting local law enforcement for safety suggestions. What type of conflict is the group experiencing?**

a. affective

b. collaborative

c. substantive

d. competitive

e. procedural

**Answer:** e. procedural

9.1-3. **Joe gets angry with Delores during a committee meeting because she interrupts his remarks and suggests that his ideas are a waste of time. What type of conflict is occurring in this situation?**

a. affective

b. collaborative

c. substantive

d. competitive

e. procedural

**Answer:** a. affective

9.1-4. **Attribution Theory is useful in explaining the sources of group conflict. All of the following answers are examples of how attributions can prompt anger among group members EXCEPT**

a. What other members do seems abnormal.

b. What other members do seems unfair.

c. What other members do seems to constrain what I want to do.

d. What other members do seems intended to harm me or others.

e. What other members do seems to reflect member needs.

**Answer:** e. What other members do seems to reflect member needs.

9.1-5. **Which of the following statements characterizes constructive conflict?**

a. Members focus on the issues.

b. Members' contributions are devalued.

c. Members protect and defend their own ideas.

d. Members avoid conflict.

e. Members resist change and try to maintain traditional procedures.

**Answer:** a. Members focus on the issues.

9.1-6. **You can help promote constructive conflict by abiding by all of the following principles EXCEPT**

a. Disagreement does not result in punishment.

b. Members encourage tough competition among one another in order to make the best decisions.

c. Members will work with one another to achieve mutually satisfying resolution of conflicts.

d. Lower-status members are free to disagree with higher-status members.

e. the group has an agreed-upon approach for conflict resolution and decision making.

**Answer:** b. Members encourage tough competition among one another in order to make the best decisions.

9.1-7. **Which of the following suggestions can help you apologize to a group when an apology is appropriate?**

a. Identify member responsibility for problems with "you" statements.

b. Clearly identify who is to blame for the problem.

c. Disregard how others might feel as the result of your actions.

d. Follow through on any promises to correct the situation.

e. Plead for forgiveness because you have apologized.

**Answer:** d. Follow through on any promises to correct the situation.

9.1-8. **When a member is more concerned with his or her own goals than meeting the needs of the group, which conflict style is the member using?**

a. accommodation

b. collaboration

c. competition

d. avoidance

e. compromise

**Answer:** c. competition

9.1-9. **Which conflict style would be appropriate if the issue is very important to others but is not very important to you; you realize that you are wrong or that you have changed your mind; it is more important to preserve group harmony than resolve the issue?**

a. accommodation

b. collaboration

c. competition

d. avoidance

e. compromise

**Answer:** a. accommodation

9.1-10. **Some club members want to increase membership dues by $7.00. Other club members want to increase them by $3.00. They have reached an impasse on the issue, so they decide to split the difference and raise the dues by $5.00. What type of conflict style did the group use?**

a. accommodation

b. collaboration

c. competition

d. avoidance

e. compromise

**Answer:** e. compromise

9.1-11. **Which conflict style has a high concern for group goals and a low concern for the member's personal goals?**

a. accommodation

b. collaboration

c. competition

d. avoidance

e. compromise

**Answer:** a. accommodation

9.1-12. **Family members disagree about where to go for a vacation this year. Some members want a location where there will be a lot to do. Other members just want to relax. They discuss many possible sites before deciding on a cruise. They agree that a cruise offers opportunities for both relaxation and recreation. Which**

**approach to conflict did this family use?**

a. accommodation

b. collaboration

c. competition

d. avoidance

e. compromise

**Answer:** b. collaboration

9.1-13. **Nang tries to change the subject whenever group members argue. She also refuses to comment on controversial issues. What conflict style does Nang use?**

a. accommodation

b. collaboration

c. competition

d. avoidance

e. compromise

**Answer:** d. avoidance

9.1-14. **When a member gives in to others at the expense of his or her own goals, what conflict style is the member using?**

a. collaboration

b. compromise

c. avoidance

d. accommodation

e. competition

**Answer:** d. accommodation

9.1-15. **When a member searches for new solutions that will achieve both the individual goals of group members and the group goals, what conflict style is the member using?**

a. competition

b. avoidance

c. collaboration

d. accommodation

e. compromise

**Answer:** c. collaboration

9.1-16. **When a member concedes some goals in order to achieve others, what conflict style is the member using?**

a. compromise

b. collaboration

c. avoidance

d. accommodation

e. competition

**Answer:** a. compromise

9.1-17. **When a member attempts to change the topic, which conflict style is a member using?**

a. accommodation

b. avoidance

c. collaboration

d. competition

e. compromise

**Answer:** b. avoidance

9.1-18. **Which dialectic tension is represented in the 5 traditional conflict styles: accommodation, avoidance, collaboration, competition, and compromise?**

a. reward ↔ punish

b. reliance on emotions ↔ reliance on reasoning and logic

c. homogeneous ↔ heterogeneous

d. concern for personal goals ↔ Concern for group goals

e . open system ↔ closed system

**Answer:** d. concern for personal goals ↔ Concern for group goals

9.1-19. **When face-to-face interaction is not convenient or possible, which of the following communication technologies is best suited for groups dealing with conflict?**

a. audioconferences

b. videoconferences

c. bulletin boards

d. email

e. text messaging

**Answer:** b. videoconferences

9.1-20. **Your textbook offers all of the following guidelines for making an effective apology EXCEPT**

a. Take responsibility for your actions with "I" statements.

b. Clearly identify the behavior that was wrong.

c. Explain why your actions are justified.

d. Acknowledge how others might feel.

e. Express regret.

**Answer:** c. Explain why your actions are justified.

9.1-21. **What do the 4Rs stand for in the 4Rs Method of Analyzing a Conflict?**

a. React, Reply, Reason, Reprimand

b. Recognize, Reflect, Reconsider, Relate

c. Reasons, Reactions, Results, Resolution

d. Resources, Repetitions, Readiness, and Resolution

e. Recognize, Reflect, Reconsider, Reject

**Answer:** c. Reasons, Reactions, Results, Resolution

9.1-22. **Which of the following is NOT part of the 4R method of Conflict Management?**

a. Reasons

b. Reactions

c. Results

d. Reinterpretation

e. Resolution

**Answer:** d. Reinterpretation

9.1-23. **If you assume that group members mean well and you feel free to express your feelings and ideas to others, you are on your way to dealing with conflict using**

a. the 4Rs Method.

b. the A-E-I-O-U Model.

c. negotiation.

d. mediation.

e. arbitration.

**Answer:** b. the A-E-I-O-U Model.

9.1-24. **Which method of conflict resolution employs the services of an impartial third party for the purpose of guiding, coaching, and encouraging the disputants toward agreement?**

a. arbitration

b. mediation

c. negotiation

d. the 4Rs Method

e. the A-E-I-O-U Model

**Answer:** b. mediation

9.1-25. **Which of the following conflict management methods is expressed as "We should express our concerns about the conflict and suggest a solution"?**

a. arbitration

b. mediation

c. negotiation

d. the 4Rs Method

e. the A-E-I-O-U Model

**Answer:** e. the A-E-I-O-U Model

9.1-26. **Mediation experts Stephen Littlejohn and Kathy Domenici suggest the following strategies for resolving conflict constructively EXCEPT**

a. Show strength and conviction by supporting your own position.

b. Speak to be understood rather than win.

c. Focus on your own perspective rather than criticizing others' behavior.

d. Explore ideas in new ways.

e. Recognize that there are many perspectives rather than polarizing a dispute into only 2 points of view.

**Answer:** a. Show strength and conviction by supporting your own position.

9.1-27. **Which of the following elements in the Harvard Negotiation Project's principled negotiation process asks a group to seek fair standards for resolving a conflict or choosing an option?**

a. people

b. interests

c. options

d. criteria

e. goals

**Answer:** d. criteria

9.1-28. **All of the following behaviors are more characteristic of the ways in which women respond to conflict EXCEPT**

a. Women are more likely to leave a group that experiences continuous conflict.

b. Women are more likely to focus on substantive issues than men.

c. Women are more likely to address conflict privately rather than in front of the entire group.

d. Women tend to cooperate more than men under ideal conditions.

e. Women are more likely to avoid conflict than men are.

**Answer:** c. Women are more likely to address conflict privately rather than in front of the entire group.

9.1-29. **When helping group members from collectivist cultures maintain and save "face," you should keep in mind all of the following perspectives about conflict and "face" EXCEPT**

a. The need to save "face" during a conflict derives from the personal relationships among members.

b. Conflict resolution requires that "face" issues be mutually managed before discussing other issues.

c. In individualistic cultures, "saving face" is more important than winning an argument.

d. Conflict resolution succeeds when group members save "face" and also claim they have "won."

e. Cultures that place a great deal of value on "saving face" discourage personal attacks.

**Answer:** c. In individualistic cultures, "saving face" is more important than winning an argument.

9.1-30. **Which of the following statements is characteristic of a cohesive group?**

a. Members interact with each other less.

b. Members make a lot of negative statements about the group.

c. Members want to conform to group expectations.

d. The group lacks creativity.

e. none of the above

**Answer:** c. Members want to conform to group expectations.

9.1-31. **As leader of her group, Mira frequently reminds members that their combined contributions are essential to group success. Which strategy for developing group**

**cohesiveness is Mira using?**

a. establishing a group identify

b. establishing group traditions

c. respecting group members

d. emphasizing teamwork

e. recognizing and rewarding contributions

**Answer:** d. emphasizing teamwork

9.1-32. **Which symptom of groupthink is expressed when one group member confronts another by saying "Why aren't you in favor of this? You're the only one who's against it. Give it up!"?**

a. rationalization

b. self-censorship

c. mindguarding

d. pressure on dissent

e. illusion of invulnerability

**Answer:** d. pressure on dissent

9.1-33. **Which symptom of groupthink is expressed when a group member says "Of course, we're right. We have a perfect safety record, have done this many times, and nothing's gone wrong"?**

a. morality

b. stereotyping outsiders

c. mindguarding

d. illusion of unanimity

e. illusions of invulnerability

**Answer:** e. illusions of invulnerability

9.1-34. **All of the following answers are characteristic of groupthink EXCEPT**

a. overconfidence.

b. discounting of warnings.

c. stereotyping of outsiders.

d. mindguarding.

e. critically evaluating options.

**Answer:** e. critically evaluating options.

9.1-35. **All of the following methods are appropriate for minimizing the potential for groupthink EXCEPT**

a. Ask each member to serve in the role of critical evaluator.

b. If possible, have more than one group work on the same problem independently.

c. Avoid asking questions and do not demand justifications from others.

d. Discuss the potential negative consequences of any decision or action.

e . Before finalizing the decision, give members a second chance to express doubts.

**Answer:** c. Avoid asking questions and do not demand justifications from others.

**TEST BANK CHAPTER 10: STRUCTURED AND CREATIVE PROBLEM SOLVING IN**

**GROUPS**

**Multiple Choice**

10.1-1. **Problem solving occurs when a group**

a. reaches a conclusion.

b. passes judgment on an issue under consideration.

c. develops a plan for reducing or eliminating the harmful effects of a problem.

d. chooses among alternatives.

e. analyzes the history, causes, and effects of a problem.

**Answer:** c. develops a plan for reducing or eliminating the harmful effects of a problem.

10.1-2. **All of the following statements describe decision making in groups EXCEPT**

a. Groups usually take less time to make a decision than an individual working alone.

b. A group generates more ideas than an individual working alone.

c. Groups generally produce better decisions than individuals.

d. all of the above

e. none of the above

**Answer:** a. Groups usually take less time to make a decision than an individual working alone.

10.1-3. **As a decision-making method, voting works best when**

a. a group is not pressed for time.

b. an issue is highly controversial.

c. a group is small enough to make vote counting easy.

d. there is no other way to break a deadlock.

e. the group usually uses voting to make decisions.

**Answer:** d. there is no other way to break a deadlock.

10.1-4. **A company's recycling task force is composed of 15 members. If the task force makes decisions based on a consensus, how many members must be in favor of the group decision?**

a. 5

b. 7

c. 8

d. 10

e. 15

2

**Answer:** e. 15

10.1-5. **All of the following guidelines help a group achieve consensus (sự đồng thuận) EXCEPT**

a. Get everyone involved in the discussion.

b. Welcome differences of opinion.

c. Listen carefully to other members.

d. Use techniques such as trading one decision for another.

e. Don't be stubborn (bướng bỉnh) and argue only for your own position.

**Answer:** d. Use techniques such as trading one decision for another.

10.1-6. **What are the signs of a false consensus?**

a. Every group member agrees to support a decision or action.

b. In order to avoid disagreement and conflict, group members agree on a common decision.

c. In order to achieve consensus, all group members take part in shaping a decision.

d. A decision is made that avoids a win/loss vote.

e. Consensus presents a united front to outsiders.

**Answer:** b. In order to avoid disagreement and conflict, group members agree on a common decision.

10.1-7. **There are 12 members in your group. How many members must be in favor of a proposal when deciding by authority rule?**

a. 1

b. 6

c. 7

d. 10

e. 12

**Answer:** a. 1

10.1-8. **A company's recycling task force gathered information on various recycling programs and met several times to choose which program would best suit the needs of the company. The group's recommendation was presented to the company's vice president of operations, who ultimately chose a program other than the one recommended by the task force. Which method of decision making was used in this situation?**

a. authority rule

b. consensus

c. majority vote

d. minority rule

e. 2/3 vote

**Answer:** a. authority rule

10.1-9. **"How many of our company employees hire a daycare provider to watch their children during the workday?" This group discussion question represents a**

**question of**

a. policy.

b. procedure.

c. fact.

d. conjecture.

e. value.

**Answer:** c. fact.

10.1-10. **"Is it appropriate for parents to bring their children to work when they can't get a babysitter or their daycare center closes for a day?" This group discussion question represents a question of**

a. policy.

b. procedure.

c. fact.

d. conjecture.

e. value.

**Answer:** e. value.

10.1-11. **"How can the company assist employees with their childcare needs?" This group**

**discussion question represents a question of**

a. policy.

b. procedure. (phương pháp)

c. fact.

d. conjecture. (phỏng đoán)

e. value.

**Answer:** a. policy.

10.1-12. **"Who will be the next student government president?" This discussion question represents a question of**

a. policy.

b. procedure.

c. fact.

d. conjecture.

e. value.

**Answer:** d. conjecture.

10.1-13. **A Congressional debate on a bill to increase penalties for fraud committed by business CEOs (Một cuộc tranh luận của Quốc hội về một dự luật tăng hình phạt đối với gian lận của các CEO doanh nghiệp ) is a question of**

a. fact.

b. value.

c. policy.

d. procedure.

e. conjecture.

**Answer:** c. policy.

10.1-14. **In their book, *Decision Making Styles*, Suzanne Scott and Reginald Bruce look at 5 decision-making styles. Group members who say "It just feels like the right thing to do" are most likely using the \_\_\_\_\_\_\_\_\_\_ decision-making style.**

a. rational

b. intuitive

c. dependent

d. avoidant

e. spontaneous

**Answer:** b. intuitive (trực giác)

10.1-15. **In their book, *Decision Making Styles*, Suzanne Scott and Reginald Bruce look at 5 decision-making styles. Groups members who say "If you think it's okay, then I'll do it" are most likely using the \_\_\_\_\_\_\_\_\_\_ decision-making style.**

a. rational

b. intuitive

c. dependent

d. avoidant

e. spontaneous

**Answer:** c. dependent

10.1-16. **In their book, *Decision Making Styles*, Suzanne Scott and Reginald Bruce look at 5 decision-making styles. Which of these styles is most like the Myers-Briggs's personality trait of *thinker*?**

a. rational

b. intuitive

c. dependent

d. avoidant

e. spontaneous

**Answer:** a. rational (hợp lý)

10.1-17. **All of the following benefits can result when a group uses structured problem solving procedures effectively EXCEPT**

a. increased time and effort.

b. balanced participation.

c. conflict resolution.

d. organization.

e. group empowerment. (Trao quyền)

**Answer:** a. increased time and effort.

10.1-18. **Which of the following problem-solving procedures is based on John Dewey's Reflective Thinking Process?**

a. the Standard Agenda

b. the Single Question Format

c. Nominal Group Technique

d. brainstorming

e. Functional Theory

**Answer:** a. the Standard Agenda

10.1-19. **All of the following steps are part of the Standard Agenda format for group problem solving EXCEPT**

a. task clarification

b. establishment of procedure

c. problem identification

d. fact finding

e. solution suggestions

**Answer:** b. establishment of procedure

10.1-20. **The first 3 steps in the Standard Agenda format of group problem solving are**

a. problem identification, fact finding, solution evaluation and selection.

b. problem identification, task clarification, solution implementation.

c. task clarification, problem identification, fact finding.

d. fact finding, problem identification, task clarification.

e. fact finding, solution criteria, solution selection.

**Answer:** c. task clarification (làm rõ), problem identification, fact finding. (Stan task pro fact)

10.1-21. **Getting bogged down (Sa lầy) in analyzing the problem is referred to as**

a. groupthink.

b. conjecture.

c. consensus.

d. analysis paralysis.

e. fact finding.

**Answer:** d. analysis paralysis. (phân tích tê liệt)

10.1-22. **In what way is Functional Theory different than the Standard Agenda method of problem solving?**

a. Competent performance of each function is more important than performing the function in an exact order.

b. Functional Theory recognizes that group goals and unspoken assumptions can affect the choice of solutions.

c. Functional Theory emphasizes the group's ability to recognize and understand both the pros and cons when considering a solution.

d. Communication is the instrument used, with varying degrees of success, to reach decisions and generate solutions.

e. all of the above

**Answer:** e. all of the above

10.1-23. **The Functional Theory approach to problem solving focuses on**

a. giving group members a chance to hear and understand the opinions and needs of others.

b. planning and coordinating the many steps needed to carry out a solution or agreed upon action.

c. allowing ideas to be generated by individuals working alone rather than emerging from group interaction.

d. generating as many ideas as possible in a short period of time.

e. preparation, competence, and communication.

**Answer:** e. preparation, competence, and communication.

10.1-24. **The first 3 steps in the Single Question Format for problem solving are**

a. analyze the issues, identify the problem, identify possible solutions.

b. identify the problem, create a collaborative setting, analyze the issues.

c. create a collaborative setting, analyze the issues, identify the problem.

d. analyze the issues, identify possible solutions, answer the single questions.

e. task clarification, fact finding, solution selection.

**Answer:** b. identify the problem, create a collaborative setting, analyze the issues. (I create analyze)

10.1-25. **Which of the following characteristics makes the Single Question Format different compared to the Standard Agenda?**

a. It focuses on decision making and creativity.

b. It focuses on the competent performance of each problem-solving phase.

c. It focuses on task clarification solution implementation.

d. It focuses on goal clarity and cultivating a supportive communication climate.

e. It focuses on seeking consensus and avoiding false consensus.

**Answer:** d. It focuses on goal clarity and cultivating a supportive communication climate. (Nó tập trung vào mục tiêu rõ ràng và nuôi dưỡng một môi trường giao tiếp hỗ trợ)

10.1-26. **All of the following answers represent basic stages in the development of group creativity EXCEPT**

a. investigation.

b. imagination.

c. interpretation.

d. incubation.

e. insight.

**Answer:** c. interpretation. (sự giải thích)

10.1-27. **Your group needs to come up with a discussion topic for a class assignment. The group works together, suggesting as many topics as possible. Members welcome all ideas and do not criticize the suggestions of other members. Which decision-making method is the group using?**

a. the Functional Approach

b. the Single Question Format

c. brainstorming

d. consensus seeking

e . Nominal Group Technique

**Answer:** c. brainstorming

10.1-28. **All of the following are considered guidelines for effective brainstorming EXCEPT**

a. Evaluate ideas only at the end.

b. Post the ideas for all to see.

c. Wait awhile for group members to think before starting the brainstorming.

d. Avoid combining ideas.

e. Do not praise other members' ideas as they're suggested.

F

**Answer:** d. Avoid combining ideas.

10.1-29. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was developed by Delbecq and Van de Ven as a way of maximizing participation in problem-solving and program-planning groups while minimizing some of the interpersonal problems associated with group interaction.**

a. The Standard Agenda

b. Brainstorming

c. The DOT Method

d. Nominal Group Technique

e. Single Question Format

**Answer:** d. Nominal Group Technique

10.1-30. **During Phase 1 (Idea Generation) of Nominal Group Technique,**

a. members explain their support or nonsupport for each item.

b. members, in turn, present one idea from their privately written list.

c. members discuss the merits of each idea before voting occurs.

d. members vote by ranking or rating ideas privately and in writing.

e. the group decision is the mathematically pooled outcome of members' individual votes.

**Answer:** b. members, in turn, present one idea from their privately written list.

10.1-31. **Researchers investigating the usefulness of brainstorming and Nominal Group Technique conclude that Nominal Group Technique (NGT) works better for generating ideas for all of the following reasons EXCEPT**

a. waiting to speak in brainstorming may disrupt the thinking process.

b. members in brainstorming sessions produce fewer ideas than NGT groups.

c. members who fear evaluation may not be willing to contribute ideas.

d. members who make more contributions in brainstorming may earn high status and influence.

e. members may loaf and let others do all the thinking and talking.

**Answer:** b. members in brainstorming sessions produce fewer ideas than NGT groups.

10.1-32. **Consider using the Decreasing Options Technique (DOT) when**

a. the group is small, with no more than 7 members.

b. members cannot generate many ideas or solutions.

c. the group wants to hear from expert and influential members.

d. the group wants to ensure equal opportunities for input by all members.

e . the group has plenty of time to discuss multiple or controversial ideas.

**Answer:** d. the group wants to ensure equal opportunities for input by all members.

10.1-33. **The major advantage and reason for using the DOT method is that it**

a. focuses on preparation, competence, and communication functions.

b. requires members to analyze questions of fact, value, conjecture, and policy.

c. helps reduce and refine a large number of suggestions into a manageable number of ideas.

d. relies on the creativity of all members.

e . helps avoid negative evaluation and criticism of ideas and solutions.

**Answer:** c. helps reduce and refine a large number of suggestions into a manageable

number of ideas.

10.1-34. **Which is the correct order of the four steps in the Decreasing Options Technique?**

a. generate ideas, post ideas, sort ideas, dot ideas

b. dot ideas, sort ideas, post ideas, generate ideas

c. generate ideas, post ideas, dot ideas, sort ideas

d. post ideas, generate ideas, dot ideas, sort ideas

e. post ideas, generate ideas, sort ideas, dot ideas

**Answer:** a. generate ideas, post ideas, sort ideas, dot ideas (ghé po sợ đó)

10.1-35. **Lee Towe presents 4 sources of action that guide how we solve problems. Which source does Towe describe as "We have developed a new way to do it"?**

a. inertia

b. instruction

c. imitation

d. innovation

e. investigation

**Answer:** d. innovation

10.1-36. **One of the reasons groups are often reluctant to think creatively is that they have preconceived notions about what can and can't be done. In such cases, your group may want to try the \_\_\_\_\_\_\_\_\_\_\_\_\_ method of enhancing creativity.**

a. control judgment

b. ask "what if?"

c. encourage innovation

d. use metaphors

e. use imitation

**Answer:** b. ask "what if?"

10.1-37. **There are several problem-solving realities that can prevent a group from working effectively and ethically. For example, if members resist or dismiss information that doesn't mesh with their personal inclinations and attitudes, what problem-solving reality may impair group effectiveness?**

a. politics

b. pre-existing preferences

c. power

d. procedural paralysis

e. polychronics

**Answer:** b. pre-existing preferences

10.1-38. **There are several problem-solving realities that can prevent a group from working effectively and ethically. For example, a strong and stubborn leader can lead group members off on tangents and irrelevant discussions that have nothing to do with the group's goal. In this particular case, \_\_\_\_\_\_\_\_\_\_\_\_ will likely affect the outcome of every decision and problem the group confronts.**

a. politics

b. pre-existing preferences

c. power

d. procedural paralysis

e. polychronics

**Answer:** c. power

10.1-39. **There are several problem-solving realities that can prevent a group from working effectively and ethically. For example, a member may side with a group leader into order to gain the leader's attention and backing. In this particular case, \_\_\_\_\_\_\_\_\_\_\_\_ will likely affect the outcome of every decision and problem**

**the group confronts.**

a. politics

b. pre-existing preferences

c. power

d. procedural paralysis

e. polychronics

**Answer:** a. politics

**TEST BANK CHAPTER 11: CRITICAL THINKING AND ARGUMENTATION IN GROUPS**

**Multiple Choice**

11.1-1. **Argumentation is**

a. the thinking we use to analyze what we read, see, and hear in order to arrive at a justified conclusion.

b. the way we advocate proposals, examine competing ideas, and influence one another.

c. a hostile confrontation between two or more people.

d. a form of debating in which a judge makes the final decision.

e. a claim supported by evidence and reasons for accepting it.

**Answer:** b. the way we advocate proposals, examine competing ideas, and influence one another.

11.1-2. **An argument is**

a. the thinking we use to analyze what we read, see, and hear in order to arrive at a justified conclusion.

b. the way in which we use critical thinking to advocate proposals, examine competing ideas, and influence one another.

c. a hostile confrontation between two or more people.

d. a form of debating in which a judge makes the final decision.

e. a claim supported by evidence and reasons for accepting it.

**Answer:** e. a claim supported by evidence and reasons for accepting it.

11.1-3. **Effective argumentation in groups**

a. promotes misunderstanding.

b. promotes critical thinking.

c. prevents persuasion.

d. promotes groupthink.

e. promotes hostility.

**Answer:** b. promotes critical thinking.

11.1-4. **Argumentativeness is a**

a. claim supported by evidence and reasons for accepting it.

b. process of reasoned interaction intended to help participants make the best decision in a given situation.

c. decision based on listening to and analyzing arguments.

d. willingness to argue controversial issues with others.

e . form of debating in which a judge makes the final decision.

**Answer:** d. a willingness to argue controversial issues with others.

11.1-5. **All of the following traits characterize highly argumentative group members EXCEPT**

a. they promote hostility in the group.

b. they show genuine interest in the group's discussions.

c. they focus on issues rather than personalities.

d. they are often chosen as group leaders.

e . they are viewed as highly credible members.

**Answer:** a. they promote hostility in the group.

11.1-6. **Which of the following statements best describes a highly argumentative group member?**

a. The member is not confrontational.

b. The member has less influence in group decision making.

c. The member is less likely to be persuaded by others.

d. The member is less likely to be chosen as the group leader.

e. all of the above

**Answer:** c. The member is less likely to be persuaded by others.

11.1-7. **Which component of the Toulmin Model of Argument explains why the evidence supports the claim?**

a. qualifier

b. evidence

c. warrant

d. backing

e. reservation

**Answer:** c. warrant (bảo đảm)

11.1-8. **The warrant in an argument answers the question**

a. What makes you say that?

b. What do you have to go on?

c. How did you get there?

d. Are there any exceptions?

e. What conclusion or position do you advocate?

**Answer:** c. How did you get there?

11.1-9. **Which component of the Toulmin Model of Argument is represented in Part I of the following argument? I. Joan would be a good leader. / II. Good leaders are effective communicators. / III. Joan got an A in the communication course she took.**

a. claim

b. evidence

c. warrant

d. backing

e. reservation

**Answer:** a. claim

11.1-10. **Which component of the Toulmin Model of Argument is represented in Part II of the following argument? I. Joan would be a good leader. / II. Good leaders are effective communicators. / III. Joan got an A in the communication course she took.**

a. claim

b. evidence

c. warrant

d. backing

e. reservation

**Answer:** c. warrant

11.1-11. **Which component of the Toulmin Model of Argument is represented in Part III of the following argument? I. Joan would be a good leader. / II. Good leaders are effective communicators. / III. Joan got an A in the communication course she took.**

a. claim

b. evidence

c. warrant

d. qualifier

e. reservation

**Answer:** b. evidence

11.1-12. **Which component of the Toulmin Model of Argument is indicated by words in a claim such as "likely," "possibly," or "probably"?**

a. reservation

b. evidence

c. data

d. qualifier

e. warrant

**Answer:** d. qualifier

11.1-13. **Which of the following answers is an example of the kind of evidence you could use in an argument?**

a. facts and opinions

b. definitions and descriptions

c. examples and illustrations

d. statistics

e. all of the above

**Answer:** e. all of the above

11.1-14. **"More than 40% of American claim to have read *The da Vinci Code.”* What type of evidence is used in this example?**

a. testimony

b. definition

c. statistic

d. story

e. opinion

**Answer:** c. statistic (thống kê)

11.1-15. **"The Biltmore Mansion is the largest private residence in the United States."What type of evidence is used in this example?**

a. fact

b. description

c. opinion

d. definition

e. example

**Answer:** a. fact

11.1-16. **"Sufism is not a sect of Islam, like Shiism or Shunnism, but rather the mystical sides of Islam: a personal, experiential approach to Allah, which contrasts with the more prescriptive, doctrinal approach of fundamentalism like the Taliban." What type of evidence is used in this example?**

a. definition

b. illustration

c. fact

d. description

e. statistic

**Answer:** d. description

11.1-17. **The *Wings of Freedom* tour includes 3 famous World War II vintage airplanes: a B-17 Flying Fortress, a B-24 Liberator, and a North American P-51. What type of evidence is used in this example?**

a. definition

b. opinion

c. statistic

d. illustration

e. example

**Answer:** e. example

11.1-18. **"Horsepower is a unit for measuring the power of engines roughly equal to 746 watts or 33,000 foot-pounds per minute. " What type of evidence is used in this example?**

a. example

b. definition

c. illustration

d. opinion

e. statistic

**Answer:** b. definition

11.1-19. **The president and chief executive of a virtual web space in which users can share comments claims that "The best innovations occur when you have networks of people with diverse backgrounds gathering around a problem." What type of evidence is used in this example?**

a. fact

b. statistic

c. illustration

d. opinion

e. example

**Answer:** d. opinion

11.1-20. **"According to NORML (National Organization to Reform Marijuana Laws), marijuana is a harmless drug that has no long-term side effects." What criticism should be made about this piece of evidence?**

a. It's not recent.

b. It's not statistically valid.

c. It's biased.

d. It's not identified.

e. It's not consistent.

**Answer:** c. It's biased.( thiên vị)

11.1-21. **"According to a 1984 article in the *Midland Times Herald*, gang activity is not a significant problem in the community." What criticism should be made about this piece of evidence?**

a. It's not recent.

b. It's not statistically valid.

c. It's biased.

d. It's not identified

e. It's not consistent.

**Answer:** a. It's not recent.

11.1-22. **Paulo survived a car crash without any major injury while *not* wearing a seatbelt. If he uses this example to prove that seatbelts are not needed, he has failed to test his evidence for**

a. consistency.

b. relevancy.

c. recency.

d. credibility.

e. interest.

**Answer:** a. consistency. Tính nhất quán

11.1-23. **You should ask all of the following questions when trying to determine the objectivity or accuracy of evidence from an internet source EXCEPT**

a. Is statistical data well labeled and easy to read?

b. Are the sources of information available so you can verify their claims?

c. Does it account for opposing points of view?

d. Is the information free of grammatical, spelling, and typographical errors that could indicate a lack of quality control?

e. Do you agree with the source's claims and point of view?

**Answer:** e. Do you agree with the source's claims and point of view?

11.1-24. **"Sex education in schools promotes teenage promiscuity ." This statement is an example of a claim of**

a. fact.

b. conjecture.

c. value.

d. policy.

e. fiction.

**Answer:** a. fact.

11.1-25. **"Our town should enact a curfew for all juveniles." (thị trấn chúng ta phải ban hành lệnh giới nghiêm cho tất cả người chưa thành niên.) This statement is an example of**

a. fact.

b. conjecture.

c. policy.

d. value.

e. fiction.

**Answer:** c. policy.

11.1-26. **"Our group is the best in the class." This statement is an example of a claim of**

a. fact.

b. conjecture.

c. policy.

d. value.

e. fiction.

**Answer:** d. value.

11.1-27. **When presenting an argument, in which order should you use the following steps?**

a. summarize your argument, provide reasons, support your claim, state your claim

b. support your claim, summarize your argument, state your claim, provide reasons

c. state your claim, support your claim, provide reasons, summarize your argument

d. provide reasons, summarize your argument, state your claim, support your claim

e. state your claim, summarize your argument, provide reasons, support your claim

**Answer:** c. state your claim, support your claim, provide reasons, summarize your argument

(Stao support cung cấp tóm tắt)

11.1-28. **The act of proving an argument either erroneous or false, or both, is defined as**

a. argumentation.

b. refutation.

c. argumentativeness.

d. reasoning.

e . cooperative argumentation.

**Answer:** b. refutation. (phản bác)

11.1-29. **What are the first 4 steps in refuting an argument?**

a. state the claim you oppose, assess the evidence, assess the reasoning, summarize your refutation

b. listen to the argument, assess the evidence, state the claim you oppose, give an overview of your objections

c. give an overview of your objections, assess the evidence, state the claim you oppose, summarize your refutation

d. listen to the argument, assess the evidence, assess the reasoning, state the claim you oppose

e . summarize your claim, provide reasoning, state your claim, support your claim

**Answer:** b. listen to the argument, assess the evidence, state the claim you oppose,

give an overview of your objections (lis ass state give)

11.1-30. **Which step in refuting an argument would be characterized by a statement such as "I don't support the increase in student activity fees for 2 reasons: the college just raised tuition 5%, and the poor economy has stressed many students and their parents to the limit"?**

a. assess the reasoning

b. state the opposing claim

c. assess the evidence

d. listen to the argument

e . preview your objections

**Answer:** e. preview your objections

11.1-31. **"My opponent says we can lower taxes. He can't be believed or trusted. Ten years ago, he admitted to being an alcoholic. “What fallacy is being committed in this statement?**

a. faulty cause

b. hasty generalization

c. appeal to popularity

d. appeal to authority

e. *ad hominem* attack

**Answer:** e. *ad hominem* attack

11.1-32. **Some group members have suggested that the company sponsor an annual picnic rather than a more formal annual dinner. John disagrees with the others because the company has held a formal dinner every year for more than 10 years. Which fallacy of argument could be attributed to John's comment?**

a. *ad hominem* attack

b. appeal to authority

c. appeal to popularity

d. appeal to tradition

e. faulty cause

**Answer:** d. appeal to tradition

11.1-33. **"My uncle's visit to New Mexico was horrible. The weather was bad and the people were unfriendly. New Mexico is not a good choice for a vacation." What fallacy is being committed in this statement?**

a. *ad hominem* attack

b. hasty generalization

c. appeal to popularity

d. faulty analogy

e. faulty cause

**Answer:** b. hasty generalization khái quát hóa vội vàng

11.1-34. **"Everyone in our group has signing the petition. You should, too." What fallacy is being committed in this statement?**

a. *ad hominem* attack

b. appeal to authority

c. appeal to popularity

d. appeal to tradition

e. none of the above

**Answer:** c. appeal to popularity

11.1-35. **"I knew I wouldn't win the lottery because a black cat crossed my path right after I bought the ticket." What fallacy is being committed in this statement?**

a. ad hominem attack

b. appeal to authority

c. appeal to tradition

d. faulty analogy

e. faulty cause

**Answer:** e. faulty cause

11.1-36. **"If lawyers develop their cases with help from other lawyers, why can't I write my term paper with help from other students?" What fallacy is being committed in this statement?**

a. appeal to authority

b. hasty generalization

c. faulty cause

d. faulty analogy

e. *ad hominem* attack

**Answer:** d. faulty analogy

11.1-37. **"Don't go to that restaurant. I went once, and the service was awful." What fallacy is being committed in this statement?**

a. appeal to tradition

b. faulty analogy

c. hasty generalization

d. faulty cause

e. appeal to authority

**Answer:** c. hasty generalization

11.1-38. **According to your textbook, one of the most significant cultural differences in argumentation is the way in which people use evidence to support a claim. In which of the following cultures is physical evidence often rejected because no connection is seen between the physical world and human actions?**

a. some African cultures

b. Chinese culture

c. European-American cultures

d. highly religious Muslim culture

e. highly religious Christian culture

**Answer:** b. Chinese culture

11.1-39. **According to Rybacki and Rybacki, the reasoning responsibility requires that ethical group members**

a. avoid making arguments containing fallacies.

b. reveal the sources of information so others can evaluate them.

c. consider the interests of those affected by a decision.

d. treat other group members as equals.

e. respect established group norms.

**Answer:** a. avoid making arguments containing fallacies.

11.1-40. **According to Rybacki and Rybacki, the social code responsibility requires that ethical group members**

a. avoid making arguments containing fallacies.

b. reveal the sources of information so others can evaluate them.

c. consider the interests of those affected by a decision.

d. treat other group members as equals.

e. respect established group norms.

**Answer:** d. treat other group members as equals.

11.1-41. **Emotional intelligence can benefit a group engaged in argumentation because members will strive to**

a. state arguments in a neutral rather than a combative tone of voice.

b. show they are willing to work things out by talking over the issue rather than escalating it.

c. calm down, tune in to their feelings, and be willing to share them with group members.

d. look for an equitable way to resolve the dispute.

e. all of the above

**Answer:** e. all of the above

11.1-42. **All of the following traits are characteristic of emotional intelligence EXCEPT**

a. empathy.

b. self-awareness.

c. self-regulation. (tự điều chỉnh.)

d. self-confidence.

e . self-assertion.

**Answer:** e. self-assertion. (tự khẳng định.)

**TEST BANK CHAPTER 12: PLANNING AND CONDUCTING MEETINGS**

12.1-1. **Which of the following reasons is sound justification for scheduling or attending a group meeting?**

a. You hate to write reports and memos.

b. You prefer not to do the research yourself.

c. You feel lost without colleagues.

d. Group input and interaction are critical.

e. all of the above

**Answer:** d. Group input and interaction are critical.

12.1-2. **Which two group dialectics are particularly relevant when planning and conducting meetings?**

a. structure ↔ spontaneity and leadership ↔ followership

b. individual goals ↔ group goals and conformity ↔ nonconformity

c. heterogeneous ↔ homogeneous and conflict ↔ cohesion

d. engaged ↔ disengaged and open system ↔ closed system

e. both b and c

**Answer:** a. structure ↔ spontaneity and leadership ↔ followership

12.1-3. **Which of the following answers depicts the 3 elements of a meeting described in the textbook?**

a. structure, leadership, followership

b. structure, schedule, chairperson

c. conflict, cohesion, engagement

d. members, leaders, engagement

e. chairperson, agenda, minutes

**Answer:** b. structure, schedule, chairperson

12.1-4. **The meeting planning questions in your textbook include all of the following EXCEPT**

a. Why are we meeting?

b. Who should attend the meeting?

c. How should we write the agenda?

d. When and where should we meet?

e. What materials do we need?

**Answer:** c. How should we write the agenda?

12.1-5. **All of the following criteria should be considered when determining who should be invited to a meeting EXCEPT**

a. individuals who will be affected directly by the outcome.

b. individuals with special expertise.

c. individuals who disagree or represent minority viewpoints.

d. individuals who have the power to implement decisions.

e. individuals who are uninvolved in the issues scheduled for discussion.

**Answer:** e. individuals who are uninvolved in the issues scheduled for discussion.

12.1-6. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the outline of items to be discussed and the tasks to be accomplished at a meeting.**

a. A set of minutes

b. An action item

c. An agenda

d. A report

e. A call to order

**Answer:** c. An agenda

12.1-7. **At what point in the agenda does a chairperson officially begin a meeting?**

a. at the call to order

b. during the approval of the agenda

c. during the approval of the previous meeting's minutes

d. after reports from individuals and subcommittees

e . after unfinished business is completed

**Answer:** a. at the call to order

12.1-8. **The Committee to Save the Park began a discussion of plans to organize a park clean-up day. There was not enough time during the meeting to finish the discussion. In what part of the agenda for the next meeting should this issue appear?**

a. call to order

b. reports from individuals and subcommittees

c. unfinished business

d. new business

e. announcements

**Answer:** c. unfinished business

12.1-9. **At what point in a business meeting should group members approve the agenda**

**and minutes?**

a. right after the call to order

b. right after routine reports are shared

c. before the discussion of unfinished business

d. before the discussion of new business

e. right before final announcements by members

**Answer:** a. right after the call to order

12.1-10. **According to the guidelines presented in the textbook, when is the best time to address important and difficult issues?**

a. at the beginning of the meeting

b. during the middle portion of the meeting

c. during the last third of the meeting

d. at the end of the meeting

e. these items do not need to be placed on the agenda

**Answer:** b. during the middle portion of the meeting

12.1-11. **The elections committee of the Student Government Council is making preparations for the upcoming campus elections. During what part of the agenda should the elections committee chairperson report on the status of the committee's work?**

a. call to order

b. unfinished business

c. new business

d. announcements

e. reports from individuals and subcommittees

**Answer:** e. reports from individuals and subcommittees

12.1-12. **The chairperson of a meeting should**

a. notify everyone who should attend.

b. prepare for participation in the discussion.

c. distribute minutes and reports after the meeting.

d. keep the group focused on the task.

e. do all of the above.

**Answer:** e. do all of the above.

12.1-13. **The person appointed or elected to conduct a meeting is the**

a. group leader.

b. dominator.

c. chairperson.

d. nonparticipant.

e. recorder.

**Answer:** c. chairperson.

12.1-14. **In order to keep a meeting moving at a comfortable pace, the chairperson should**

a. review the agenda with all members.

b. distribute materials needed for the discussion of issues.

c. ask members to evaluate the meeting at the end of the meeting.

d. begin on time without waiting for latecomers.

e . avoid placing a time limit on each agenda item.

**Answer:** d. begin on time without waiting for latecomers.

12.1-15. **Your textbook suggests all of the following strategies for keeping a meeting moving at a comfortable pace EXCEPT**

a. Do not begin the meeting until all the important group members are present.

b. Stick to the agenda.

c. Place a time limit on each agenda item.

d. Stay focused on the meeting's goal.

e. Schedule another meeting to discuss unfinished business.

**Answer:** a. Do not begin the meeting until all the important group members are present.

12.1-16. **When members are late to a meeting, the chairperson should**

a. wait to start until all members have arrived.

b. review what has been accomplished whenever a latecomer arrives.

c. let latecomers sit without participating until they have observed enough to be able to contribute.

d. publicly reprimand latecomers.

e. assign latecomers tasks that no one else wants to do.

**Answer:** c. let latecomers sit without participating until they have observed enough to

be able to contribute.

12.1-17. **All of the following labels represent how member behavior can disrupt a meeting EXCEPT**

a. loudmouth.

b. interrupter.

c. whisperer.

d. latecomer.

e. tension releaser.

**Answer:** e. tension releaser.

12.1-18. **What does your textbook suggest a group can do to curb the disruptive behavior of a loudmouth?**

a. Interrupt the loudmouth.

b. Have that person take minutes.

c. Acknowledge that you understand the person's positions.

d. Ask for viewpoints from other members.

e . Do any or all of the above.

**Answer:** e. Do any or all of the above.

12.1-19. **A sentence such as "Let Debbo finish her point first, and then we'll hear other viewpoints" can help a group deal with a member whose disruptive behavior fits the description of a**

a. loudmouth.

b. interrupter.

c. whisperer.

d. latecomer.

e. tension releaser.

**Answer:** b. interrupter.

12.1-20. **Deborah Duarte and Nancy Snyder point out that "technology cannot make up for poor planning or ill-conceived meetings. In fact, it can make the situation worse. " In order to avoid such problems in a virtual meeting, you should**

a. begin a virtual meeting by sharing the meeting agenda.

b. invite more people to participate because virtual meeting are typically not restricted in size due to the number of seats in a conference room.

c. make sure that participants have access to the technology and know how to use it effectively.

d. use technology you've used before so you don't have to worry about testing it prior to meeting with the group.

e. use all of the above.

**Answer:** c. make sure that participants have access to the technology and know how to use it effectively.

12.1-21. **The written record of a group's discussion and activities is referred to as**

a. the minutes.

b. an action item.

c. an agenda.

d. a report.

e. a call to order.

**Answer:** a. the minutes.

12.1-22. **All of the following statements about the minutes of a meeting are true EXCEPT**

a. The format of the minutes should follow the format of the agenda.

b. The more formal the meeting, the more information should be included in the minutes.

c. The minutes should be accurate and impartial.

d. The minutes should be a word-for-word record of everything that members say.

e. The chairperson should delegate the task of taking minutes to another member.

**Answer:** d. The minutes should be a word-for-word record of everything that members say.

12.1-23. **All of the following guiding principles form the basis for parliamentary procedure EXCEPT**

a. The group uses a 2/3 vote to ensure that the majority rules.

b. The group accepts the will of the majority even though some members do not like that decision.

c. The group follows an approved agenda that promotes orderly business.

d. The group protects the rights of all members by guaranteeing everyone the right to speak.

e. The group balances speaking time and opportunities between members who support and those who oppose a proposal.

**Answer:** a. The group uses a 2/3 vote to ensure that the majority rules.

12.1-24. **Complexity Theory helps explain**

a. why groups need agendas to structure their meetings.

b. why groups should rely on minutes to make sure that assigned tasks are completed.

c. why groups need to balance dialectic tensions.

d. why groups hold long, unnecessary meetings.

e. why groups should ask why, who, when, where, and what questions as part of the meeting planning process.

**Answer:** c. why groups need to balance dialectic tensions.